

CHARTER COVERSHEET

APPLICANT TEAM MEMBER INFORMATION

Proposed Nineteenth
Generation Charter

School Name: High Point Academy

Name of Sponsoring
Entity: FIAFW, Inc.

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

The sponsoring entity
is a (Check only one): 501(c)(3) nonprofit organization Governmental Entity College or University

Chairperson of governing body of
sponsoring entity: Katie P. Stellar

CEO of sponsoring entity: Katie P. Stellar

CEO/Superintendent of proposed
charter school: To be determined at a later date.

Board member(s) who attended
applicant information session(s): Katie P. Stellar; Dana Yates Date(s): March 7, 2014

Applicant mailing address (To be used
for contact regarding this application): 1609 N. Riverside Drive Fort Worth, TX 76111

Physical address of proposed
administrative offices (if different from
above): To be determined at a later date.

Number of campuses requested: 3

Physical Address of Each Proposed Campus:
*Street address, city, state, zip, and county, OR, if the
specific address(es) is unknown at this time, provide
the county and general location of the proposed
campus(es)* Tarrant County, West Fort Worth; Tarrant County, East Fort Worth;
Tarrant County, Northwest Fort Worth

Contact name: Katie P. Stellar

Contact role/title: CEO / Board Chair; FIAFW, Inc.

Contact Phone: 817.456.7261 Contact Email: catchfia@gmail.com

State maximum enrollment and check all grade levels to be served for each school year.

By Year 4, at least one grade in which the state assessments are administered must be offered.

GRADE LEVELS SERVED

	Proposed Enrollment	Pre- K3	Pre- K4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1:	420	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	X	X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2:	678	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3:	1404	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>
Year 4:	2142	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	<input type="checkbox"/>
Year 5:	2868	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X
AtCapacity:	2868	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	X	X

High Point Academy

APPLICANT TEAM MEMBER INFORMATION

Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Katie P. Stellar	Self-Employed	Board Chairperson
Lori Manning	Self-Employed	To be determined
Dana Yates	Self-Employed	Board Vice Chairperson

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open elsewhere in the United States in the 2014-15 or 2015-16 school years? Yes No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date
High Point Academy Spartanburg	Spartanburg	SC	08/2014

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2015-2016? Yes No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City(s)	State

Do any of the following describe your organization, or the charter proposed in this application?

- Seeks approval for multiple campuses under a single charter.
- Already operates schools elsewhere in the US.
- Will contract or partner with a charter management organization (CMO). *If yes, include the CMO's portfolio in answering the above questions regarding pending applications and school openings.*

If yes, identify the CMO: _____

This CMO currently manages schools in Texas or elsewhere in the US.

If yes, list all applicable states: _____

CERTIFICATION

I certify that I have the authority to submit this application and that all information contained herein is complete, accurate, and original realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered.

Katie P. Stellar _____  _____ 3/19/2014
Name of CEO of Sponsoring Entity Signature of CEO of Sponsoring Entity Date

Lori Manning _____  _____ 3/19/2014
Name of Application Preparer Signature of Application Preparer Date

With what company is the application preparer associated? Yes No
 The application preparer is not associated with _____
 Was preparer paid? Yes No

Charter Overview

The Charter Overview should provide a concise summary of the following:

- the proposed plan for the school, including core values/beliefs;
- the geographic and population considerations of the school environment;
- the challenges particular to those considerations; and
- the applicant team's capacity to successfully open and operate a high quality school given the above considerations.

1. **Vision and Mission.** State the vision and mission of the proposed charter school. The vision statement outlines what the school will achieve in the long term and how it will operate to meet that goal/vision. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision and mission statements provide the foundation for the entire application. The vision and mission statements, taken together, should provide a framework that illustrates what success will look like, guides the decisions and actions of the charter, and is aligned with the purposes of Texas charter schools as outlined in TEC§12.001.
2. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
3. **Geographic Boundary.** Describe the community(s) where the school/campuses will be located and provide the rationale for selecting the location(s). Include the types of resources currently available in the community(s). Provide as **Attachment A**, a list of the school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*
 - a. Submit, as **Attachment B**, the certified mail receipt cards showing the dates the Statement of Impact form and accompanying documents were received by each recipient. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each addressee, fees paid, and the date mailed will be accepted. Follow these directions in preparing your mailings:
 - i. Prepare a cover letter (following the TEA sample) addressed to the board of trustees and superintendent of each school district and charter school within the designated geographic boundary, and copying each member of the legislature that represents the geographic area to be served by the proposed school as directed in TEC §12.1101. Enclose with that letter the Statement of Impact Form and your completed Charter Coversheet.
 - ii. The documents must be sent to districts, charter schools, and members of the Texas legislature in time to include signed certified return receipt card copies as part of the submitted application. If a school board trustee, district superintendent, or legislative office receiving the documents requests a complete copy of the application, the sponsoring entity must provide the document, including all attachments.
4. **Educational Need and Anticipated Student Population.** Describe the anticipated student population and the rationale for serving these students; their anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location, including resources for students currently available. Identify any enrollment priorities on which the program is based and explain how they are consistent with applicable restrictions on enrollment eligibility and selection.

5. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively or innovatively than the schools that are now serving the targeted population and how the school would achieve its goals.
6. **Leadership and Governance.** List the names of the current members of the governing board. Provide as **Attachment C**, notarized Board Member Biographical Affidavits for the current members of the proposed school's governing board, including their roles and their current professional affiliation. Use the template provided by the TEA to prepare these affidavits.
7. Provide, as **Attachment D**, the following Assurance Documents, prepared using the templates provided by the TEA: Bilingual Education/ESL, Section S04, and Dyslexia Assurances; General Application of Assurances for Federal Programs; Special Assurances; Special Education Assurances; and Campaign Contribution Disclosure.
8. Provide as **Attachment E**, a complete set of Eligibility Documents, prepared using the template provided by the TEA, including: 501 (c)(3) Determination Letter; the original Articles of Incorporation and any restated Articles of Incorporation and Articles of Amendment (*if incorporated prior to December 31, 2005*), OR (*if incorporated after January 1, 2006*) the Certificate of Formation and the Certificate of Filing; bylaws of the sponsoring entity including any amendments; attendance receipt from Information Session; copies of public hearing notice(s); (*if applicable*) Out of state operators ONLY, provide the state-issued performance data for each charter school currently in operation; and (*if applicable*) Out of state operators ONLY, provide in the template document EITHER a disclosure statement to include details pertaining to any charter school or campuses that have been closed, non-renewed, or revoked OR certify that the operator has not had a charter school/campus closed under any of the circumstances listed in TEC §12.101.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

HIGH POINT ACADEMY CHARTER OVERVIEW

The High Point Academy model for an academically exceptional school will create a long-term record of excellence in education for the greater Fort Worth area. By creatively educating young people, taking an interest in their personal areas of excellence, and strengthening their zones of academic weakness, we believe that the academic success and graduation rate among our students will climb well above the state average.

VISION AND MISSION

Our long-term goal and vision at High Point Academy is to challenge each child to embrace his or her future with a love of learning, a quest for knowledge and the confidence that they will succeed in life. Through school-wide implementation of applied learning concepts, our students will have first hand experience of team collaboration, successful leadership, project presentation, and self-paced project management. Each of these exercises prepares a student for success in higher education, career and life. High Point Academy will make a difference in children's lives by equipping them with the educational tools to navigate their future and the edifying skills to help them make a difference in the outlook of their families, communities and the world around them.

As a proposed charter school, we hold to a set of core values and beliefs. The principles of honor, integrity and service hang as a banner across our school crest. When separating these values, it is important to explain each in its own way. The core value of honor is best understood as honesty, fairness and respect among students, staff and parents. Integrity as a core value is defined as adherence to moral

and ethical principles. We expect the High Point family to promote sound moral character in each other. Service is considered to be pivotal within our learning community. At High Point, it is our duty and privilege to serve others within and outside our school family. TEAM, as High Point Academy defines it, means “Together Everyone Achieves More”. This one value is at the heart of everything we do. We work hard. We work together. We do what we can to help others. We put others before ourselves. This concept alone has the ability to transform the mediocre into the magnificent. The founding board members and original families believe that these core values, when practiced in an educational setting, not only provide great benefit to the school’s culture, they also give strength to the operation of the school.

With that in mind, the High Point Academy mission is to be a school that offers students an exceptional educational experience in an applied learning setting, where science, technology, engineering, arts and math are taught from a hands-on perspective and students are encouraged to think beyond themselves. High Point will be a community-centered school built on the principles of honor, integrity and service, complimented by a learning environment rich in creativity, innovation and achievement.

At the heart of this quest is the growth and shaping of tomorrow’s leaders. Through the use of electronic student portfolios, High Point will harness the power of the information age in which we live and transform the corporate educational setting into a more user-friendly, individualized applied learning environment where students are excited about the way learning takes place. By using an aligned curriculum, students will be taught through project based examples and lessons fostering a genuine love for learning. The core subject curriculum will use the Texas Resource Management System (TRMS) as a framework along with the TEKS, and each teacher will be able to use differentiated instruction (audio, visual, spatial and kinesthetic) in such a way that student’s minds are captivated and successful learning takes place.

COMMUNITY ENGAGEMENT

High Point has been working to establish community involvement for three years. Our support has grown each year, indicating not only parental support, but local community support as well. College relationships, business relationships and partnerships with talented individuals and community groups are an important part of our community engagement and support. In order to define what it means to be a community-based school, High Point has partnered with various entities within the community to create relational learning environments. Basically, the school is partnering with businesses to provide educational opportunities for the students that move beyond the classroom and into the real world. The following groups/individuals are partnering with High Point Academy:

- Tarrant County College Sign Language and Interpreting Program – this group will provide mentoring and reading sign language books to elementary language students
- Westside Cowboys Youth Football League – will provide afterschool enrichment activities
- Charla Corn and the Trainwrecks, Local Musicians – will provide afterschool enrichment club (music)
- Reyes Boxing, Local youth boxing club – will provide afterschool fitness club
- Ron Rainey – Economic Development Director – Benbrook, TX – supports a charter school in the Benbrook/West Fort Worth Area
- Dr. Jack Noble White – composer and former Texas Boys Choir Director; Dorothy Shaw Bell Choir Director; Littlest Wiseman Community Play – enthusiastically supports High Point Academy

In garnering support for the school, we have hosted community activities that have generated great interest among potential students and parents. A web presence, evidenced in the form of a school website and Facebook page, has created an avenue for disseminating information. Overall, these efforts have resulted in over 229 prospective families who believe in parent choice in education and High Point

Academy. These families represent approximately 417 students between the ages of K-12th grade. Many of these families have been supportive of this proposed charter school for several years now and it is this kind of commitment that is necessary to get this school off the ground.

GEOGRAPHIC BOUNDARY

The city of Fort Worth has over 778,000 residents. Within that number, there are approximately 81,000 students who attend Fort Worth ISD, an additional 112,000 students in 9 surrounding districts within a 10-15 mile radius, as well as 2,910 students who attend local charter schools. In addition, there are more students on charter school waiting lists than can be accommodated in the existing Fort Worth area charter schools. These statistics show the harsh reality that educational options, outside of the traditional ISD, are minimal in the Fort Worth area as compared to other large metropolitan areas in the state.

- o PLEASE SEE ATTACHMENT A – List of School Districts
- o PLEASE SEE ATTACHMENT B – Certified Mail Receipt Cards

EDUCATIONAL NEED

When considering these demographics, it became very apparent to the High Point Academy team that there was a real need in Fort Worth for high quality educational options. Our research showed that on the west side of Fort Worth, for instance, there was no elementary charter school that presented an option for parents whose children attended barely acceptable public schools. This area is filled with over 25 elementary and middle schools and five large high schools within the West Fort Worth targeted area.

Not only did we find that the West Fort Worth area was in need of a charter school option, our research also showed that the East Fort Worth area had extremely low performance ratings and little or no educational options for anything better. East Fort Worth schools carry some of the lowest ratings in the district when it comes to performance. Out of 14 schools (Elementary, Middle and High School), 10 were academically unacceptable and only four were academically acceptable. Some of the East Fort Worth schools carried a 92% economically disadvantaged segment and graduation/drop out rates that ranged from 68.8% graduate/31.2% drop out to 85.7% graduate/14.3% drop out.

It is the belief of High Point Academy that the East Fort Worth area would benefit greatly from the opening of an innovative educational facility like High Point. Not only would our STEAM program be a step ahead, but our before and after school APEX program would provide much needed support for families who find themselves working long hours and leaving their students unattended at home. The APEX program will offer tutoring and homework help, as well as after school club activities like “Step/Hip Hop” dance, basketball, drum/music club, Zumba and STEAM engineering, designed to build upon a student’s experience and knowledge.

The third area of the city where we plan on placing a school is the North/Northwest Fort Worth area. This is a highly populated area of the city with a great deal of traffic most all of the time. Families who want a change from the traditional seem very open to the prospect of an applied learning, STEAM charter school. The families of this area are largely Title I families as well, with a median income of \$37,200.

The anticipated student population at High Point will be reflective of the ethnic diversity that is present in the city of Fort Worth. Whether it is the West Fort Worth, East Fort Worth or Northwest Fort Worth campus, our primary target groups are families who desire a change in their child’s educational experience, but do not have the necessary monetary resources to afford a change. As a K-12 (at full matriculation), open enrollment, applied learning charter school, High Point will offer educational opportunities that create a foundation of success for families that encounter poverty, low high school graduation rates and limited post-secondary training.

EDUCATION PLAN / SCHOOL DESIGN

The education plan for High Point Academy is both diverse and refined. It targets individuals that struggle, needing further assistance and also prepares those who are poised and ready for advancement. It balances the needs of all students and promotes respect among teachers, students and parents.

There are four foundational elements on which the High Point educational philosophy is built. They are exceptional academics, educational relationships, extracurricular experiences and community service.

When expounded on individually, they can be best be defined in the following way:

- **Exceptional Academics:** Increased instructional time, Extended Hours Tutoring, Curriculum Alignment
- **Educational Relationships:** Strong School Leadership, Immediate Intervention for Struggling Students, Mentor Coaches, Academic Achievement Plans (AAP) that foster growth and communication
- **Extracurricular Experiences:** APEX Before and After School Program, Athletics, Academic Teams, Theater Club, and Fine Arts
- **Community Service:** Community Service Projects, Classroom Projects presented in the community, as they relate to the community, Community Involvement and Investment

High Point Academy will be a STEAM school, where science, technology, engineering, arts and math are combined in project form to create a more hands-on, diversified educational experience for the student. STEAM-based lessons can be utilized in all core subject areas and implementation definitely produces excitement among the students.

In addition to the STEAM influence and curriculum experience in our classrooms, our school wide curriculum for grades K-8 will follow E.D. Hirsch Jr.'s *Core Knowledge* series. K-2 reading curriculum will be *Superkids*, which is published by Rowland Reading. Our vocabulary curriculum will be the Sadlier-Oxford *Vocabulary Workshop* series. Our math curriculum will be *Singapore Math*, distributed by Singapore Math, Inc. In that subject area, we will utilize 360 degree Math methodology. Our science and social studies curriculum will be from the state adopted textbooks. All of our curriculum instruction will be aligned with the TEKS and all subject areas will be taught using differentiated instruction (audible, visual, spatial and kinesthetic), the 5E Model or other methodology that supports an applied learning style of teaching.

As a school, it is a foregone conclusion that educating students is one of our top priorities. More than that however, innovation and results are indicators that drive our success. Through the use of teaching methods that engage all styles of learning, High Point will facilitate individualized education through the use of Academic Achievement Plans (AAP) for every learner. Students will receive benchmark testing that will aid in the assessment of academic strengths and weaknesses. Any student that shows to be below grade level expectations will receive individualized tutoring/instruction as indicated in their AAP. Students who meet or exceed the state's recommended minimum will be challenged to continue their intellectual pursuits through special interest assignments and presentations as indicated in their AAP.

The educational goal for High Point Academy is to create life-long learners that persevere in the midst of challenges, graduate with a diploma and pursue post-secondary education at the University level. This will be achieved through the following measures:

- ✓ STEAM supplemental curriculum at all grade levels
- ✓ Piano Lab for students grades K-8; studies show an increase in math scores by 57 points and reading scores by 47 points on standardized tests
- ✓ Sign Language as a second language for grades K-8; studies show that the use of finger spelling with young children increases their success in spelling and helps them become better readers
- ✓ Technology use through tablets/IPADS and computers

- ✓ Mentor Coaches - All students grades 6-12 will meet with a mentor coach daily
- ✓ Collaborative Learning, Group Projects, Applied Learning Strategies, Direct Instruction, Hands-on Applications, Project Based Assessments, Community Presentations
- ✓ Texas TEKS as the basis for all student learning at each grade level
- ✓ Data driven Diagnostic Assessments through benchmarking and teacher, tutor, student and parent collaboration
- ✓ Advanced Placement Courses
- ✓ Dual Credit Opportunities for High School
- ✓ Career Readiness and Entrepreneurial Training

In support of these measures, High Point will showcase the APEX Before & After-School Program, which offers students academic support along with enrichment programs to further enhance their school experience. This program is written into our budget and will provide free after-school academic enrichment activities as well as educational and athletic clubs. It is our expectation that this program will be pivotal in the lives of our students, both at school and at home.

LEADERSHIP AND GOVERNANCE

FIAFW, Inc. is the 501(c)(3) non-profit sponsor for High Point Academy. Our board members are:

Katie P. Stellar, Board Chair
Dana Yates, Vice Chair
Connie Barnett
Donald Nemec
Byron K. Myles, Secretary
Jaye Sanford
Randy Spradlin

There are currently two board positions that have recently been vacated. We are in the process of filling those positions.

- PLEASE SEE ATTACHMENT C – Notarized Biographical Affidavits
- PLEASE SEE ATTACHMENT D – Assurance Documents
- PLEASE SEE ATTACHMENT E – Eligibility Documents

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section One - Educational Plan

Program Overview

Explain the educational philosophy that guides the design of the school, and describe the curriculum program to be offered and how it aligns with the education program, including primary instructional methods and assessment strategies. Describe any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Section One - Educational Plan

Program Overview

The educational philosophy of High Point is founded on pioneering the path to success, influencing young minds and developing great leaders. In our charge toward accomplishing that goal, the overall mindset has been on creating a balance between exceptional academics, educational relationships, and extracurricular experiences. Every effort has been made to set up a school model that incorporates these vital characteristics. With that in mind, the foundation of the educational program is made up of three key components: individualized Academic Achievement Plans (AAP), applied learning model with STEAM emphasis, and student led community service projects that promote character development. When combined in a setting like High Point Academy, where there is already a culture of high expectations in place, these three emphases will shape and ultimately, graduate a better prepared student for tomorrow's world.

High Point Academy intends to be proactive in our educational approach by addressing the needs of today's students with creativity and purpose. By design, our individual AAP's will be a personalized approach to education for each student. Our goal will be to communicate with parents, students, and teachers each semester to discuss the progress made on student plans. Evaluations such as benchmarks, EOC practice tests, Stanford 10, TPRI testing, and observation made by classroom teachers and specialists, will help shape each student's AAP so that it is "tailor made" for them.

Within 30 days of enrollment, academic interviews will aid in the planning and establishment of each student's individual plan. Once the initial plan is crafted and agreed upon by the student, parents and teacher, a review of academic achievement and subsequent update of their AAP will occur each semester. This "academic snapshot" will be beneficial in tracking their progress towards grade level promotion, graduation and entrance into a post-secondary educational institution. At HPA, we realize this type of individual attention will take extra effort by our staff, parents, and administration. We feel confident, however, that this innovative step will catapult our students to academic success.

Academic achievement and parental choice is a foundational strength of the High Point educational opportunity. Piano labs and required instrumentation for all students in grades K-8, laptops or tablets issued for every student middle school or above, and an aligned project-based curriculum contribute to the success of our hands-on applied learning approach. High Point Academy also believes in building strong leaders through community involvement, so service projects will be mandatory. An emphasis will be place on the performing arts allowing students the opportunity to receive ballet, dance, theater, choir, art, and graphic arts as part of their

everyday electives. The chance for Title I students and their families to receive piano, ballet, and other fine arts opportunities at no cost to themselves is a tremendous equalizer for students of all races and backgrounds. High Point is focused on educating and encouraging the leaders of tomorrow.

Another innovative classroom approach is the use of sign language for K-5th grade. Literacy and spelling scores are drastically improved as young children are taught to finger spell through the learning of American Sign Language. According to Laura Berg, founder of 'My Smart Hands' and certified K-12 literacy teacher, "Test scores can improve from a student having 25% passing to correctly spelling 90% of their spelling words." This concept has been studied quietly for over 25 years. Robert Wilson and Gerald V Teague, both with the University of Maryland, published in the Reading Psychology Journal, Vol. 5, Issue 3, 1984, the results of a first grade class that experienced a vocabulary and spelling increase that was "not discriminate to socioeconomic or racial backgrounds." The school leadership wants our students to reach greater heights in terms of literacy, vocabulary, spelling and writing skills. This places the High Point youth ahead of their peer group through comprehensive ELA standards. High Point Fort Worth students who are in grades 6-8 will have the choice to take either Spanish or American Sign Language (ASL) during the course of the school year.

At High Point Academy, we firmly believe that a choice in education is every parent's right, no matter the socioeconomic, religious, or racial background of the student. The educational plan is anchored in an applied learning style of teaching with an emphasis in science, technology, engineering, arts and math (referred to as STEAM), as well as character development and leadership training. This kinesthetic approach to learning (touch, move, experience) gives students the academic edge over their peers and fosters an ability to work well with others, as well as building self-confidence for future successes in life. The applied learning model will include textbook instruction and promote team building and problem-solving with hands-on experiential learning, complete with presentations beyond the classroom and in the community. At HPA, the educational program is designed to enhance the academic environment for a variety of student populations and cultures in Fort Worth and surrounding areas.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the Texas Essential Knowledge and Skills (TEKS) standards.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Give an overview of the planned curricula, addressing alignment with the TEKS. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
 - a. Provide, as **Attachment E.1**, a sample course scope and sequence for one subject for each grade configuration (elementary, middle, high school) the school would serve. Identify course outcomes and demonstrate alignment with the TEKS.

OR

- b. If the curriculum is not already developed, provide as **Attachment E.1** a curriculum development plan, including identification of individuals responsible and the timeline for development and completion, including review to ensure alignment with the TEKS.

**REVISED DURING CONTINGENCY PROCESS
SEE INSERT**

3. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Curriculum and Instructional Design

The basic learning environment will be smaller class size and greater individualized education. The kindergarten and first grade classrooms will include 20 children or less. The second through fifth grade classrooms will have a limit of 22 students. Sixth grade through twelfth grade will have 24 or less students in all academic core classes. The number limitations will enable a classroom teacher to be more focused on the needs of his/her students and offer a greater degree of individualization for each of them. High Point Academy is an applied learning school with differentiated learning strategies used at all grade levels. Our goal is to help every student master his/her lesson through the style of education that speaks strongly to the student. All students will be exposed to collaborative group projects, diversified learning strategies and kinesthetic instructional methods. Technology will play a constant and vital role in the individualization of the curriculum. Children grades K-12 will experience first-hand the integration of STEM and Fine Arts to promote the mission of the school.

There are three things schools must be aware of when it comes to education. Often times these three elements are misunderstood. First is the state standard, The Texas TEKS (Texas Essential Knowledge and Skills). The second component for a school to address is the curriculum that will adequately support these standards. In the case of High Point Academy, we have chosen to use the E.D. Hirsch, Jr. *Core Knowledge* curriculum for our K-8th grade students. The final ideal that schools must address is the methodology in which these standards are imparted to a child. For HPA, the method of choice is applied learning with a kinesthetic and project based technological approach. Thus, the freedom a classroom teacher has is limitless, as long as it meets the state standard (TEK) and uses the methodology our board feels is our niche for education. This means teachers may reteach, may add to the current curriculum from Hirsch or may even adjust lesson plans from the Texas Resource Management System (TRMS) SCOPE AND SEQUENCE to meet the needs of their students. High Point intends to properly train our staff to integrate STEAM (Science, Technology, Engineering, Arts and Math) within their classrooms and draw connections to other subjects. This allows children to develop background information and make better inferences when applying educational information to a standardized test. We will not be a school that simply teaches facts and memorization, which is all too often the standard in today's education. We want to be a school that empowers young leaders to learn through experience, inquiry and deductions; drawing similarities and real life application into their textbook lessons, and varied class projects will yield those results. This truly is making curriculum relevant and rigorous. At this time, the High Point curriculum team, complete with six educators: Lori Manning, Katie Stellar, Jaye Sanford, a math design curriculum specialist, Connie Barnett, BK Myles, and Dana Yates are preparing the alignment with the state standards (TEKS), curriculum, and methodology. Please refer to Attachment E.1.

One of the supplemental curricula our school has decided to use is: Sadlier-Oxford *Vocabulary Workshop* series for grades K-12. This program effectively increases a student's vocabulary understanding and better prepares them for college entrance tests such as the SAT and ACT. By helping our students be more fluent with word usage, they will become better readers, writers, and communicators-all traits of leadership. This will enable younger students to STAAR test

Curriculum and Instructional Design

1. High Point Academy will have a teacher to student ratio consisting of no more than 1:20 in Kindergarten and First Grade. For second through fifth grade, our ratio will be no more than 1:22. Our sixth to twelfth grade teacher to student ratio will be 1:24. Our class sizes will be at or below the ratios mentioned above for all grade levels.

APPROVED DURING CONTINGENCY PROCESS

2. The professional development for training of the teaching staff will occur annually, prior to the start of school. Our teachers will be contracted for 183 days, which is 3 days more than the state standard and will allow for professional development days immediately before the school year opens. These training opportunities will include applied learning techniques and differentiated instruction strategies taught by specialists in the field with proven track records. Each year we will build on these training concepts to grow our staff into strong, hands-on facilitators who will impact learning for every student in the classroom.

With a school calendar that includes a scheduled ½ day of professional development every 6 weeks throughout the school year, applied learning techniques and differentiated instruction strategies will be shared amongst staff that will reinforce instructional styles already being implemented. Continued instructional support will occur during the course of the school year to help grow our leadership staff in applied learning methodologies and practices.

with success for 4th grade and 7th grade writing exams. Additionally, our reading and ELA testing/EOC exams will benefit from this direct intentional exposure to age-appropriate vocabulary.

Another supplemental curriculum we are excited about is *Singapore Math*, adding the methodology of 360 degree math. Basically, these “out of the box” approaches for math training allow teachers to act as a facilitator, watching every child practice math at the same time around the room on dry erase boards. The concept begins with a teacher standing in the middle of the class, a vantage point that gives him/her 360 degree sight. After discussing the lesson topic for the day, the students work at stations around the four walls of the classroom while the teacher observes and corrects when necessary. Students experience math by moving, engaging, doing and helping one another (peer mentoring). This approach to teaching is right in line with our applied learning vision for the school. We believe that all levels of students will succeed because of the action and involvement they each take in learning the lesson and helping one another gain understanding of the TEK. It also eliminates the student who wants to disengage and not participate because all students are actively standing at a station, and desks are not the primary focus in this classroom. Teachers can offer immediate feedback, and children can be encouraged for even the smallest successes. These motivators are all tactics that help keep at-risk students engaged and moving forward.

As stated previously, the curriculum that High Point Academy has decided to use is by E.D. Hirsch, Jr. Known for its rigorous approach for all children, the *Core Knowledge* series provides an opportunity for children to be exposed to more than the basics of their state’s educational standards. The Texas Essential Knowledge and Skills (TEKS) do require children to touch on Shakespeare, U.S. Documents, and mythology; Hirsch’s series delves deeper into these classical pieces to bring out the relevance through the rigor. According to their website, *The Core Knowledge Sequence* has children reading “texts in history/social studies, science, and other disciplines. Students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Student can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades.” (CoreKnowledge.org)

Economically disadvantaged students thrive with the use of this equalizing curriculum. All students, regardless of their background, learn ideas, history and classical literature to make them more effective in gaining skills for future endeavors. Since High Point Academy expects to be 40% or more economically disadvantaged, the E.D. Hirsch, Jr. curriculum fits the bill of helping students prepare for real life experience through building skills in knowledge. Hirsch states, he is “closing the shocking education gap for American children.” He explains how and why broad knowledge, not reading strategies, builds reading comprehension.

Vocabulary building, oral language, and knowledge are the real keys to reading comprehension, according to the emphasis given in our TEKS English Language Arts (ELA) standards. With that in mind, High Point seeks to improve children’s lives through education and understanding. We believe this is why the *Core Knowledge* curriculum best suits our school mission as a supplemental curriculum.

The balance in literary texts among the *Core Knowledge* curriculum aligns itself with the Texas TEKS in ELA requiring roughly equal time of informational and literary texts in lower grades. Another vocabulary strengthener that High Point intends to use is sign language for elementary children. Studies show that children who learn to finger spell with American Sign Language have over 50 words more than their counterparts at the same age. Finger spelling also includes a kinesthetic approach to learning, giving these children an edge over their peers. Literacy is the foundation of all education, as well as a building block of success for a child.

The Texas State Standards summarizes a child's growth in learning each year as they simply add a concept at each grade level. In math, the standards of operations & algebraic thinking, number & operations in base ten, number & operations-fractions, measurement & data, and data each compound in complexity until a student finally reaches the pinnacle of operations.

Social Studies and Science also have similar approaches as students build into the knowledge and communication of these subjects. Through literary texts, students are taught through experiencing or doing. They can be exposed to science, technology, engineering, arts or even math (STEAM) while sitting in an ELA classroom. This classical, cross curricular approach to education allows students to be exposed to important ideas, theories, and grade level TEKS that are important to another classroom teacher's subject. Together, the High Point team will accept the challenge of preparing today's students to be tomorrow's leaders. Our teachers will be given flexibility and freedom as they craft lesson plans that integrate technology, student interaction and classroom activities, using differentiated instruction to meet the needs of all students – SPED, ESL, 504, ESL, etc. PLEASE SEE ATTACHMENT E.1.

Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must address the TEKS.

1. Clearly state how the TEKS will be incorporated into classroom instruction and assessment.
2. If you plan to adopt or develop additional academic standards beyond the TEKS, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the TEKS.
3. Explain the policies and criteria for promoting students from one grade to the next. If mid-year opportunities for grade advancement will be available, explain and provide the rationale for this option. Discuss how and when promotion and graduation requirements will be communicated to parents and students.
4. Provide, in **Attachment E.2** the school's promotion requirements for students to the next grade and/or graduation requirements, as applicable. The promotion/graduation requirements should clearly set forth what students in the last grade served will know and be able to do, if in addition to TEKS.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Student Performance Standards

Based on grade level, student expectations (TEKS) are spelled out from kindergarten through grade twelve by the State of Texas. By assessing the acquisition of these objectives, High Point Academy will be able to understand the necessary direction a student needs to take to be more

successful in the academic arena. This program is even useful for the young student seeking to enter the college realm through assisting in greater understanding and mastery of the SAT test. Through a system of benchmarking tests and performance tracking, administrators at High Point will be able to accurately assess which TEKS have been understood and mastered by each student.

With this information, teachers will have a solid understanding of what knowledge and skills need re-teaching and reinforcement, as well as which concepts/TEKS have been mastered. Individuals will receive continual training and benefit from new approaches to difficult TEKS through individualized tutoring, before and after school programs, their AAP (Academic Achievement Plans) and bonus work achieved, in addition to online activities that enhance their comprehension. This commitment to teaching and understanding on the part of High Point Academy teachers and staff, allows all students, no matter their background, a greater confidence with standardized testing such as the STAAR test or EOC exams.

The Texas TEKS offer an acceptable baseline for education for students K-12. High Point Academy believes these standards will be met in our classrooms and through our curriculum choices. Our focus is for students to excel and become the leaders of tomorrow. We believe the TEK standards provided give direction for a student's education. When mastered, the Texas TEKS offer a well-rounded educational experience. High Point is adding their methodology of applied learning to that experience to better prepare our young people to venture out into STEAM careers and educational pursuits that challenge them and prepare them for post-secondary education.

Student promotion will be based on state standards and the new policies adopted in 2013. High Point Academy will adhere to all state requirements and future adoptions for student evaluations, assessments, and promotions. High Point Academy will use state testing as a standard for promotion in the grades required. Students testing in 5th grade and 8th grade must meet the state standard for pass or fail, and/or follow procedure for promotion. All students in grades other than 5th or 8th grade will adhere to the High Point Academy policy, which is:

High Point Promotion Policy

Parents of students in grades 5th and 8th grade will receive a state endorsed brochure explaining the state standards for the Student Success Initiative (SSI) program. This brochure is published by TEA and available for schools to give to parents explaining the required procedures for students and state testing in these grades. The brochure also details high school minimum requirements for graduation. High Point Academy will include, at registration, a state endorsed brochure like this or similar to inform parents about their children's education requirements for advancement.

Students who are not in grades five or eight will have promotion requirements, but can be allowed to advance based on additional criteria. Retention would be based on the number of classes failed, attendance, STAAR testing scores, TPRI testing and usage, and teacher recommendation. A Grade Placement Committee (GPC) will be formed to communicate with parents concerning the advancement of any student not clearly meeting state standards for promotion. Any written communication that comes from this committee will be in both English

and Spanish to ensure a child's home language is provided.

The students state assessment score will be taken into consideration where applicable. For promotion purposes, a teacher recommendation is necessary for any student as is a passing grade in the subject or course given. Any other necessary information determined by the High Point Administrative team can and will be used in determining a student's advancement to the next grade. Any student who passes both state exams and classroom work with a 70 or greater will automatically be considered for promotion. See Attachment E.2 for the adopted promotion/graduation requirements, as applicable.

High Point Academy will follow the Student Success Initiative (SSI). Each time a student fails a STAAR test or EOC exam, High Point Academy will provide the child with accelerated instruction. A student must complete the accelerated instruction program to be considered promotable. This program may include before or after school programming.
PLEASE SEE ATTACHMENT E.2.

Student Performance Assessment

1. Describe the process to be used to determine baseline achievement levels of students and methods of measurement to be used.
2. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and the TEKS.
3. Explain the plan to measure and evaluate academic progress – of individual students, student cohorts, and the school or campuses as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain the plan to collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Student Performance Assessment

Through consistent monitoring of student learning, including administration of the Stanford 10 test, two benchmarking tests per test subject, six-week achievement tests, and other appropriate benchmark or diagnostic assessments, High Point Academy will be able to track a student's progress for mastery of grade appropriate TEKS. However, the test results are useless to a school if filed away in a child's folder. Our goal is to create a list of Texas Essential Knowledge and Skills broken down by grade and targeted to each individual student.

As students take benchmarking tests or other assessments that show mastery, data is placed on their chart indicating understanding of that particular TEK. At a glance, this chart will allow teachers, tutors, and other educators to know exactly where an individual student falls, as well as an overall class. By tracking which TEKS have been presented in a classroom, this immediate feedback can help an educator and administrator understand the level of comprehension occurring in a classroom. There should be no surprises on test day as to how most students will perform based in the individualized tracking HPA intends to maintain.

The Academic Achievement Plan (AAP) will show a student's grade appropriate TEKS layout by subject and his/her mastery of them. This allows parents, tutors, and even the student to track progress as the year progresses. Once a student shows successful comprehension on a TEK, whether by tutoring or benchmarking, this information will be placed in their individualized plan and updated. This will allow the students to progress and show mastery along the way. We want immediate feedback and review from year to year. Our goal is to acquire a collective source of data that gives teachers and tutors insight into the learning habits of each child. Imagine a new teacher in a school who has a classroom full of bright students eagerly awaiting his or her presentation. By knowing the students' learning styles, classroom concepts are connected more quickly. This is a much more efficient way to teach and offers faster concept mastery.

High Point believes the AAP will offer both resources for students and parents, but will also be an invaluable electronic file that lets teachers and tutors enter updated information throughout the school year. Because HPA is a 1:1 tablet campus for sixth grade and up, it is our intention to have this tracking system available through an app or website that can be accessed daily by or for any student. It will be similar to the Jupiter grades or other online grade programs, except it will carry more information concerning a student's progress toward meeting the requirements for the promotion at the end of the school year. The job description of the school principal encompasses the management of this task with a regular accounting being given to the CEO/Superintendent.

Pre K Transition (Prekindergarten Only)

1. Describe strategies to ensure that the educational program will effectively prepare students to enter kindergarten on or above grade level including a successful transition plan from kindergarten.
2. Explain how students will be monitored and progress assessed.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Pre K Transition

High Point Academy will not offer Pre-Kindergarten services. We will, however, service Kindergarten students and ensure their first grade readiness through the use of E.D. Hirsch's curriculum guide: What Your Kindergartener Needs to Know. Parents will follow an individualized tracking and checklist showing them their child's preparedness for the next grade. Every student in High Point will have an Academic Achievement Plan (AAP).

High School Graduation Requirements (High School Only)

High schools will be expected to meet the Foundation High School Program as outlined in TEC §28.025.

1. Describe how the school will meet Texas graduation standards. Explain how students will earn credit hours, how grade-point averages will be calculated, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

High School Graduation Requirements (High School Only)

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

High Point Academy understands that the Texas Education Code (TEC) 28.025 has placed new requirements for high school graduation in the state of Texas. Our school will comply with all these new Foundation High School standards. Students will be required to select a graduation plan of Minimum HSP, Recommended HSP, or Distinguished Achievement Program. Each of these plans carries credit requirements to be awarded a diploma from the state of Texas. High Point will offer Dual Credit classes, Advanced Placement classes and Honors classes. The GPA structure of HPA will include weighted classes on a 5.0 scale for all advanced placement and Dual Credit classes.

High Point Academy wants to offer a large selection of elective classes that particularly focus on the STEAM emphasis, Humanities emphasis and Business emphasis. We are prepared to offer Personal Finance, Intro to Entrepreneurial I and II, Intro to Marketing I and II, Web Design, Graphic Arts I, II, and III, 3D Animation, Engineering Design CAD I and II, HTML Language, Marine Biology, Forensic Science, Drivers Education, Psychology, Sociology, Life Skills and other classes as the high school continues to grow. The core requirements of Foreign Languages will include Sign Language and Spanish in the first years. By year three, our oldest students will be sophomores and we will offer additional languages such as Mandarin Chinese or German. This would allow tenth grade students the option of taking three years of an additional language to meet the graduation requirements of the Distinguished Achievement Program.

Applied learning at High Point Academy will be evidenced in a myriad of ways. Community service projects, presenting student discoveries in the classroom, and engaging audiences outside of the school walls, all constitute learning from an applied learning model. Having students involved in serving the surrounding community, builds better citizens and strong community relationships. High Point Academy will strive to offer a rigorous and relevant project based learning curriculum. By following the Texas TEK, each classroom teacher will be able to use differentiated instruction (auditory, visual, spatial and kinesthetic) in such a way that student's minds are captivated and successful learning takes place.

High Point Academy will promote a culture built on close personal relationships with students and their families. Through these academic relationships, a program built on honor, integrity, and service will be woven throughout all aspects of the school, K to graduation. This school wide initiative is designed to benefit the graduates of High Point, who will be trained to impact their surroundings, whether it is college, university, military, or trade school. Our graduates will be better prepared to encounter difficult tasks because they have been taught to think through all aspects of a problem. Collaborative learning will prepare graduates to enter the work force and feel confident working on a group assigned task. Because of their regular STEAM exposure, many of our students will choose to enter careers that they never even knew existed. High Point Academy intends to be very intentional with helping our students experience success and feel prepared for whatever their future may hold.

As a board and development team, we believe that our students will be challenged to make a difference in the world around them. During the middle school years, High Point will place emphasis on the world around them and community involvement. Growing one grade a year allows for the school to maintain the culture and community that was instilled during their younger ages. Our school's mantra is Honor, Integrity, and Service. It is found right on our

High School Graduation Requirements

3. High Point Academy acknowledges that the Texas Education Code (TEC) 28.025 (HB 5) outlines new requirements for high school graduation in the state of Texas. Our school will comply with the new Foundation High School Plan for credits and for the student's opportunity to earn endorsements. High Point Academy will offer the required endorsement of Multidisciplinary and will offer the Business and Industry and STEM endorsements beginning with the first ninth grade classes added in 2016-2017.. Within three years the school will add Arts and Humanities and Public Services endorsement offerings. Because the school will begin with grades K-8 for the 2015-2016 school year, High Point Academy will host a parent meeting for students in grade 8 within six weeks of the school's opening to present the Foundation High School Plan and the endorsements. The CAO and administrators will also meet with the students within the first grading period to give them information about the high school plan and endorsements.

4. High Point will offer Dual Credit classes, Advanced Placement classes, and Honors classes. The GPA structure of HPA will include weighted classes on a 5.0 scale for all dual credit, advanced placement, and honors classes. Dual Credit classes will be offered as agreements are negotiated with area colleges. The student receives both college and high school credit. High Point teachers will be recruited who satisfy the college's requirements for teaching their courses. Advanced Placement classes will be taught by teachers who have satisfied both gifted and talented training requirements and the required course submission to and approval from the College Board. Advancement Placement Exams will be ordered given in May as scheduled by the College Board for possible college credit. Honors classes will be designated by High Point Academy and could include any advanced curriculum courses or advanced levels of regular courses.

APPROVED DURING CONTINGENCY PROCESS

crest and shield. We want to promote values that these students can take with them to college and beyond. Our High School students will be challenged to go out and influence the world around them and make a difference globally. High Point Academy Fort Worth will prepare students for leadership and growth.

Mentoring Homeroom Coach

High Point Academy is made up of a community of students, parents, teachers, and administration. Each voice is heard and matters. Every student will be assigned a faculty member who is considered to be his or her homeroom mentoring coach. In this way, teachers will forge lasting relationships with the High Point students and help them succeed throughout their High Point career. All secondary students will have the same Mentoring Coach from year to year until graduation. Self-contained classroom teachers (elementary) will mentor their own classroom students, changing classes from year to year.

The purpose of this relationship is to create stability in students and offer them an adult role model with whom they can build a relationship of mutual trust and respect. This individual will track absences, communicate with parents, track grades for the students, and be aware of previous TAKS, STAAR, and End of Course (EOC) exams. They will help students be familiar with course credits and the understanding of requirements in graduation. All mentoring coaches will be trained yearly through professional development hours to be aware of the graduation requirements for all students. Even High Point middle school students, who are in 6-8th grades, will be focused on graduation and college readiness. We want to help all students be successful. We believe this personal relationship with at-risk students and those in danger of dropping out or not completing high school will propel students to complete their high school education and continue on towards post-secondary training or degrees.

Guidance Program

High Point believes that the students it is serving will require additional support in the area of guidance. Since it is important to educate the whole child, the position of guidance counselor becomes very important and is a contract position in the first year budget. However, as HPA grows, we will add two guidance counselors over the five years of budgeting, which should adequately address the needs of our students as we grow High Point through the high school grades. Guidance counselors are very important to high school aged students. It is imperative that they have a "specialist" who is able to offer them counsel on class scheduling and credits necessary to graduate with a readiness for post secondary education.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs, and explain how they will be funded.
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.

APPROVED DURING CONTINGENCY PROCESS

5. The Administrators and CAO of High Point Academy can deliver the Texas Counseling Association schedule of services during the first year of operation or until a counselor can be employed including: student academic achievement plans, scheduling, schedule changes, testing, college readiness, career preparation, etc. Based on the number of Special Education students enrolled, one or more diagnosticians will be contracted to hold ARD meetings and complete required paperwork.

Contracted services for special education will be done locally in Fort Worth. The company we intend to use has not yet been determined. However, we have received a recommendation from two local charter schools for a company in Fort Worth that has a strong history of excellent service to special student populations.

All services contracted on the students' behalf will occur onsite and will be monitored by High Point Academy's certified special education teacher(s).

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

NOTE: Open-Enrollment Charter Schools may not charge "blanket" activity fees. See TEC §12.108 for additional information governing tuition and fee restrictions.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Supplemental Programming

We believe in the model of a well-rounded student. Through exposing our children to a curriculum based on the classics and teaching them to work through projects and group collaboration, the HPA student will be better prepared to face the challenges of college or the workforce. High Point will devote significant resources to teaching art, music, physical education, foreign language and technology; we recognize that these curricular areas are essential to the overall academic development of our students. High Point has also designated funds to create state-of-the-art piano labs, language labs including sign language, and computer labs.

Piano Lab

High Point's innovative approach to learning is fueled by the concept that students need to be well-rounded, educationally exceptional and technologically savvy. One of the ways we will help our students achieve academic excellence is through requiring that everyone study piano in our on-site piano lab. It will be a self-paced, professionally monitored curriculum that allows students to progress as rapidly as they are able, while acquiring a lifelong skill that is both an outlet of expression and an educational benefit. According to Robert E. Allen, Chairman and CEO of AT&T, "A grounding in the arts will help our children to see; to bring a uniquely human perspective to science and technology. In short, it will help them grow smarter and also wiser." In *Music Trades* magazine, the September 1997 issue, it was stated that, "Americans say schools should offer instrumentation music instruction as part of their regular curriculum." With 88% of American surveyed in the Gallup polls, there is a strong desire for innovative learning opportunities being met in today's educational setting. Indicating this desire, there is a need that is not being met in today's society. High Point will offer this uniquely creative approach for educating a well-rounded student.

For younger students, music training is outperforming the results of computer training in the area of spatial reasoning and linguistics performance. Their abstract reasoning skills are more advanced through the learning of rhythms and basic instrumentation. According to Shaw, Rauscher, Levine, Wright, Dennis and Newcomb, "Music training causes the long-term enhancement of preschool children's spatial-temporal reasoning," *Neurological Research*, vol. 19, February 1997. Students who participated in music received more academic honors than their counterparts who competed for the same rewards, and a higher percentage of music participants were on the honor rolls as well. It is proven that music instrumentation benefits all ages of students. The website, www.menc.org, posted that "students in music programs score 57 points higher on the verbal portion, and 47 points higher on the math portion of the SAT than students with no music participation."

Sign Language

Sign Language is the third-fastest growing language in America. It has grown among American High Schools by 450% since 2002. As a school whose mission is to impact the community

around it, sign language can be used to bridge the gap for the hearing and the deaf communities. Elementary schools that are teaching sign language have found that students who struggle with spelling can use sign language to spell their words and as a result, their test scores rise from 24% to 90% success on spelling tests, according to Laura Berg. This documented fact indicates the importance of kinesthetic connections in learning.

High Point Academy intends to use sign language as a school-wide initiative for teaching students a foreign language. In 2000, the National Institute of Child Health and Human Development conducted a study that concluded that children who learn sign language alongside their spoken language tend to not only speak sooner, but also have a larger vocabulary once they do start speaking. Laura Berg, a certified teacher and founder of "My Smart Hands," explained that the two hemispheres of the brain are bridged through the use of movement and speaking. The left side of the brain takes the language in and the right side of the brain produces images, thus joining the image and movement of signing, producing a greater understanding of language. To teachers who use differentiated learning strategies, the kinesthetic and visual learners are faring better than their counterparts when sign language is added into the classroom language instruction. Children, who struggled as conventional spellers were taught the American Sign Language alphabet to spell words. Their test scores improved drastically as they soared from 25% correct to over 90% correct according to Laura Berg.

Signing helps children to be more involved in their literacy and education as they participate with both images and verbal skills. According to the College of Continuing Education at Sacramento State, American Sign Language (ASL) is the third most widely used language in America. It is not based on spoken English, but rather has its own grammar, idioms, historical contexts and cultural nuances. Sign Language accelerates literacy among hearing children from babyhood to 6th grade, according to Marilyn Daniels PhD, author of [Dancing with Words: Signing for Hearing Children's Literacy](#).

High Point Academy will utilize Sign Language in our early childhood and elementary classrooms. It is our hope that all children- general education, special education, ESL/BE education and gifted/talented will benefit from the literacy effects that signing can offer these youngsters. Once a child reaches middle school age, signing or Spanish will be an elective option for them. This allows children to diversify, if they choose, and continue with a nonconventional language experience.

E-Portfolios

The idea of student portfolios is nothing new. The concept of electronic portfolios (e-portfolios) takes the best of traditional portfolios and fuses them with electronic media and the result is an e-portfolio. E-portfolios bridge the gap of technology and help students store their work from year to year, in a manageable, well-organized electronic folder. It is a concept that promotes individual organization and preparedness. As electronic data, group collaboration and other types of projects are completed by our students, High Point teachers will help direct them on the proper way to upload materials into their e-portfolio. In this manner, they can keep important assignments and exemplary projects in a form that is easily transported. This e-portfolio will be beneficial to them when they are searching out jobs and interviewing for careers. This concept will allow students to showcase their skills and talents to prospective employers.

E-portfolios are a collaborative effort between the student and the teacher, demonstrating the progress made toward the subject matter of the educational course. Although they are created in partnership with and under supervision of a teacher, they are the property of the student and become a resource that can be built upon from year to year.

APEX

High Point Academy's before and after school program, called APEX (All Students Prepared for Excellence), will give students an opportunity to have access to tutoring/homework time before and after school as well as exposure to various enrichment activities and clubs. Tutoring will be offered until 5:30 pm daily, helping students stay on track with their classwork. Classes like Zumba and Krav Maga, Athletics, Chess, Guitar, Arts and Crafts, Frisbee Golf, and Basketball will be some of the enrichment activities offered. High Point Academy is very excited about this opportunity which will provide students with a definite edge on life by encouraging a lifestyle of fitness, gaining thinking skills and developing musical talent and teamwork.

Athletics

Athletics is an invaluable tool that encourages cooperation and team spirit. It is the intent of High Point to offer sports such as basketball, volleyball, track, golf, tennis, soccer and other sports. Our first year of operations does not include the addition of sports to our programming. We will start athletics through our APEX after-school program to allow young people an outlet to grow together as a community (TEAM), as well as physically and competitively.

Junior High and High School Academic Clubs and Hobbies

It is the goal of High Point Academy to have students participate in extracurricular activities such as Chess Club, Math Olympics, Science Team, Geography Club, Photography Club, Scrapbooking, Band Club, and Drama Club. Each of these opportunities will have grade point average requirements for participation. History has proven that students busy with extra activities keep higher grades overall. Time will be designated at the end of school for clubs and activities to be conducted. In that vein, over time High Point intends to participate both with University Interscholastic League (UIL) and Texas Charter School Academics and Athletics League (TCSAAL).

IPAD/Tablet Usage

We want every student to experience technology daily in the classroom. With such a high tech society, many of our students are technologically astute. To remain ahead of the curve, our teachers will be given regular training and classrooms will be consistently updated. All of our students will have access to in-class laptops and IPADS/tablets with a student's e-textbooks loaded on them for use during the school year. This would be given at no cost to the child. New Braunfels, Texas school district has elected to provide all their 9th grade students and above a tablet for efficiency, textbook storage and classroom interaction. The funding for students 6-8th grade has been secured as well as 4 classroom sets that are already included in the school budget. This 1:1 tablet cost is \$60,000, which might be deemed by some as a necessity for this tech-savvy generation. This cutting edge technology will make High Point Academy a stand-alone school of progressive proportions.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs (IEPs) or Section 504 plans; students receiving BE or ESL services; students identified as Gifted and Talented (GT); and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, including an explanation of how those projections were developed (e.g. through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served). Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.
2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
 - a. Methods for identifying students with special education needs (and avoiding misidentification);
 - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
 - c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
 - d. Plans for promoting graduation for students with special education needs (high schools only); and
 - e. Plans to have qualified staffing adequate for the anticipated special needs population.
3. Explain how the school will meet the needs of students requiring BE or ESL services, including the following:
 - a. Methods for identifying these students (and avoiding misidentification);
 - b. Specific BE/ESL instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
 - c. Plans for monitoring and evaluating the progress and success of these students, including exiting students from BE/ESL services; and
 - d. Means for providing qualified staffing for these students.
4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.
5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - a. Specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
 - c. Means for providing qualified staffing for intellectually gifted students.

NOTE: Schools are responsible for hiring teachers certified to serve students with special education, bilingual education (BE) and English as a Second Language (ESL) needs pursuant to law.

NOTE: 19 Texas Administrative Code (TAC) Chapter 89. Adaptations for Special Populations.

Subchapter BB. Commissioner's Rules Concerning the State Plan for Educating English Language

Learnners (ELLs) states that all school districts that are required to provide bilingual education and/or English as a second language (ESL) programs establish and operate a Language Proficiency Assessment Committee (LPAC).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Special Populations and At-Risk Students

High Point recognizes the student body will be made up of a wide diversity of learners. English as a Second Language (ESL), Bilingual Education (BE), Individualized Education Programs (IEP), Section 504, Gifted and Talented (GT), and At-Risk students are the expected populations High Point Academy will serve.

Through the Response-to-Intervention (RTI) process, our staff will identify the needs of our students on an individual basis. This will allow High Point to better serve the students, addressing their need for accommodations and modifications as needed. For both special education and Section 504, the state requires the participation of designated students on the STAAR assessment. An IEP team/committee determines what assessments are most appropriate for students in special populations.

Children who have an IEP and are in the Special Education program face many of the critical standards that a mainstream classroom child would face. The difficulties these students experience, navigating standardized testing and classroom assignments, can be difficult without the help of a dedicated teacher that focuses on their needs. High Point wants this special needs group, which will represent approximately 10% of the total student population, to be properly prepared for any STAAR exams. It is the responsibility of the Special Education teachers to know the AYP and NCLB standards in order that the school remains in compliance with all federal standards.

In the first year budget, High Point Academy has designated funds to hire qualified faculty to work with students that have disabilities. There are also funds available for professional development for the teachers and staff. High Point also plans on hiring a special education aid. (See financial plan) We believe this will help us identify and service the school population very quickly. The SPED teacher will be responsible for coordinating all IEP meetings with staff and parents, as well as handout current modifications/accommodations for the Special Education students.

The Section 504 student is similar to the special education child, also being offered modifications and accommodations. High Point Academy understands that requirements of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The school is willing and capable of following the procedures outlines in this law. Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of Elementary and Secondary Education Act (ESEA) are also federal requirements that High Point Academy is fully able to comply with. We will have certified personnel, documentation of services rendered and necessary discipline, assessments, adaptations and modification of classwork. High Point will comply with all state and federal rules.

High Point has prepared the opening year budget with expectations of special education services received from contract labor. All qualifying students will receive services based on their individual IEP's. The budget reflects \$7000 for contracted services for the first year. Each subsequent year, High Point has set aside monies for necessary contract work. This contracted labor will come on a regular basis (whatever is specified in their IEP) to High Point and provide training or necessary services to the eligible students.

Special Populations

6. High Point Academy will hire, as an employee, a special education teacher(s) and special education paraprofessional(s). They will daily accommodate the students for academic servicing and offer the appropriate modifications based on a child's IEP. Contracted services will be sought for children who have needs such as speech, OT, PT, as well as counseling, among other things. These individuals will be contracted for the minutes and times allotted in a student's IEP and will deliver their services on the High Point Academy campus.

APPROVED DURING CONTINGENCY PROCESS

In 8th grade (by the age of fourteen), High Point Academy will work to transition students to career planning services. Our goal is to prepare students for the future, either through post secondary education or vocational training. Every student deserves an opportunity to achieve both a high school diploma and a secondary skill that would benefit a career.

As a school, we are committed to bridge the gaps and better prepare our special education students for success, so that they will have the same opportunities as any other student at High Point Academy. They will be allowed to participate in chess clubs, competitive sports and academic competitions, as well as theater and fine arts presentations. Any necessary accommodations or modifications will be made to help them succeed at the event and feel confident concerning their participation.

BE/ESL STUDENTS

BE/ESL students will benefit from certified teachers with BE/ESL certifications. There will be a Language Proficiency Assessment Committee (LPAC) who will oversee the entrance and exit of all students into this program. Every child entering High Point Academy will be given a home language survey that must be completed by the parent/guardian. Any child found to have a first language other than English will be administered a language proficiency test, known as the Oral Language Proficiency Test (OLPT). High Point will follow all regulations required by the TAC 89.1225 as it refers to testing and classification of BE/ESL students.

With both Special Education and BE/ESL students, there is a process used by trained professionals that helps with understanding and assimilation of unknown vocabulary words. This is called Konnective Emotion Memory or "KEM". In the process students are taught to draw a single picture representing the words that create the definition. Through the act of using art, either stick figures or elaborate drawings, the student connects with their emotional memory and as a result, builds a word bank they can use to foster academic success. KEM definitions and other more simplistic approaches are techniques used by ESL and Special Education teachers to help students not only learn the definition of a word, but learn to identify and use the word correctly.

An effective teaching scenario for a SPED or BE/ESL student is the ability to collaborate on his/her work and feel able to offer input while learning directly from peers. Applied learning encourages group work. Often times, a mixture of talents are being directed by the teacher for inquiry-based learning as opposed to a straight-forward lecture style of learning. It is in these moments of collaborative group learning that all students truly grasp concepts and lessons.

Helping students achieve high expectations is the basis of our mentor coaches and teachers. The teachers and leaders will establish personal lines of communication with each of these students. By experiencing education in the form of applied learning, ESL students will quickly overcome their language deficit and become impacting student citizens in the High Point Community. Our mentor coaches and certified ESL teachers will regularly monitor their progress and help to move students through the four levels of programming until they can be dismissed to the general education population.

Differentiated Learning is vital to a classroom that seeks success from every student present. Education is not a “one size fits all.” Through Texas Resource Management, Core Knowledge, and the Singapore Math, our professional teachers will be able to create the ideal lesson plans most appropriately fitting the learning styles of their students. By fusing a kinesthetic, visual, spatial, and audio approach to learning and using inquiry-based teaching methods, a teacher can raise the students to a higher level of thinking.

This approach is certain to connect to all student populations, backgrounds, and needs. The ADD/ADHD student may find the kinesthetic repetition will meet a need to be constantly moving. The ESL student will see the visual picture of the item being discussed, transforming that understanding into a more familiar language pattern. The advanced student will enjoy the peer teaching and mentoring that is allowed, and the regular general education student will find that the concept makes sense based on their various presentations.

The four styles of learning are direct instruction, inquiry-based learning, cooperative learning and information processing strategies. Direct instruction involves lecture-based learning, which relies on a large quantity of material being presented in short segments with assessments to ensure mastery of learning. This is the most common form of teaching in a traditional classroom. The teacher offers notes, which the students memorize and on which they are tested. At High Point Academy, we want this to be the least used practice in our classrooms.

The inquiry-based learning uses the scientific method, which moves students through problems to find solutions that they determine are the correct answers. Pacing is driven by the student group that works together to determine the answers. This level of learning works well with all levels of students. Special needs, general education and accelerated students all benefit from this style of learning as it moves them to a higher level of thinking and lets them disseminate the materials based on their own solutions.

The cooperative learning style helps teach team building and collaboration. This applied learning method is a real world skill needed in the work place. Each of the students takes a role or area or responsibility for an assignment. Their job is to work together, in their respective areas of responsibility, to complete the assignment. Few traditional classroom teachers use cooperative learning as a staple in their arsenal of teaching styles. It takes patience and time to train the students to respond appropriately. When practiced however, this model is actually a very reliable training tool for teaching TEKS or classroom concepts.

The final information processing strategy simply presents the “How to” of an item. This system helps students learn to store and retrieve, organize and memorize a concept as opposed to experiencing it or being taught through facts and then being required to replicate those facts. This form of learning limits students with special needs or language barriers due to the overwhelming amount of information that must be processed and retrieved.

It’s important to remember that each student is an individual, complete with an individual style of learning. It becomes the teacher’s task to identify the style of learning that best fits each student and then to implement that style to allow learning to take place. There are techniques and teaching strategies that engage all learners in the classroom in an effective and efficient

manner. Differentiated instruction gives teachers more freedom to teach beyond their TEKS or scope and sequence. It allows teachers to affect the future and beyond.

The Academic Achievement Plans will offer tracking and individualization for all student groups that need special attention. Enrichment projects and engaging activities can be added for a gifted and talented student, accommodations can be included for a 504 youth, and a BE/ELL child can practice English language through interactive games and experiences, once finished with class work. The AAP is a plethora of information that helps the student engage and make education relevant to them.

The gifted and talented program at High Point Academy will be led by a certified teacher endorsed with the state's certification in GT education. This program will be added, allowing us to challenge children who have the ability to think consistently at higher levels of reasoning. High Point believes this program will offer academic rigor and relevance.

Educational Staff Capacity

1. Identify the key members of the school's educational leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as school leadership, administration, and governance; and curriculum, instruction, and assessment. Describe the group's ties to and/or knowledge of the target community.
2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
3. Identify the principal candidate and explain why this individual is well-qualified to lead the proposed campus in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as **Attachment E.3**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

OR

If no candidate has been identified, provide as **Attachment E.3** the qualifications and job description for this role, and discuss here the timeline, criteria, and recruiting and selection process for hiring the campus leader.

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal. If known, identify the individuals who will fill these positions and provide, as **Attachment E.4**, the qualifications, resumes/curricula vitae, and professional biographies for these individuals. For any position not yet filled, instead provide in **Attachment E.4** the job descriptions and

APPROVED DURING CONTINGENCY PROCESS

7. The supplemental programming that would be offered to Gifted and Talented-identified students in grades 2-6 would be delivered as a pull-out program by certified G/T teachers using both the inquiry method and engaging the students in higher level thinking of analysis, synthesis, and evaluation. High Point Academy will take advantage of a plethora of free cultural and educational opportunities for these students, such as the Fort Worth Stockyards and Exchange, numerous museums and various theatre venues. The Fort Worth–Dallas metroplex has a wide variety of industries, hospitals, colleges and universities, and businesses to allow the 7th and 8th grade G/T students to pursue career choices through personal interviews, projects, and visits. High School G/T-identified students would automatically qualify for Advanced Placement and honors courses of their choice.

qualifications for each position, and discuss here timeline, criteria, and recruiting and selection process for each.

5. Explain who will work on a full-time or nearly full-time basis following award of a charter to lead development of the school and the plan to compensate these individuals.
6. Explain the plan for distributing to parents information related to the qualifications, experience, and certifications of each teacher, including any professional or educational degrees held and a statement of any certification under TEC §21.057 or PL 107-110 §1111(h)(6)(B)(ii).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Educational Staff Capacity

High Point Academy is filled with a board of certified educators and community leaders. We actually call ourselves a planning committee, because it takes great dedication to implement and plan a new school from the ground up. Fortunately, we have several very experienced leaders.

Lori Manning has had the opportunity to be the lead administrator for a new charter school start, Branch Park Academy in Farmers Branch, Texas. This school was established and received a recognized rating in its first year under TEA's accountability program. Mrs. Manning coordinated building and remodeling timelines, hiring and training of staff, recruitment of students, all teacher in-service, and mentoring. This was accomplished while she was the current Campus Director of another Fort Worth charter school. Excellence and success in recruiting, hiring, training, mentoring and preparing a new school is a proven track record for this team member. Certified in science, with a love for kinesthetic teaching methods, Mrs. Manning has spent time in the classroom and as a college coach prior to her administrative experience.

Katie Stellar has been both a classroom teacher and administrator in a Fort Worth charter school. Pinnacle Academy experienced a great rise in test scores under the joint leadership of Lori Manning and Katie Stellar. Mrs. Stellar has led administrative boards for various non-profit organizations and is familiar with non-profit policies, expectations, and excellence. Her background as an ordained minister leading congregations whose membership ranged from 200-5000, has equipped her to work with diverse populations, as well as honed her leadership, organization and mediation skills. As a certified K-12 Art teacher, experienced TAKS Coordinator, and Assistant Administrator in a public charter school, her hands on experience for organizing a variety of public school programs has proven to be invaluable in this charter application process. As board chair and co-founder of High Point Academy, Mrs. Stellar provides strong leadership and visional direction for this K-12 Applied Learning Academy.

Connie Barnett has been serving on the High Point Board for nearly 15 months. Truly an integral part of the High Point mission and vision, Mrs. Barnett offers 19 years of certified administrative experience from the perspective of a public 2A high school in Godley, Texas and a 4A high school in Granbury, Texas ISD. Having served in many capacities including prom advisor, cheerleader, drill team and yearbook sponsor as classroom teacher; bus driver, director of the guidance and counseling program, campus test coordinator, coordinator of ESL, GT, and 504 programs, and staff development presenter as Assistant Principal and High School Principal, Mrs. Barnett offers an academic edge that helps to set High Point apart. As an experienced educator, she recognizes the need for an innovative approach to education and believes her experience can offer direction and depth. Mrs. Barnett has agreed to serve in an administrative position for High Point Academy and will be added to the paid staff in the spring of 2015.

Jaye Sanford is another Board Member that brings tremendous benefit to this planning team. Her math curriculum expertise from the district level in a traditional ISD gives HPA a definite edge in our integration of the STEAM programming. Ms. Sanford has helped the High Point team disseminate the new Math standards and prepare our approach to the 21st Century math models. Singapore Math and 360 degree methodology is a recommendation that was presented by her to help integrate the applied learning style of education at High Point Academy. We are thrilled at her willingness to be actively involved in our team planning and approach to educating students.

Bryon K. Myles brings active participation to the board with experience in grant writing and coordinating Title I after-school programs. He has written and been approved for \$3,000,000 plus in grant writing with his newest grant approval being used by the Birdville ISD for the 'Aspire' after school program. In fact, this cutting edge grant is what gave the HPA team the idea of offering a free after school program at the charter school level. Listed in the first year budget, our APEX (All Students Prepared for Excellence) program will be seeking grant money to underwrite this program in its entirety. However, if no grant money is received, High Point has made provision to include this innovative strategy in our educational plan to make sure it has already been funded. Mr. Myles will help our team make good choices in programming and use local community partnerships to implement a true collaborative approach for educating the total child.

Dana Yates is an educator, both in the private and public sector. Mrs. Yates has passed the highly qualified state test in Theater Arts and taught in a Fort Worth charter school for four plus years. Servicing both K-12 students and K-8 youth, she developed a quality theater program that received state championship awards. Her students were the "One Act Play" State Champions through TCSAAL (Texas Charter School Academic and Athletic League) in the fall of 2010 and 2011 (back to back years). They also won awards as State Champions in the "Monologue" competition for 2011 and the "Duet" competitions for the 2010 and 2011 fall school years. Mrs. Yates understands hard work and dedication and continually strives for excellence. Another contribution that Mrs. Yates brings to the HPA charter team is her understanding of sign language and connections within the Deaf community. Mrs. Yates helped to establish the partnership between Tarrant County Community College sign language department and High Point Academy.

Our newest Board Member is Randy Spradlin, who is a successful businessman and certified teacher/coach. Mr. Spradlin was a physical education teacher and coach, as well as athletic trainer for several years. His educational experience coupled with his extensive business knowledge makes him a great candidate to help in the start-up year for High Point. Mr. Spradlin has overseen grant monies and mentored teachers. His work within the Parks and Recreation Department gives him a current outlet to train youth while in his business field.

Although no longer on the Board, Gary Calton has shown a great deal of support for High Point Academy during his time on the Board. Mr. Calton has moved to our planning team and continues to support the High Point vision. He is the Executive Director and founder of the Youth Football Associational program, Westside Cowboys. His love for at risk youth is apparent

as he prepares these young men to be successful both on and off the field. Coach Calton is truly a local hero to many young men who would have never been fully prepared to play high school football without his organization's training and mentoring. Seeking to meet the needs of low income and single parents, many of Mr. Calton's players receive scholarships to play. Having experience with board policies and leadership, he has played an important role on the HPA board. The Westside Cowboys are located in the same community as High Point Academy and both share a vision to make a difference in our communities and youth.

High Point was approached by a donor who gave a monetary gift of \$250,000 towards the development of the school. Karl Buckman of Buckman Laboratories, is the partner that chose to financially gift our school and offer the resources necessary to move us from dream to reality. The funds he donated are on deposit in a local banking institution, awaiting approval by the state of Texas in order that we can officially begin our start-up year. We understand that Texas has the Planning and Implementation grant and other available funding. However, as a Board we unanimously agreed that High Point was going to be a school that could stand on its own financially and those grants and other monies would not be a determining factor in our ability to open. Those other funding sources are additional and would allow an even greater depth to our programming from the very first year. However, they are not necessary in the requirement of helping High Point open its doors.

We sought start-up funding and received it through this generous donation by Mr. Buckman. Because of his sensitivity towards the low-income and ADHD child, High Point has focused on creating programs that will help these families be able to participate in this school and receive a high caliber education that can change the stars of these children. After school programs and kinesthetic education are compatible ideals for children from these backgrounds. Mr. Buckman has stated, "High Point is a project that he will continue to support and financially contribute to as the school progresses from planning into a brick and mortar functioning school." Again, we do not count on anything we have not received, but we feel both grateful and hopeful that this project will continue to receive generous donations to craft the type of education we believe is needed for the West, Northwest, and East Fort Worth areas.

High Point Academy has not identified a Principal at this time. Refer to Attachment E.3 for the job description of the principal. However, Connie Barnett has been asked by the board to serve on staff in an administrative role as Chief Academic Officer. This position is ultimately responsible for all academic STAAR testing, managing all special needs programs, and ensuring that the Principal receives the necessary support to be successful. The Chief Academic Officer oversees all hiring, supervision, and evaluations of academic staff. Mrs. Barnett has agreed to accept this position and will transition to a paid staff position early 2015.

The timeline for hiring a school Principal will be no later than May 30, 2015. This allows the individual to give a proper notice to his or her current position and move to our school with no complications. The leadership team of High Point Academy is committed to the success of this school. All board members understand that their individual contribution is vital and needed. With such a diverse group of individuals, High Point Academy will be a well-rounded school.

The Chief Academic Officer (CAO) will answer to the CEO/Superintendent who is hired by the

board and ultimately responsible for all business in the school. The Job description of the CEO/Superintendent is to implement the policies adopted by the board. Academic programming is overseen first by the Principal and then the Chief Academic Officer (CAO). The Business side of the school (Operations) is the responsibility of the Chief Operations Officer (COO) who then oversees the Business Manager and clerking staff. High Point is preparing each of these positions to be expandable as the additional campuses begin in 2017 and 2019, respectfully.

The start-up budget is clear on the payment of at least two nearly full time employees. However, having the planning committee will continue to help with block parties, recruiting, building preparation, and any other actions necessary. Five of these committee members have worked together for 18 months, with the remaining members working together nearly three years! The continuity of this educator group is what help makes HPA a strong school. Together we have worked tirelessly in our effort to initiate this project and will continue to move the school into the direction of approved, staffed, and fully operational. As a TEAM (Together Everyone Achieves More), we recognize our strengths and partnerships in this project. It has definitely been and will continue to be a collaborative effort.

PLEASE SEE ATTACHMENT E.3 AND E.4

The final statement in the Education Plan is the distribution of the qualifications of a child's teacher. All parents must be informed when their child is being educated for more than four weeks consecutively by a teacher who is not highly-qualified. The school must send these notices to inform the parent of their child's teachers and their qualifications. At any time, a parent can, in writing, request the credentials of their child's teacher. High Point Academy will be in compliant with the law under the TEC 21.057.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Two - Operations Plan

School Calendar and Schedule

1. Discuss the annual academic calendar for the school. Explain how the calendar reflects the needs of the educational program, including total number of days/hours of instruction. In **Attachment O.1**, provide the school's proposed calendar for the first year of operation.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for foundation subjects. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Describe how the instructional day will be structured to ensure adequate coverage of all the TEKS. Provide the minimum number of instructional hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment O.1**, a sample daily and weekly schedule for each grade configuration of the school.
3. Note the number of hours dedicated for teacher planning and collaboration, if applicable.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Section 2 - Operations Plan

SCHOOL CALENDAR AND SCHEDULE

High Point Academy will have 180 instructional days with school beginning at 8:00 am until 3:50 pm. This offers a total of 7 hours and 50 minutes of daily instruction. We understand that this is longer than the state requirement, but the challenges presented with Title I families, single parent homes, and latch key kids, warrant more curriculum exposure and positive influence. The state law requires seven hours daily or 1260 instructional hours per school year. With an additional 50 minutes per day at 180 school days, that is 9000 minutes of additional instruction High Point will offer students. This amounts to 150 extra educational hours for our school as compared to the Texas requirements. (21.4 additional days than our Public school counterparts) This additional learning time will be filled with TEK based activities and experiences that help to promote the concept of 'inference' for our students. Our teacher collaboration and planning is just as important to our school as the extended period of instruction. Our teachers will have 450 min (the state requirement) with an additional 150 min every two weeks for group collaboration and department meetings. Each of our teachers will also have 30 minute daily for duty free lunch.

Our goal is to send a child home from school with very little, if any, homework, through serving students in APEX, the after school program. This program will spend partial time helping students with their studies and additional time allowing them to enter club activities such as chess, Zumba, Lego competition, photography, frisbee golf, and club sports. Longer school days offer more interaction and time for student's academic learning to participate in electives throughout the day. High Point will offer tutoring after school to provide academic help, at no cost to its families. Tutoring will also be given to all students that show evidence of need during school time. Some of the calendar choices, such as teacher in-service days, will provide training and professional development to the staff. This better equips our academic staff to immediately implement the information into the classroom. **PLEASE SEE ATTACHMENT O.1.**

School Culture

1. Describe the culture of the proposed school and explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for involving students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, BE or ESL services, students at risk of academic failure, and gifted and talented students.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

SCHOOL CULTURE

High Point Academy is a school of honor, integrity and service. This mantra is on our logo and represents the values our board feels are important for our children to learn and understand as they pursue their education. Respect both in the classroom and with their peers, allows High Point to offer a safe environment filled with collaboration, peer mentoring and investigative inquiry. We believe all students are capable of learning and experiencing success. Through the ability to rely on one another, students are taught they are a community. Social contracts and 'Capturing Kids Hearts', by Flip Flippin are some of the training that our teachers will receive to promote this environment.

School culture is vital to the success of a new school year. The old adage, "Everything rises and falls on leadership," is key to this culture becoming a reality. Programs like 'Capture Kids Heart' speak of training children to take ownership of the environment that they are privy to. Children must know the adults around them care (about them) so that they will care (about the task.) Some of the ways we have modeled and trained this concept in the past, is having an administrator standing at the school front door and shaking every child's hand as they enter through the door. They would be called by name and asked about something important to them. This three to five second exchange gave children a sense of importance. This means that every administrator knew every child's name along with their families. Even in a large school, this promotes a sense of community and continuity. The school's policy was tucked in shirts and tightened belts. As the children were being greeted, a quick inspection would be made of their appearance, and a remedy would be taken through humor and gentleness. "Please step over to the drive-by tucking station and get yourself pulled together." Once tucked in, they would re-shake hands with the adult and step inside the school subconsciously ready and mentally prepared to start the school day.

Teachers would also imitate this process and stand at their classroom doors to greet every child by name and shake their hand. This required teachers to be visible, monitoring activity around them and engaging personally with their students. It also allowed the educators to have a true "heart-beat" on everyone under their watchful eye. All too often, children come to school and are never spoken to by an adult in authority over them. And when those exchanges do happen, they are many times negative. An environment with minimal adult interaction does not foster security, remove bullying, or promote learning.

Through modeling actions of respect and promoting a culture of concern; students are more motivated to perform for their leaders. Students who enter the school on the first day to mid-way through the year are all given the same response. These programs often fall away and schools do not consistently continue with them. However, by rotating the first point of contact from principal to assistant to guidance counselor and even the SPED teacher, children gain a better relationship with all the adults and the responsibility of greeting can be shared by all leaders. This consistency allows even new students an opportunity to integrate quickly.

Every child will flourish in an environment that promotes learning. Honor, integrity, and service are High Point Academy's mantra. Children classified with special needs from ESL to gifted and talented all have the same response in an environment of calm and respect. There should never be screaming or belittling of a child. From Physical Education (sports) to the most difficult Emotionally Disturbed classroom (self-contained SPED) children need to feel valued and important. Modeling of appropriate responses will prepare a student for the future and their job force environment.

High Point Academy will service students in grades K-8th grade in the opening year. We will add one grade each school year thereafter to eventually have our first graduating class. By adding grades yearly, HPA can continue to control the culture and environment of the school. A student entering sixth grade would experience a typical school day to work similar to this:

Student Journal entry:

Bell Ringer First Period: In your journal, write about your first day and expectations for HPA.

"Arrived at school at 7:40 feeling a bit rushed and concerned about the day. Suppose to meet my friend's at lunch, but I was unsure which classes we would have together and if I would even see them. The principal was standing at the front door shaking everyone's hand. Thought that was weird and wondered why she would be there? She asked me my name and favorite color. She told me hers was "red." When I got to first period, the teacher was standing at the door and again shook my hand. She told me my desk was "the third one on the left and I would see my name on it under the first period slot." Everything seems new and really organized. I am scheduled for Math first period and I stay in here for second period to do STEM related activities. During the first part of class, we did ice breakers and got to know one another. The second block she told us we would work with math manipulatives, STEAM concepts, finish homework and each of us would stand at the board in an assigned spot to do our homework right there for her to see. This is different, but I am excited I won't have to take home so much work.

Third period I was greeted at the door a second time by my English teacher. We had a pledge and D.E.A.R. time. They call it DEAR, but it really means, "Drop Everything and Read." Guess that's important to this school. We were given a topic and asked to find on our IPAD; interesting facts about this subject. I had three minutes to google something really cool. We all shared our facts and some of us found the same information. The teacher grouped us by what info we discovered. This is really different... My fourth period Social Studies class was more of the same with my teacher shaking my hand and talking with me briefly. I really like this school. People seem nice, and I hope it continues.

My fifth period class is Piano Lab. We went into the class and each person had a station and a computer monitor. Our lessons were on the screen. We wore headphones and the teacher used the light switch to communicate with us. Everybody is able to play at the same time and we are all on different piano lessons. I'm really good at piano and didn't even know it. My favorite subject was next. LUNCH ☺ I got to see all my friends because all the seventh graders eat together. That was good and I liked the break. My afternoon classes were more of the same. I was greeted by my Science teacher at the door. She knew my last name once I told her my first name. I thought that was really neat. She already knew me... I was assigned a work group and told they would change weekly and that Texas required 6th graders to learn science by doing it. (40% of our work was going to be labs!) I was excited about this because my last school said labs were videos and examples of stuff, but that we didn't have time for each one experience it.

Physical Education was my next class. Coach met us at the door and shook our hands. I hate having to change into PE clothes, but this class will be fun. We have written work in PE too. That seems different. I have Art as my fine arts choice and final class. I really like the teacher and she also met us at the door. We were introduced to an artist of the week and we learned about his time period and style of painting. Tomorrow we will begin projects that imitate his style of art. I like learning the history of the artist and why they chose to paint these pictures. I wondered if people would one day study my stuff.

My parents both work late, so I had to go to the after school program. I was afraid it would be boring, but the teachers all stayed and gave us a chance to choose what "classes" we wanted to be in. I chose Chess and Robotics Design. It sounds really cool. They have tutors and homework stations that I will report to everyday to make sure my work is all turned in. I have this neat app on my IPAD that tells me my schedule, teachers emails, all my classwork for the week and as I turn my items in it checks off what I have completed. My teachers can enter my grades and keep me posted on things that I need to redo. No more wondering what my grade is or if they got my work. My parents can even download the app on their phones and keep up with my stuff...I'm not so hip on that. It means I will have to do my work, but around here, once I finish my assignments, I get to work on a project in my Academic Achievement Plan. I chose the project of hydroponics gardening. I have always wanted to learn about gardens. High Point Academy is a great school!

TEACHER'S TYPICAL DAY

High Point Academy is a great place to work. The environment is one of communication and respect. I arrived at school at 7:20 ready to face students with a happy face. We have been trained to stand at the door and greet each person individually. Eye contact and proper handshaking is a much needed skill in today's society. I really do believe this formality promotes an environment of respect. I teach seven classes a day with nine time slots assigned daily. I have two periods off a day-one for lunch and personal and one for planning. I normally eat on campus with my coworkers and we also discuss future projects or ideas we could be to combine TEKS across disciplines. High Point promotes teacher collaboration just like it does with students. Having technology in the classroom actually streamlines my grading process and organization. Kids upload there assignments and I can work on them wherever I am. I love the fact that parents can see immediate feedback and I can even handwrite-through an app called notability- directly on each child's paper to offer feedback. High Point allows me the freedom to

target TEKS that need re-teaching, spend time on units that are more difficult and truly make sure the student grasps the concept being presented. I work hard to correlate other disciplines into my study and show the children how it applies to life around them. We often do projects in class that supports the combination of history and math, art and science, music and reading, etc...

High Point wants their student's to understand that education is not simply facts to memorize but truths and theories to be applied to all subject matter. Part of my responsibilities for parent communication is a weekly website updating where the class has been and informing them of new information coming. Assignments are always posted and parents can directly email me if they have questions. I like the standard of excellence and the professional development the school provides. Our weekly staff meeting is chalked full of useful and resourceful information. I feel the administrators are available for my needs, and can pop into a classroom unexpected anytime, offering to help or be an extra set of hands. This creates a sense of belonging. The feedback I receive means immediate strategies, lessons, and ideas can be implemented. High Point Academy is a fast paced friendly environment that expects excellence and leadership from its staff members.

Student Admissions and Enrollment

1. Briefly analyze the competition in the area for the same students. Describe the methods that the proposed school will use to recruit and retain students.
2. Explain how the plan for student recruitment and marketing will provide equal access to all interested students and families. Specifically describe the plan for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
3. Provide, as **Attachment O.2**, the school's Admissions and Enrollment Policies, which should include the following:
 - a. The period (both the beginning and the ending dates) during which the applications for admissions will be accepted (see TEC §12.117), including a summary of the application process;
 - b. Procedures to be followed in conducting a lottery when a grade or class is oversubscribed including which exemptions from the lottery (include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment.))
 - c. The approximate date on which a lottery will be conducted if required;
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers;
 - e. The non-discrimination statement to be included in the proposed school's admissions policy. *TEC, §12.111(a)(5);*
 - f. Policies and procedures for the admission of students with documented histories of any of the types of misconduct listed in TEC §12.111(a)(5)(A); and
 - g. Enrollment deadlines and procedures.
4. If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. *TEC, §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC, §12.1171 permits a charter school*

specializing in one or more performing arts to require an applicant to audition for admission to the school.

NOTE: If a charter is granted, the sponsoring entity will be required to submit a copy of its admissions policy, admissions application, and enrollment form(s) for review during the contingency process.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

STUDENT ADMISSIONS AND ENROLLMENT

In West Fort Worth, there are no charter schools servicing students in grades K-8th grade. Camp Bowie area has two charter alternative schools, Richard Milburn and Premier. Both are high school charters. There is a great need for schools in this area. Pinnacle Charter School, with Honors Academy, moved to South Fort Worth two years ago (15 minutes away) and they serviced grades K-8th grade. However, this school is no longer going to be operating.

Unfortunately, the West Fort Worth area has limited options for student choice in public education. High Point Academy knows there is a need. Our early recruiting efforts have proven a great option for families to experience a choice in education. Some of the activities we have done to generate interest is: standing in front of Walmart, giving away literature, answering questions and promoting awareness for the new charter. We have been very well received. We have also had several block parties, with attendance of 225 for the largest one. Pump It Up, party warehouse, has partnered with us allowing kids to jump at reduced costs while parents receive information about the proposed school. Our interest forms are showing a great need in every grade. In fact, if every child came that currently has a form on file with High Point, we would have to host a random lottery to select students...and we are not even approved yet. The need is great and the schools are not there. With such an outpouring for West Fort Worth, we targeted two other communities to see if the response was similar. Both areas have less than two open enrollment charter schools that would be options for serving students. Thousands of students are on the waiting lists of the current charter schools in Fort Worth. With the Fort Worth ISD serving 81,000 students, this means less than 2% of the population has the option to attend an open enrollment charter school. In addition, there are nine other school districts within 20 minutes of our proposed areas. Together it represents close to 200,000 students! Northwest and east Fort Worth show a great need as well. We have hosted publicized community meetings in each of these three areas and the response is always the same, "When will you open?" There seems desperation on the part of these parents. They simply want an opportunity for a different type of education.

It is important to High Point that every socioeconomic background and family be given an opportunity to attend High Point Academy. Our recruiting efforts have included and will continue to include informational meetings at the local Recreation centers. Walmart allows us to set-up a booth and hand out informational packets about charter schools and HPA. We are able to reach lower income families by partnering with the Boys and Girls Club of Fort Worth. This program specializes in At Risk and Title I families. BK Myles, a board member, is a former employee with this company and has helped us establish a relationship with them. We have no tolerance for discrimination of any kind, and we want all students to have the chance to attend. **PLEASE SEE ATTACHMENT O.2, the school's Admission and Enrollment policies.**

Student Discipline

Describe the school's approach to student discipline summarizing the school's proposed Discipline Policy. Provide as Attachment O.3 the school's proposed Discipline Policy. Together, the narrative description and the proposed policy should address the following:

1. The code of conduct for the school; *TEC, §12.131 requires that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.*
2. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
3. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
4. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
5. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days; and
6. Explanation of how students and parents will be informed of the discipline policy.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

STUDENT DISCIPLINE

High Point Academy has created a school wide Code of Conduct and Discipline Policy (PLEASE SEE ATTACHMENT O.3) that promotes the standards of expectations in the school. This policy helps students understand the expectations that High Point Academy will require of all students. The practices for discipline will be as positive as possible. Helping children choose to respond in a better manner is the purpose of every educational institution. Using consequences to simply demand, ultimately will not teach an internal control for good choices. High Point wants to foster a healthy balance of consequences and rewards. Currently, as a board we are looking into reward systems that will enable children to have benefits for good behavior. Such things as special educational field trips, perfect attendance rewards, wall of fame recognition, and other innovative ideas.

Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation or expellable offense.

In deciding whether to order suspension, the school will take into consideration:

1. Self-defense (see glossary)
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Process

-State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

-Before being suspended a student will have an informal conference with the appropriate administrator who shall advise the student of the conduct of which he or she is accused. - The student will be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

- The number of days of a student's suspension will be determined by the appropriate administrator, but will not exceed three school days.
- The appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Expulsion

Discretionary Expulsion: Misconduct That May Result in Expulsion

In deciding whether to order expulsion, the school will take into consideration:

1. Self-defense (see glossary)
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

A student may be expelled for:

Any Location

- Engaging in the following no matter where it takes place:
- Conduct that contains the elements of assault under Penal Code 22.01(a) (1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
- Aggravated assault.
- Sexual assault.
- Aggravated sexual assault
- Murder.
- Capital murder.
- Criminal attempt to commit murder or capital murder.
- Aggravated robbery.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at School Event

- Committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony.
 - Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
 - Engaging in conduct that contains the elements of an offense relating to abuse of volatile chemicals.
 - Engaging in conduct that contains the elements of assault under Section 22.01(a) (1) against an employee or a volunteer.

- Engaging in deadly conduct. (See glossary)

Within 300 Feet of School

- Engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line.
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson
 - Murder, capital murder, or criminal attempt to commit murder or capital murder
 - Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery
 - Felony drug-or alcohol-related offense
 - Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

In deciding whether to order suspension or expulsion, the school will take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Hearing

A student facing expulsion will be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the High Point Academy.
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the school's witnesses.

-After providing notice to the student and parent of the hearing, the school may hold the hearing regardless of whether the student or the student's parent attends.

-The hearing will be conducted by the Chief Academic Officer and/or the Principal.

Notification

The principal or appropriate administrator will notify a student's parent by phone and/or in writing or email of any violation that may result in a suspension or expulsion. Notification and discipline action must occur within two school days after the administrator becomes aware of the violation.

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Leadership Pipeline

1. Describe the sponsoring entity’s current or planned process for sourcing and training potential school leaders for campuses opening in subsequent years, regardless of location.
2. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

LEADERSHIP PIPELINE
 Mentoring is an important part of the High Point system. Candidates that want to take on leadership responsibilities will be provided additional in-house training and opportunities to serve. As they perform their assigned task with responsibility and proficiency, we will continue to train and endorse them for an administrative leadership role. High Point is planning on having three campuses throughout Fort Worth. Each campus will need assistant principals, principals for upper and lower divisions, and other administrative staff. By promoting from inside our ranks, the culture of the school is carried over from grade to grade and building to building. The school board has discussed creating policies that will help to guide decisions for future candidates. In the school budget, higher education has been allowed to offer incentives towards expenses they incur while seeking administration certifications.

Organization-Wide Staffing

1. Complete the staffing chart below, outlining the staffing plan for your campus(es), as applicable. The staffing chart and your narrative response should identify the following:
 - a. Year one positions, as well as positions to be added in future years;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff.

Adjust or add functions and titles as needed. *Delete rows or tables for grade configurations that do not apply.*

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
West Campus Staff					
Principal	1	1	1	1	1
Assistant Principal	0	1	2	2	2
Chief Academic Officer	1	1	1	1	1
Chief Operations Officer	1	1	1	1	1
Chief Executive Officer/Superintendent	1	1	1	1	1
Business Manager	1	1	1	1	1
Classroom Teachers (Core Subjects)	16	26	40	52	52
Classroom Teachers (Specials)	6	9	11	13	13
Special Education Teacher	1	1	2	2	2
Special Education PARA	1	2	2	3	3
Teacher Assistants	2	3	5	5	5
Administrative Secretary	1	2	2	2	3

Receptionist	1	1	1	1	1
PEIMS	1	1	1	1	1
Human Resource	0	0	1	1	1
Curriculum Director					1
Nurse		1	1	1	1
Security Officer		1	1	1	1
Guidance Counselor		1	1	1	1
Technology	1	1	1	1	1
Special Education Coordinator			1	1	1
Total FTEs at West Campus(es)	35	55	77	92	94
Northeast Campus Staff					
Principal			1	1	1
Assistant Principal(s)				2	2
Core Classroom Teachers			16	40	52
Special Classroom Teachers			6	11	13
Special Education			1	2	2
Special Education PARA			1	3	3
Teacher Assistant			2	4	5
Administrative Secretary			1	2	2
Receptionist			1	1	1
PEIMS			1	1	1
Nurse				1	1
Guidance Counselor			1	1	1
Security Officer			1	1	1
Technology Support			1	1	1
Total FTEs at Northwest Campus(es)			33	71	86
East Campus Staff K-8					
Principal					1
Assistant Principal(s)					1
Core Classroom Teachers					16
Special Classroom Teacher					6
Special Education					1
Special Education PARA					2
Teacher Assistants					4
Administrative Secretary					1
Reception					1
Security					1
PEIMS					1
Technology Support					1
Total FTEs at East Fort Worth campus(es)					35
Total organization FTEs	35	55	110	163	215

2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. State the teacher-student ratio to be maintained. As well as the ratio of total adults to students for the school.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

ORGANIZATION-WIDE STAFFING

See Organizational Staffing Chart, ATTACHMENT G.2.

During the first year of High Point Academy's existence, we will hire a CEO/Superintendent, a part-time CAO (Chief Academic Officer), a part-time COO (Chief Operations Officer), A Business Manager, 2 Support Staff (1 PowerSchool & 1 Reception), Principal, 22 teachers, 2 teacher assistants, 1 Special Education teacher and 1 SPED Para. Each of these positions are included in the budget.

Year two additions: Assistant Principal, 13 new teachers, 1 additional support staff, 1 each of a teacher assistant and SPED para. (Included in the budget)

Year three additions: A new campus, grades K-8 will be added: 2 Support Staff (1 PowerSchool & 1 Reception), Principal, 22 teachers, 2 teacher assistants, 1 Special Education teacher and 1 SPED Para. Each of these positions are included in the budget. The original campus is continuing its additional grade adage and hires another Assistant Principal, 2 more support staff, 2 additional PARAs, 16 teachers, a Special Education Coordinator, and raises the CAO and the COO to full time positions from part-time. (Included in the budget)

Year Four Additions: 35 core teachers, 7 elective teachers, 2 support staff, 2 teacher assistants, 3 SPED paras, and 2 Asst. Principals (Included in the budget)

Year Five Additions: A new campus, grades K-8 will be added: 2 Support Staff (1 PowerSchool & 1 Reception), Principal, 22 teachers, 2 teacher assistants, 1 Special Education teacher and 1 SPED Para. Each of these positions are included in the budget. The original campus adds no new staff. The 2nd campus adds 13 core teachers, 2 electives, 1 support staff, and 3 special ed. (Included in the budget)

High Point Academy wants to be a school that follows structure, policies, and procedures. The senior administrative team will be actively involved in the development of the new school. Every time HPA opens a new school, this team will assist the opening Principal and their staff to help create the culture that High Point wants to exhibit. We follow the system of T.E.A.M. (Together Everyone Achieves More)

The student teacher ratio will be below 20:1. On our budget and proposals we are showing a 19:1 ratio on all five school years with just our teaching staff. Adding Special Education, Paraprofessionals, administrative staff, support staff and senior administrative team and the student to adult ratio drops to below 14:1.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the sponsoring entity and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as Attachment O.4, any personnel policies or an employee manual, if developed.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in Attachment O.5 any leadership evaluation tool(s) that you have developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year. State if the school intends to follow the state Professional Development Appraisal System (PDAS) or submit as Attachment O.6 any local teacher evaluation tool(s) already developed
7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.
8. Provide in Attachment O.7, a Supplemental Human Resources Information Form (use the template provided by the TEA) for ALL paid positions required to operate the proposed school in year one and at capacity. Ensure that your submission includes ALL positions including administrative staff such as: CEO/superintendent, financial officer, principal, assistant principal, director, and assistant director.

NOTE: PL 107-110 §1119 Teachers in all core academic subjects must be degreed and have demonstrated competency in the subjects in which they will be assigned to teach as required by federal law. Special education teachers, bilingual teachers, and teachers of English as a second language must be certified in the fields in which they are assigned to teach as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.

NOTE: Charter schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education experience, prior salary history, job duties actually performed, what a typical person with similar skills, experience, and job duties would earn. See 19 TAC §100.1022(c)(2)(B)(I).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

STAFFING PLANS, HIRING, MANAGEMENT AND EVALUATION

High Point Academy will be an at-will employer. All employees will be hired officially by FIAFW Inc., the charter holder who is doing business as High Point Academy.

High Point Academy will have an average salary range for the following individuals:

CEO/Superintendent	Executive Management	\$ 75,000-103,000
Principal	Instructional Management	\$ 58,000-81,000
Assistant Principal	Instructional Management	\$ 48,000-65,000
Chief Academic Officer	Instructional Management	\$ 70,000-94,000
Special Education Coordinator	Deans, Directors & Coordinators	\$ 48,000-62,000
Special Education Teacher	Teachers – SPED	\$ 42,000-53,000
Special Education Para	Aides	\$ 22000-29,000

Counselor	Therapists & Counselors	\$ 42,000-53,000
Nurse	Nurse	\$ 32,000-44,000
Business Manager	Operation / Business Manager	\$ 42,000-75,000
Chief Operating Officer	Executive Management	\$ 69,000-89,000
PIEMS/Bookkeeping	Administrative Staff	\$ 22,000-29,000
Receptionist	Administrative Staff	\$ 19,000-26,000
Secretary	Administrative Staff	\$ 21,000-29,000
Core Teacher	Teachers – Regular	\$ 35,000-45,000
Elective Teacher	Specialty Teachers	\$ 35,000-45,000
Teacher Assistant (Para)	Teaching Assistants	\$ 21,000-29,000
Security-Officer	Security	\$ 38,000-48,000
Technology	Specialty Teachers	\$ 36,000-46,000
Human Resources/Benefits	Deans, Directors & Coordinators	\$ 40,000-54,000
Curriculum Development Director	Deans, Directors & Coordinators	\$ 48,000-58,000
BE/ESL Teacher	Teachers - Specialty	\$ 36,000-46,000
Substitute Teachers	Substitute Teachers	\$ 14,000

The school will work hard to be competitive towards salaries and benefit compensation for our employees. There is a healthy balance between paying enough and too much for the new entity. It is important that High Point become an established entity, both fiscally sound and fair to its employees. Some of the benefits being offered the staff are healthcare, life insurance, disability, TRS retirement, and five sick days. High Point Academy wants to begin a positive incentive program that rewards great teachers and staff that go beyond the call of duty. Bonuses and performance related monetary benefits are planned after the second year. The budget begins to show strength after the first year. It is vital that we continue the fiscal progress and make HPA a powerhouse capable of offering dynamic education to every student. PLEASE SEE ATTACHMENT O.4.

Support and pay commensurate with both experience and performance is what makes a true reward system justified. The theory holds that the longevity of the teacher will typically hold to how big a bonus they will get. However, when the scale is not about longevity, but rather about

success in the classroom, measured in test scores, even a rookie teacher that has promise can be placed on the bonus list. High Point wants rewards based on merit. Obviously classes like math, science, and reading carry more significant weight than an art class or piano lab, however, in an environment where team is everything, even the fine arts can participate in a bonus system. We will allow them to piggy back with a teacher and choose how they will promote those TEKS in their classroom, along with their own TEKS. This means that success from the math room might be attributed to the piano lab teacher practicing math daily and tying it back to piano lab.

High Point Academy intends to be compliant with the ESEA act for Elementary children seeking highly qualified staff. Our teachers will meet the Texas based standards for qualifications as well. We will accept applications starting in September, but will not contact interested candidates until around Feb 15, 2015. Interviews should start the first of March for the classes we know are already filled. Our lottery is slated to run in March, as well. As our student body fills up, our teacher base will be determine until we completely reach every student and staff position listed in our first year budget. Having committee members who have begun a school from the ground up gives HPA an edge for success.

The hiring and firing of school personnel will be based on the policies and procedures the board adopts. Some of the requirements within those procedures, based on state law are:

Hiring: Federal Law prohibits an employer from discriminating based on “gender, race, color, religion, national origin, age, disability, or status as a protected veteran.” When interviewing a potential candidate, you cannot ask questions such as: “Are you married?” “What does your husband do for a living?” “How old are your children?” or “Where do you go to church?” At High Point Academy, we will follow all federal and state laws when hiring our employees. We are an at-will employer and will follow state laws concerning this position. Criminal background checks will be performed on all board members, administrative staff, teachers, full and part time employees, and parent volunteers. It is important that our children are safe and protected.

Dismissing an at-will employee: Texas is an at-will state and an employer can usually dismiss and employee for any reason and any time. However, our school is not able to fire an employee based on illegal reasons such as age, race, gender, or filing a complaint against the company.

According to state law, if High Point Academy dismisses an employee for any reason, we must deliver their final paycheck within six days after the termination date. However, if an employee quits, the paycheck would come on the next pay period. “If an employee’s position is terminated for anything other than misconduct, they may be eligible for unemployment compensation benefits. Additionally, the former employees may be entitled to continuation of the health insurance benefits at their own expense under COBRA.” (Lawyers.com, Texas Labor and Employment)

The school leadership will be evaluated and supported through PDAS. The leadership team will be offered training throughout the school year ASCD (Association for Supervision and Curriculum Development). We want to provide tools and support to make our leadership successful at High Point Academy. PLEASE SEE ATTACHMENT O.5.

The teaching, support, and administrative staff of High Point Academy will be trained throughout the school year through professional development and mentoring. Evaluations will help administrators determine strengths and weaknesses and allow teachers to peer mentor with other more experienced teachers that have overcome the same challenges they are facing. High Point wants to see every staff member succeed and enjoy their position as an educator. We believe this will make them more productive in the classroom and within our HPA community. High Point Academy will use the PDAS system for formal evaluations. PLEASE SEE ATTACHMENT O.6.

Dealing with the dismissal of staff, unsatisfactory leadership or teacher performance, and turnover are all challenges every school employer will eventually face. High Point Academy intends to deal with all staff in a manner of honor, integrity and respect. We will mentor, lay out a growth plan for staff, and attempt to redirect actions. Some teachers and staff respond really well to these tactics and will improve, grow, and flourish. Others will choose to leave or be unable to make the changes necessary to promote the vision and mission of High Point Academy. Our decision to dismiss or not return any staff member will not be made lightly. All recourses and avenues will be targeted to help bring about change; but in the event dismissal is necessary, we will follow all state and federal guidelines for an at-will employee dismissal. PLEASE SEE ATTACHMENT O.7.

Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

PROFESSIONAL DEVELOPMENT

High Point Academy will use a collaborative effort for Professional Development responsibilities. Certain areas will be overseen by specific people. Academics and teacher training for classroom and students will be overseen by the Chief Academic Officer with the assistance of the Principal. Operations, protocol, human resources, and financial information will be overseen by the Chief Operations Officer with the collaboration of the Business Manager. Professional Development will be contracted, trained from within our staff, and presented through webinar during the first year. It is imperative that this new staff implement the classroom models and feel prepared for a new school year.

Professional Development Topics: Minimum Topics Include but are not limited to

- All subjects/content area grades K-12 by departments-understanding the new standards
- Texas TEKS State Standards and Core Knowledge (E.D. Hirsch curriculum training)
- Problem/Project Based-Learning Applied Learning Strategies
- Differentiated Instruction adding the Kinesthetic Model
- Response to Intervention (RTI)
- Rigor and Relevance in our classroom/Parent Communication
- Data Driven Instruction-What does this mean?
- Integrating Technology with Instruction (including IPADS)
- Flip Flippin "Capturing Kids Hearts"
- Classroom Management for the Seasoned and Rookie Teacher
- PDAS
- Blood-Borne Pathogens
- Sexual harassment, etc.

We believe these initial trainings will establish a baseline to help teachers grasp the concepts and challenges of managing a movement, inquiry, and technology based classroom. Training will continue throughout the school year and provide information and concepts that teachers can use daily in their classrooms. Another method of professional development that we intend to use is one on one mentoring. Depending on personal teacher goals and their strengths and weaknesses, our staff will read and do a report on one book each semester. We will spend a staff meeting allowing each staff member to give a presentation about the book. The logistics and specifics are still being determined, but we believe this style of teaching works in the classroom and will work for training educators. We also believe that professionalism and growth in your career is vital to success for every teacher. The profession of an educator is a privileged and must be taken with the challenges of necessary growth and change. Any teacher who has taught over 30 years or more will tell you schools have changed, morphed, and been reinvented because what works for one decade shifts to a new item, curriculum, or procedure for the next. Education is fluid. Being a teacher requires continual personal growth and willingness to change. The seven last words to a dying or failing organization is: "We've never done it that way before!" –Lori Manning (Pierce Hendon, deceased father's favorite saying) Change is inevitable and necessary! Charter schools offer this change through innovative processes and professional development to train the staff.

High Point Academy will offer professional development for its staff both before school begins and during the school year. Our teaching staff will work 191 days. The Fort Worth ISD

schedules their teachers for 188 days and Fort Worth Academy of Fine Arts and Texas Elementary School of the Arts (Exemplary and Recognized charter schools) schedules their staff days at 191. Professional development is able to be given on those extra work days. It is important that teachers of a new charter school understand the policies, procedures, and classroom models that are to be implemented within the classroom. Our plan for new staff hires is to have a three day “new staff professional development” before the remaining staff joins on the returning staff return date. School will begin the following Monday. For example: Professional Development for new staff: August 13, 2014, Returning staff development August 18, 2014, and the start of school would be August 25, 2014. This allows training to be geared directly towards the new professionals and our High Point culture. Then as the rest of the staff joins for professional development, the new development and complete staff training will be offered. This will be the model followed every year as we grow and open new campuses across Fort Worth.

Our teachers will also experience a weekly staff meeting. Two of these meetings monthly will be to give school business. The other two meetings will be reserved for collaboration, cross curricular planning, and school wide support. By offering on-going support, training, and team collaboration, the administrative team can keep a steady handle of the happenings in and throughout the classrooms. Together everyone achieves more (TEAM) is the High Point motto. Nine full days of the staff’s 11 work days are dedicated to professional development, six half days (the end of the six weeks) will offer a 2 hour training and 2 hours of grade preparation, and a weekly staff meeting that is development and collaboration twice monthly. Our one on one mentoring program and report presentations will also offer training for teachers, as well. We believe growth will allow for success. Every teacher will be encouraged to attend conferences and professional development throughout the summer. Incentives are being prepared for any teacher that chooses to participate in a program like this.

Performance Management

The TEA will evaluate the performance of every charter school annually according to a set of academic, financial, and organizational/governance performance standards that will be incorporated into the charter agreement.

Applicants may propose to supplement the TEA performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

PERFORMANCE MANAGEMENT

High Point intends to set performance goals very high. Ultimately, we want to lead the way in

pioneering academic achievements that are unprecedented in the west Fort Worth area. Many of the schools located within this population are struggling with low income students and low test scores, giving them unacceptable and needs improvement ratings. We want our school to have 85% passing or higher in all subgroups and academic areas. However, we understand that to build that type of academic excellence it takes time and much preparation. Growing and bringing new students in every year, makes it difficult to simply rely on the student body that you have assessed and analyzed and begun to remediate. This process is on-going with each new child that enters our school. We can and will establish solid procedures that help us quickly identify areas of need for new students and provide them with extra help in the deficit subjects.

Performance measures are vital to the success of a charter school and the academic training being provided. How your student body performs on the state standards and necessary requirements, grade specific, towards reading, math, social studies, science and writing determines your accountability towards academic progress. Students are still tested as done in years previous, only the data and score results are rated and determined differently than the older TAKS test and ratings. STAAR requires more student specific achievements.

As a school, we recognize that some students will start at High Point Academy and not be at the educational standards they need to be. However, the task of remediating, gapping, tutoring, and re-teaching does not scare us. We are educators and believe firmly in the capabilities of our students. Analyzing data and determining where a child is falling short will be vital to this process. A tracking system placed in each child's Academic Achievement Plan (AAP) will help to offer an individual blue print for the missing standards needed to remediate that student. Data recording, analysis, and interpreting will be vital to this process to work. We believe if we can track every child's knowledge and comprehension towards their grade level TEK, we can be on target to finding the deficits and areas where tutoring, re-teaching, and small group collaboration can make a difference. If parents are informed of this process and can also see the progress a child is making, then they too can take responsibility to helping a child succeed. With this elaborate process in place, we should know specifically which child will struggle, pass, excel, or be "borderline" for performance on the state tests. Having this data at our disposal allows for our school to make true data driven decisions. Extra study time, Saturday tutoring, after school programming that involves shoring up a child's deficit, etc... can all be strategies to compensate and over-come the short fall. The Chief Operating Officer will be in charge of tracking results and then collaborating with the Administrative team, specifically the CEO/Superintendent, Chief Academic Officer and Principal, to determine the direction necessary to best use the results. As the information is interpreted and made available, academic choices can be redirected or continued. The implementation of the results becomes the responsibility of the CAO and Principal. Teachers will be trained through professional development to be able to interpret the given results

Parent and Community Involvement

1. Describe what you have done to assess parent and community demand for your school.
2. Explain how you will engage parents and community members from the time that the school is approved through opening.
3. Describe the role, to date, of any parents and community members involved in developing the proposed school.

4. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 3 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any volunteer activities the school will offer to parents. (Charter Schools are public school and may not require parents to volunteer.)
5. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as Attachment O.8 existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Do not provide petitions, meeting sign-in sheets, or other materials that violate the Public Disclosure Policy mentioned previously.*

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

PARENT AND COMMUNITY INVOLVEMENT

High Point Academy has offered parent/community meetings in three different areas of the city. We have had over eight meetings for west Fort Worth and each of them generated interest from families seeking an option for their child/ren. We have stood in front of Walmart for endless hours assessing the community towards their perspective on the need for a charter school. Families without students even feel the education level for West Fort Worth needs improvement or options for children to participate in. They also felt charter schools were considered elite schools. This is due to the fact that one of the most well-known charter schools located in Fort Worth, the Texas Boys Choir charter, is audition based and has an extensive waiting list. Their sister school, TESA, Texas School of the Arts, is a lottery based school but has waiting lists of over 50 children for each grade! Harmony Science Academy is also a lottery based school and has extensive waiting lists. Many were surprised to learn that charter schools were free public schools. The parent assessment for High Point Academy is a great one. The constant comment was, "When will you open!"

Once the school has received an approval the fun begins! We have over 234 families (in a compiled 3 ring binder) waiting in the wings to help us create a school that brings great success to our community. Currently HPA is planning on having a base group of individuals that will help us pull off targeted recruiting events. Specific neighborhood block parties, free jumping at Pump It Up, Snow Cone Recruiting, flyer distribution, community event booth rentals, and Walmart, Lowes, Target, and other retail store information distribution are all ways to recruit students. We will use the help of these dedicated families to bring High Point Academy to fruition.

Once the school is opened, High Point Academy will rely on its volunteer groups to help promote the vision and purpose of the school to the community around us. Because we are a school built on honor, integrity and service, HPA wants to build partnerships with local rest homes, care facilities, and rehab centers and allow our students a regular visit to read, play games, do arts and crafts and make a difference in the life of an elderly citizen. Children can learn from these experiences and realize the past generation can teach us for the future. This is one of our proposed service activities that would require a parent release form. Our parent volunteers will help to make contacts and set these visits up for the schools. Parent volunteers will also help to establish our PTA/PTO organization. This program is vital in the functioning

ability of the school. Fundraisers, supplies for underprivileged children, Thanksgiving Food Baskets, Christmas Secret Santa, and a support structure of extra adult hands on campus as needed, are all ways parents can volunteer. Also, field trip chaperones, Teacher Appreciation coordinators, Robotics and Lego competition, and so many other useful and necessary programs that promote the High Point culture.

Community partnership is important to the life of a school. Tarrant County Community College has a deaf interpretation program that has agreed to partner with us. They want to send their students into our school in a collaborative effort to let them help teach sign language, “read” to the students by using sign, and provide them a first-hand glimpse of communicating in this new fashion for a hearing child. This partnership is useful to HPA because of the significance of our sign language program. Another community partner we have established is Reyes Boxing. Wanting to be an option in our after school program, Mr. Reyes feels that students (especially at-risk boys) who are given an opportunity to take aggression out in a controlled environment will better succeed in the classroom. The physical fitness involved with the sport of boxing is tremendous, but the total child approach can be even more beneficial. Business such as Paladin Signs with Paul Lamb, Chris Lowen with Adorable Boutique, Danielle Sanchez with Bling it, and Karl Buckman with Buckman Laboratories to name a few.
PLEASE SEE ATTACHMENT 0.8.

Start-Up & Ongoing Operations

1. Provide, as **Attachment 0.9**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget in the Financial Plan Workbook.
2. Explain the school’s plan to provide transportation services for students with IEPs mandating transportation. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for the safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

NOTE: TEC §12.109 An open-enrollment charter school shall 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.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

START UP & ON-GOING OPERATIONS

PLEASE SEE ATTACHMENT 0.9, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.

High Point Academy does not intend to offer transportation to individuals except for students who have an active IEP. We will contract services to provide this transportation in a reliable and safe manner for the student.

High Point Academy is planning on contracting Durham School Services for any bus needs in the first school year. The board feels the liability would be better to contract those services rather than take on the purchase, insurance, and liability ourselves, as a new entity.

High Point Academy is in process for determining our security plans for students, staff,

technology, equipment, and building. Lt. Colonel David Watts, active duty Securities Specialty, will be assisting our committee in preparing these policies as soon as our charter is granted.

Operational Staff Capacity

1. Identify the key members of the school's operational leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance, operations, and/or management, and will thus share responsibility for the school's operational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners. Describe the team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - a. Staffing;
 - b. Parent and community engagement;
 - c. Professional development;
 - d. Performance management;
 - e. PEIMS management; and
 - f. General operations.
2. Identify the superintendent and explain why this individual is well-qualified to lead the proposed charter school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment O.10, the qualifications, resume/curriculum vitae, and professional biography for this individual.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

OPERATIONAL STAFF CAPACITY

The key members to be involved with the operations and start-up of the school will be Katie Stellar, Lori Manning, Dana Yates, Connie Barnett, Donald Nemec, Jaye Sandford, BK Myles, Gary Colman, George Vasquez, and Randy Spadlin. Every board member will have an effect on the development of the school. Each person was chosen because they had a contribution they could offer to make this team well rounded.

High Point Academy is filled with a board of certified educators and community leaders. We actually call ourselves a planning committee, because it takes great dedication to implement and plan a new school from the ground up. Fortunately, we have several very experienced leaders:

Lori Manning has had the opportunity to be the lead administrator for a new charter school start, Branch Park Academy in Farmers Branch, Texas. This school was established and received a recognized rating in its first year under TEA's accountability program. Mrs. Manning coordinated building and remodeling timelines, hiring and training of staff, recruitment of students, all teacher in-service, and mentoring. This was accomplished while she was the current Campus Director of another Fort Worth charter school. Excellence and success in recruiting, hiring, training, mentoring and preparing a new school is a proven track record for this team member. Certified in science, with a love for kinesthetic teaching methods, Lori Manning has spent time in the classroom and as a college coach prior to her administrative experience. Along

with her experience in education and schools, Mrs. Manning has run several for-profit business, managed employees, and payroll. Her operations experience will be invaluable.

Katie Stellar has been both a classroom teacher and administrator in a Fort Worth charter school. Pinnacle Academy experienced a great rise in test scores under the joint leadership of Lori Manning and Katie Stellar. Mrs. Stellar has led boards for various non-profit organizations and is familiar with non-profit policies, expectations, and excellence. Her board and governance skills have proven to be invaluable as she chairs the HPA board. Equipped to work with diverse populations, a certified K-12 Art teacher, experienced TAKS Coordinator, and Assistant Administrator in a public charter school, Mrs. Stellar carries a full understanding of the intricacies of a school and its operations. Co-founder of High Point Academy, Mrs. Stellar provides strong leadership and visional direction for this K-12 Applied Learning Academy. Mrs. Stellar has also owned and operated a successful photography business.

Connie Barnett has been serving on the High Point Board for nearly 15 months. Truly an integral part of the High Point mission and vision, Mrs. Barnett, offers 19 years of certified administrative experience from the perspective of a public 4A high school in Granbury, Texas ISD. Having ranged from bus driver to classroom teacher, administrator to guidance counseling to test analysis, Assistant Principal and High School Principal, Mrs. Barnett offers an academic edge that helps to set High Point apart. As an experienced educator, she recognizes the need for an innovative approach to education and believes her experience can offer direction and depth. Mrs. Barnett has agreed to serve in an administrative position for High Point Academy and will be added to the paid staff in the spring of 2015. Her contribution toward operations will largely be in staff hiring and parent & community involvement. She has numerous experiences with professional development.

Another Board Member that brings tremendous benefit to this planning team is Jaye Sanford. Her math curriculum experience from the district level in a traditional ISD's gives HPA a definite edge in our integration of the STEAM programming. Jaye has extensive professional development training workshops and has worked with Region XI as a presenter for state standards and other areas of teaching. Her knowledge and connections will help High Point forge a strong partnership with Region XI and prepare our teachers for the best scenario. Her credentials are impressive when you see the amount of hours she is called on to train teachers. In the area of Professional development, community involvement, staffing, performance management, PEIMS, and general operations, High Point is joined with a diverse group of individuals who all carry leadership qualities and experience.

High Point Academy has not yet decided on a CEO/Superintendent. We have had several candidates, but the time of the application a candidate has not yet been decided on by the board. We have enclosed the job description, salary requirements, and educational background necessary for this school leader. **PLEASE SEE ATTACHMENT O.10.**

Bryon K Myles brings active participation to the board with experience in grant writing and coordinating Title I after school programs. Receiving approval of three million plus in grant writing, his newest grant approval has been used by the Birdville ISD for the 'Aspire' after school program. In fact, this cutting edge grant is what gave the HPA team the idea of offering a

free after school program at the charter school level. Listed in the first year budget, our APEX (All Students Prepared for Excellence) program will be seeking grant money to underwrite this program in its entirety. However, if no grant money is received, High Point has made provision to include this innovative strategy in our educational plan to make sure it has already been funded. Bk Myles will help our team make good choices in programming and use local community partnerships to implement a true collaborative approach for educating the total child.

Dana Yates is an educator, both in the private and public sector. Qualified as an educator and Mrs. Yates has been a co-owner of a successful restaurant business and was responsible for all hiring, payroll, and training of employees. Her management and operational skills will help in our decisions as a committee for employment laws and responsibilities. Another contribution that Mrs. Yates brings to the HPA charter team is her understanding and connections within the Deaf community. Mrs. Yates helped to establish the Tarrant County Community College and High Point Academy partnership within the sign language department.

Donald Nemece is a lawyer in Fort Worth. His expertise in the field of law and contracts has helped High Point move forward in our policies and procedures. He is helping us construct high quality employee policies, handbooks and staff guides. His service and invaluable expertise will be a benefit for our school in the future. Mr. Nemece also runs his own practice and therefore has business experience as well.

Randy Spradlin is a welcomed addition on the High Point Academy school board. He joined us as a replacement for Gary Colton who has moved into a planning committee member role. Mr. Spradlin brings a teacher and trainer (athletic experience) perspective as well as 18 years of being an owner operator of Spradlin Insurance Services. His knowledge of office operation, marketing and sales, cost management, and human resources will prove to be invaluable to the operations division of High Point Academy. His skill set, as well as classroom teacher/coach/trainer gives him a well- rounded look at the business and educational aspects of this new start-up.

Gary Colton is the Executive Director and founder of the Youth Football Associational program Westside Cowboys. His love for at risk youth is apparent as he prepares these young men to be successful both on and off the field. Coach Colton is truly a local hero to many young men who would have never been fully prepared to play high school football without his organizations training and mentoring. Seeking to meet the needs of low income and single parents, many of Mr. Colton's players receive scholarships to play. Having experience with board policies and leadership, Gary Colton offers an important role on the HPA board. The Westside Cowboys are located in the same community as High Point Academy and both vision to make a difference in our communities and youth. Gary is no longer currently a board member. He served two years with FIAFW. He has chosen to rotate off the board and be a part of the planning committee to help with operations for High Point Academy.

The board and planning committee of High Point Academy is excited about the strong support team we have to prepare the school to move from paper to brick and mortar. The operational procedures and tasks are being handled by a group of individuals that have a vested interest in the success of this school. Several members have children and/or community ties and we all

recognize the High Point difference can make an impact in west Fort Worth and throughout the entire city.

High Point Academy has not yet decided on a CEO/Superintendent. We have had several candidates, but the time of the application a candidate has not yet been decided on by the board. We have enclosed the job description, salary requirements, and educational background necessary for this school leader. **PLEASE SEE ATTACHMENT O.10** for this information.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Three - Governance Plan

Legal Status and Governing Documents

1. Describe the sponsoring entity's legal status, including the type of entity and corporate qualifications, if applicable. Submit any governing documents beyond those provided with the Eligibility Documentation which are already adopted, such as board policies, in **Attachment G.1**.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Section Three - Governance Plan

Legal Status and Governing Documents

FIAFW, INC. is a 501(c)3 non-profit. The organization is requesting to sponsor High Point Academy, a public charter school. **PLEASE SEE ATTACHMENT G.1.**

Organization Charts

Submit, as **Attachment G.2**, organization charts that show the school governance, management, and staffing structure in: a) year one and b) at capacity. The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

Governing Board

1. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.
2. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
 - a. the school will be an educational success and that annual school and student performance will be reported to students, parents, and the community;
 - b. the school will be an operational success, including complying with all required reporting, including attendance, PEIMS, governance, and grant reporting;
 - c. the board will evaluate the success of the school and school leader; and
 - d. there will be active and effective representation of key stakeholders.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the governing board will take place.
5. If this application is being submitted by an existing non-profit organization whose sole purpose is not the oversight of the charter school, respond to the following:
 - a. Will the existing non-profit's board govern the new school/campuses, or has the school formed a new non-profit corporation governed by a separate board?
 - b. If the non-profit's current board will govern the charter school/campuses, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment G.3, the board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will vacancies be filled? What are the priorities for recruitment of additional board members? What is the plan for training and development (should include a timetable, specific topics to be addressed, requirements for participation, and demonstrated compliance with TAC §100.1021.).
9. If the sponsoring entity is an out-of-state organization, state whether or not a majority of the members of the governing body of the sponsoring entity reside within 50 miles of the proposed charter school's designated geographic boundary (as provided above in Attachment A – Geographic Boundary).
10. Describe how a majority of the members of the governing body of an open-enrollment charter school or the governing body of a charter holder meet the requirements of a qualified voter. (TEC§12.1202)
11. Discuss any litigation in which the sponsoring entity has been involved.
12. Disclose whether the sponsoring entity has been sanctioned by any state regulatory agency.

NOTE: Family members who are related within the third degree of consanguinity or third degree of affinity are prohibited from serving together on a charter holder or charter school board. In addition, no family member within the third degree of consanguinity or third degree of affinity of any charter holder board member, charter school board member, or school officer shall receive compensation in any form from the charter school, the charter holder, or any management company that operates the charter school unless exempted by TEC §12.1054 (a)(1).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Governing Board

High Point Academy has set up the governance structure of the proposed school for the following officer positions:

- President
- Vice-President
- Secretary
- Treasurer

The manner in which officers are selected and removed from office;

Officers are elected and removed from office through a ballot voting system. When there is a vacancy, the majority vote can fill that vacancy for the balance of the initial term. All officers may choose to seek re-election.

The manner in which members of the governing body are selected and removed from office;

Members are selected to office through a quorum vote during the annual meeting for FIAFW, Inc. The term last two years and is renewable. Members can be removed from office through a quorum vote for removal, whether voluntarily or through a forced removal.

The manner in which vacancies on the governing body are filled;

Vacancies are filled through election for a new board member. If a board member chooses to step down from office, another individual can be appointed to take their place and finish their term. All school board members must be voted on by a quorum majority.

The term for which members of the governing body serve; and
Board members serve two years and may be renewed.

The board that governs High Point Academy will be responsible for hiring, evaluating and terminating the CEO/Superintendent. The board's duties include, but are not limited to, making policies. The CEO/Superintendent is responsible for implementation and structure of those policies. Together these individuals forge a successful and highly qualified charter school.

The board consists of the following individuals:

Katie Stellar, Board Chair: Educator and Business Owner

Dana Yates, Vice Chair: Educator and Business Owner

B. K. Myles, Secretary: Grant Writing, Title I After School Programming Coordinator, and Business Owner

Donald Nemeec: Lawyer

Connie Barnett, (Future Chief Academic Officer): Administrator/Educator, Retired

Jaye Sanford: Educator and Region XI Contracted trainer

Randy Spradlin: Insurance and Business Owner

The preceding committee makes up the school board. We do have additional members that serve on a planning committee with this board, but they are not currently Board members.

Additional duties that the school board will be responsible for are as follows:

1. Student and school performance;
2. Management and administrative practices;
3. Student attendance accounting reporting requirements;
4. Compliance with Generally Accepted Accounting Principles (GAAP), the standard framework of guidelines for financial accounting and generally accepted standards of fiscal management;
5. Compliance with special education and bilingual education/English as a second language (BE/ESL) program requirements;
6. Financial accounting reporting requirements, including grant reporting requirements;
7. Reporting requirements, including those through the Public Education Information Management System (PEIMS);
8. Reporting annual school and student performance to students, parents, and the public; and
9. Distributing to parents information related to the qualifications of each teacher of the program, including any professional or educational degrees held, a statement of any certification under Subchapter B, Chapter 21, and any other relevant experience.

The FIAFW Inc. board will ensure that High Point Academy is an educational success and that the annual school and student performance be properly reported to the parents. The Principal is responsible for sending our parent notifications under the direction of the Chief Academic Officer. All reports and notifications must be approved by the CEO and a copy of this communication will be presented to the board.

The Chief Operations Officer is responsible for all reports for complying to the attendance, PEIMS, governance and grant reporting. The business Manager and PEIMS clerk will help with the compliance of these reports. All reports and communication to TEA will go directly through the CEO and a copy will be supplied to the board.

As stated earlier in this section, the board is responsible for evaluating the Chief Executive Officer (CEO).

High Point Academy believes that Stakeholders and constituents need to have a voice in the direction of the school. We have several board members who will have students in the school. This active stakeholder representation enables our board to have a first-hand view of the academics and operations of High Point Academy.

The current applicant team will be the initial and existing board. We do know that Connie Barnett will be rotating off the board to accept a paid position within the school as a lead administrator. We will be adding a board member to allow that individual to function through the initial start-up year and gain both training and insight concerning operations of the new charter.

The manner in which members of the governing body are selected and removed from office:

Members are selected to office through a quorum vote during the annual July meeting for FIAFW, Inc. The term last two years and is renewable. Members can be removed from office through a quorum vote for removal, whether voluntarily or through a forced removal. High Point originally began with a founding board and has added board members over the last several years to strengthen our academic and business oversight effectiveness. The board will meet monthly during the start-up and initial school years (2014-2016). This allows for active involvement and steady oversight as the school works to meet the state standards. After the two initial years, the board can vote to continue the frequency of these meetings or move to four meetings per school year. In addition, any HPA board member can request an additional meeting by following the policies and procedures in the FIAFW Inc., Bylaws.

FIAFW, Inc. has a conflict of interest policy, adopted by the board in 2011. PLEASE SEE ATTACHMENT G.3. for a copy of that policy. "The purpose of the conflict of interest policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to non-profit and charitable organizations," from FIAFW, Inc. *Conflict of Interest Policy*. The board makes the decision whether something is a conflict of interest and all officers and board have the duty to disclose any financial interest that may exist offering facts to the directors and board members and allowing them to decide.

The procedures for addressing the conflict of interest:

- 1) An interested person may make a presentation to the board, but after the presentation shall leave to allow discussion and vote determining conflict of interest.

- 2) The chairperson can appoint a disinterested party to investigate alternatives to the proposed transactions or arrangements.
- 3) After exercising due diligence, the governing board shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- 4) If a more adventitious transaction or arrangement is not reasonably possible under the circumstances not producing a conflict of interest, the governing board shall determine by majority vote of the disinterested board members whether the transaction is in the Organization's best interest, and whether it is fair and reasonable.

PLEASE SEE ATTACHMENT G.3.

At this time, no member has a conflict of interest on the High Point Academy board.

High Point Academy will replace board members as it has members move way, resign, or chose to no longer renew and serve High Point Academy. Key stakeholders will be identified and requested to participate with the school board. All final decisions of a new member joining a school board are subject to a quorum vote. Board training in the initial start-up year as well as first year is extensive. Region XI service centers will do some of that training for a cost of \$800.00 per year.

Level I Training:

- o Texas Education Code (TEC) Orientation for New School Board Members
- o Texas Education Code (TEC) Update for Experienced School Board Members

Level II "Team of Eight" Training

- o Roles and Responsibilities of the School Board and Superintendent
- o Accountability Systems That Affect the Team of 8
- o Goal Setting
- o Effective to Great
- o Self-Study
- o Customized Training for Individual Districts
- o Parent and Community Relations

Level III Training*

- o Financial Integrity Rating System of Texas (FIRST)
- o Board Member Ethics
- o Instructional Accountability Systems
- o Customized Training for Individual Districts

• Charter School Training

- o School Law
- o Public Records
- o Public Meetings
- o Parent and Community Relations
- o Health and Safety
- o Public Funds/School Finance

(Region XI website) These are some of the topics offered for training. Our first series of training will begin in January 2015, with a monthly training every 30 days. High Point Academy seeks to be compliant in all federal and state programs and with the TAC 100.1021.

The sponsoring entity is a Texas based non-profit organization. All board members are within the 50 mile radius. Therefore at this time, every board member is a qualified voter in the state of Texas. High Point Academy will adhere to the TEC 12.1202 regulations of at least 50% of all board members be qualified voters.

FIAFW, Inc. has NOT had any litigation or legal issues.

FIAFW, Inc. has NOT had any sanctions by any state regulatory agency.

Advisory Bodies

1. Describe any advisory bodies or councils to be formed, including the roles and duties of each body. Describe the planned composition of each advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Advisory Bodies

At this time, High Point Academy does not plan on having an advisory council or body.

Grievance Process

1. Explain the process that the school will follow should a parent, student, or employee have an objection to a governing board policy or decision, administrative procedure, or practice at the school and the method used to communicate the grievance policy to said individuals.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Grievance Process

High Point Academy is in the process of adopting formal grievance procedures and policies. We have determined that parent, student, and teachers will be encouraged to work out their grievance in an informal conference with the appropriate teacher, principal, or other administrator. We do recognize that sometimes informal complaints cannot be resolved and a more formal process must be used. A written complaint shall be made to the second level with an attempt for resolution. If no resolution is reached, a third level of complaint may be taken to the next administrator in line or the school board, depending on the level of process. All complaints must be submitted and responded to in writing. This policy will become more complete as the board continues to complete and adopt the official school procedures.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Four - Financial and Business Plan

Facilities

1. Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for building or renovations, timelines, and financing.
2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment F.1**. Briefly describe the facility including location, size, and amenities. You may also include in **Attachment F.1**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable local health and safety requirements and must be prepared to follow applicable city planning review procedures. Describe the basic facilities requirements for accommodating your school plan, including anticipated number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
3. Explain your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art room (describe amenities such as kiln), computer labs, library/media center, performance/dance room, auditorium, and other (list).
4. Explain your anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supply/storage spaces, teacher work rooms, or other (list).
5. Describe facility elements essential to fulfillment of the core athletic program gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, or other (please list).
6. Identify any other significant facilities needs not already specified, including such as playgrounds, large common space for assemblies and other large group meetings, or other special considerations (identify and explain).
7. Does the applicant have a specific desired location(s)? Yes No
If yes and the applicant has a specific facility under consideration, identify past or current usage and/or neighborhood (you may add rows to the table as needed).

Desired Location(s): _____

NOTE: *Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an E rating for their facility. The certificate must be issued by the appropriate local authority.*

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Facilities

High Point has chosen to contract with InSite Charter School Services. They help to locate, negotiate and complete the necessary arrangement for either a lease or purchase. InSite requires only a \$500.00 retainer and the remaining real estate commissions from the purchase are paid by the seller. High Point intends to locate and secure a contract for the facilities by March 1, 2015. We would like the ability to move into the facility by July 1, 2015 to begin preparing it for classroom set-up. This will allot a three month time period for renovations or remodeling as necessary.

High Point Academy has not yet determined the facility. PLEASE SEE ATTACHMENT F.1., which states: No facility determined.

Offering a STEAM program means that Fine Arts and Science both play a large portion in the curriculum and approach to education. Fine Arts areas such as a piano lab, art room, theater

space, and choral are all areas High Point intends to have. Our classroom space for mathematics and science needs to be appropriate to offer dry erase boards on all four walls. This is part of our 360 degree model for math. Students will go to stations in their math classrooms and work from the perimeter on the board, while the teacher will act as a facilitator and be able to see the student's process and strategy for completing the assignment. Our science classroom needs to be able to have large work areas to craft or build projects, demonstrations, and work collaboratively.

Art	Science Lab
Choral	Classrooms
Theater	Computer Lab
Dance Studio	Reading Room -until a library can be created
Piano Lab	Special Education Resource Room

High Point Academy will have Administrative Support areas to include:

CEO Office	Business Manager and PEIMS clerk
CAO Office	Special Education Office/Conferencing Space
COO Office	Principal

We will need a Reception area and waiting space for parents to sign students in and out.

Teacher Work Room	Copy Room and Laminating
Storage Room and Space	C.O.W. Storage (Computer on Wheels)/Electronics
Server Internet Phone Closet/Storage	

High Point Academy will eventually begin an athletic program. However, our first year of operations we will focus on Fine Arts performances, TCSAAL academic competitions, and the City-wide Spelling Bee. We will begin working toward competing in UIL programming in later years.

High Point Academy will work to provide playgrounds for the younger students, a large common area for PE, indoor assemblies that can hold 500-700 people at one time, and an area to have a greenhouse and garden for the students to learn about the plant cycles, nitrogen, cycles, and other aspects of horticulture and gardening. We also have a dream to exhibit a large tanked Aquaponics display. We have had funds donated specifically for this task in memory of Pierce Hendon, one of the original High Point supporters and founders.

High Point has not yet determined a specific facility for the school in West, East or Northwest Fort Worth.

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with Generally Accepted Accounting Principles (GAAP) and all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the TEA and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and annual financial report on its website.
5. Describe any business services to be outsourced, such as payroll and auditing services, including the anticipated costs and criteria for selecting such services.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Financial Plan

High Point Academy will use WebSmart by JR3 for our financial accounting needs. This software, which has been adopted by the Texas Charter School Association, is Texas-compliant, integrated, scalable for a growing school, and secure. Human Resources, payroll, accounts receivable/payable, purchasing and requisition, and budget management functionality are included in the business software. High Point Academy will pass a fiscal procedure and policy guide to help promote excellence in fiduciary compliance. We will ensure all financial policies are in compliance with the federal Generally Accepted Accounting Principles (GAAP) and all reporting requirements.

The Chief Operations Officer is responsible to produce the final reports given to the CEO and Board. Within the department, fiduciary standards are followed based on the policies created by the current board. The Business Manager tends to all account payables and makes sure the transactions and purchase orders are properly filed, paid, and collected. Monthly reports will be given to determine the financial status of High Point Academy. The CEO/Superintendent must be aware of the financial condition of High Point Academy at all times. He/She will present this information to the board as the reports become available.

High Point intends to comply with all audit requirements for the State of Texas. An annual audit has been placed in the budget to allow the school to function under the state requirements. This audit will help to close the books of one year and begin fresh on a new one.

The audit and annual financial report will be available on the school's website. This allows transparency to the operations of the school. TEA and the public will have access to this information and will be able to attend the adoption of the budget in person. All board meetings are available to the public because of the Texas Open Meetings Act (TOMA). This allows transparency in most school business and gives public awareness to the use of the funds.

At this time, High Point Academy intends to keep all services in house and will be using the WebSmart software.

High Point Academy has enclosed the unqualified audit report.
PLEASE SEE ATTACHMENT F.2..

High Point Academy has enclosed the credit report in Attachment F.2.

High Point Academy has enclosed a Form 990-EZ. In Attachment F.2.

High Point Academy has completed the financial workbook.

PLEASE SEE ATTACHMENT F.3. The schools average attendance (ADA) in the West Fort Worth area was: (TEA website/test scores)

White Settlement:	95.1% ada	Leonard MS	94.6% ada
Libery Elementary	95.1% ada	Western Hills Elem	94.5% ada
Waverly Park Elem	96.1% ada	Western Hills HS	94.3% ada
Brewer MS	93.9% ada	North Elem.	96.1% ada

High Point Academy has figured the budget at 90% in the budget workbook because the average ADA for the schools that are in our area was: 94.9%. Every one of these campuses was also 51% Economically Disadvantaged or greater.

ATTACHMENT F.4. is a budget narrative with explanations of the income and expenditures. It also shows the gift of \$250,000 from Karl Buckman with Buckman Laboratories. Mr. Buckman has invested in High Point Academy and believes this school can make a difference in the lives of low income children across Fort Worth. Our kinesthetic approach to teaching is what he says students with disabilities need, and as an advocate for children with ADHD, Asberger's, and ADD, Mr. Buckman insists on affecting these children's lives with positive change.

6. Provide, as **Attachment F.2**, the following documents for the sponsoring entity:
- For organizations in existence for one or more years: a copy of the most recent unqualified audit report.

—OR—

For organizations less than one year old: If an audit report is not available, provide an unaudited financial report that includes a statement of financial positions, a statement of activity, and a cash flow statement (inception to date).

- A credit report of the sponsoring entity.
 - The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ.
7. Provide the completed Financial Plan Workbook as **Attachment F.3**, in developing your budget. It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,381 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.
8. As **Attachment F.4**, present a detailed budget narrative which includes description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include in **Attachment F.4** any commitments of financial support/pledge letters from parents or other sources.
- Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, LOIs, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.

- b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- c. Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Business Management Capacity

1. Identify the key members of the school's business leadership team. Identify only individuals who will play a substantial and ongoing role in school/campus development, governance, and/or management, and will thus share responsibility for the school's financial success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the Business Plan successfully, including capacity in areas such as the following:
 - a. Financial management;
 - b. Fundraising and development; and
 - c. Accounting and internal controls.
2. Describe the sponsoring entities' capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Business Management Capacity

The business and financial plan for High Point Academy is one of conservative fiscal management. Having already received start-up funds (\$250,000) and placed them in Frost Bank helps our school prepare early for the start-up year. The entire board is aware of the financial position HPA is in and believes it places us ahead of the pack for moving forward.

Fiscally, we are in the process of adopting policies and financial standards that will guide our purchasing decisions, bidding process, and financial vitality. Team members such as Lori Manning, Katie Stellar, Dana Yates, Donald Nemeec, BK Myles and Randy Spradlin all offer financial backgrounds through business and other avenues. Connie Barnett and Jaye Sanford are also available and have worked with school budgeting from an administration perspective. The expertise and well-rounded collaborative nature of our team allows High Point to be directed by a group of individuals that have one singular purpose.

Financial Management is led by Katie Stellar. As board chair, she currently controls the use of funds at board discretion. The school money has been placed in a CD and will be available for release in September 2014. This ensured the full amount to be available and ready for the start-up year once the school is approved. Fundraising for FIAFW Inc. has been a constant source of income. Paying for educational conferences for the leadership team, preparing us for the STEAM curriculum with a STEAM endorsement, sending out mailers, buying advertising and marketing materials, hosting block parties and Free Jump sessions, and other various needs in this pre-prep phase, have all been accomplished through the budget and monies raised in support of this endeavor. FIAFW has been fully funded through the last three years of preparations and will continue to raise the necessary support to bringing this dream into a reality.

Currently, FIAFW Inc. has two individuals who make purchases on behalf of the company. These checks and balances allow the entity to function with good standards and control. Receipts and proper documentation are standard for financial purchases. Once the school is

granted, we will take on school policies and financial purchasing practices. These carry more checks and balances than a Texas registered non-profit. Our company will follow the GAAD principles and use good judgment on the public funds entrusted to our organization for the education of children.

Facilities are an ongoing question for most schools. Katie Stellar and Lori Manning have negotiated a lease for a school and had the facility approved by the state. This past experience will prove to be invaluable as High Point moves forward to find the proper building. Several of our board members have acquired commercial leases for their business and understand the differences in a commercial property rental verse a personal rental. This background knowledge will likely be an asset for our team. We have also contracted with InSite to help us locate a facility to possibly purchase or lease. Their expertise and ability to track down property will save time for our committee and allow us to focus on other necessary items to meet the deadlines for operation. We intend to have a location and lease approved by the state, and signed before March 1, 2015. If the location needs build out, repairs, or renovations, this time frame will give an appropriate timeline to meet those demands and still move into the building by July 1, 2015.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Five - Applications Involving Charter Management Organizations

This section is required for any applicant that proposes to partner with a charter management organization (CMO).

DELETE SECTION 5 IF YOUR APPLICATION DOES NOT INCLUDE A CMO PARTNER.

NOTE: A CMO is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.

NOTE: If an applicant is unsure as to whether or not a particular section is required, it is the applicant's responsibility to contact the TEA for clarification.

Answer each item below as applicable to the CMO and sponsoring entity's relationship. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question is fully addressed elsewhere in the application, the applicant should so state and explain why, referencing that response and including a page reference.

Overview

1. **CMO Vision and Mission.** Provide the vision and mission of the management company.
2. **Student Populations and Educational Need.** Describe the portfolio in terms of the student populations and educational needs of the schools currently serviced by the CMO.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

CMO Selection

1. Explain the decision to contract with a CMO rather than operate the school directly.
2. Explain how and why this CMO was selected, including when and how the applicant learned of the CMO, which other CMOs were considered, why the CMO was selected over other CMOs, and what due diligence was conducted.

NOTE: If at some point, the charter holder plans to enter into an agreement with the management company, the contract for services must be approved by the commissioner of education at least 30 calendar days prior to any performance or payments under the contract. See 19 TAC, §100.1155.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

CMO Track Record

1. Explain the CMO's success in serving student populations similar to the target population of the school/campuses proposed in this application. Describe the CMO's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Summarize information from reference checks conducted regarding the CMO, identifying each reference.
2. List and explain any contractual obligations that the proposed CMO failed to meet in the past five years.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Legal Relationships

1. Provide evidence that the board is independent from the CMO and self-governing, including evidence of independent legal representation and arm's-length negotiating.
2. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, the CMO, and any affiliated business entities.
3. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the CMO, and identify the nature of those entities' business activities.
4. Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.
5. Explain the supervisory responsibilities of the CMO (if any), including which school employees the CMO will supervise, how the CMO will supervise these employees, and how the governing board will oversee the CMO's supervisory responsibilities. Additionally, explain how these employees will be reported in PEIMS.
6. If the school's governing board intends to enter into a lease with the CMO or any of its affiliates, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility agreements must be consistent with Texas state statutes and the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

NOTE: The governing body of an open-enrollment charter school accepts and may not delegate ultimate responsibility for the school, including the school's academic performance and financial and operational viability, and is responsible for overseeing any management company providing management services for the school and for holding the management company accountable for the school's performance. TEC §12.121, TAC §100.1033(c)(7)(C)(i-vi)

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Organizational Structure

1. Provide a detailed description of the roles and responsibilities of the CMO.
2. Describe the scope of services and costs of all resources to be provided by the CMO.
3. Describe the oversight and evaluation methods that the governing board will use to oversee the CMO. What are the school-wide and student achievement results that the CMO must achieve? How often, and in what ways, will the board review and evaluate the CMO's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the CMO's performance? What are the conditions, standards, and procedures for board intervention, if performance is deemed unsatisfactory?
4. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the CMO.
5. Describe the respective financial responsibilities of the governing board and the CMO. Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the CMO submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?
6. What is the term of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the CMO and the school must satisfy for the management agreement to be renewed. On what grounds may

the CMO or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.

7. Describe the plan for the operation of the school in the event of termination of the management agreement.
8. Provide as **Attachment MO.1** a term sheet and draft of the proposed management agreement with the CMO.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Expansion Management

1. Explain any shared or centralized support services the organization will provide to the school/campuses in Texas. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? Using the table below, summarize CMO-level and school-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	CMO-level Decision-Making	School-level Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
I/T		
Facilities Management		
Vendor Management / Procurement		
Other operational services, if applicable		

2. Provide, in **Attachment MO.2**, the following CMO organization charts, clearly indicating how they interface with the charter school organization charts:
 - a. Year 1 organization as a whole

- b. Year 3 organization as a whole
- c. Year 5 organization as a whole

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and the CMO.

3. Explain how the relationship between the governing board, CMO, and school administration will be managed. Clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Leadership Pipeline

1. Describe the CMO’s current or planned process for sourcing and training potential school leaders for schools opening in subsequent years, regardless of location, if applicable.
2. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Campus Staff Structure

1. Explain how the relationship between the school leadership team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a “typical” campus.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Performance Management

1. Describe the CMO’s approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.
2. Describe the CMO’s process for monitoring performance of the portfolio as a whole. What actions will you take if the organization in Texas, or as a whole, fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Performance Evaluation Information

1. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school in which services were provided by the CMO in the last five years, and explain how such deficiencies or violations were resolved.

2. Identify any current or past litigation, including arbitration proceedings, per campus, that has involved the CMO or any school it operates. If applicable, provide in **Attachment MO.3:** (a) the demand; (b) any response to the demand; and (c) the results of the arbitration or litigation.

NOTE: The TEA will use the information in this section, along with the information provided in the Portfolio Summary, to assess the academic, organizational, and financial performance record of the organization and its schools. The CMO must provide all of the requested information for all of its schools. The TEA reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information, including academic proficiency and growth data, recent renewal evaluations and site visit reports, and multiple years of independent financial audit reports.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Business Plan

1. **Nonprofit Charter Management Organizations.** Provide, for the organization as a whole and any related business entities, as **Attachment MO.4:**
 - a. The last three years of independent financial audit reports and management letters; and
 - b. The most recent internal financial statements, including balance sheets and income statements. *Be sure that the CMO level and the overall operations are distinctly represented.*

Discuss any material audit findings for your organization or any campus that you operate.

--OR--

For-profit Charter Management Organizations. Provide, as **Attachment MO.4:**

- a. The last three years' financial statements to be reviewed confidentially; and
- b. The most recent internal financial statements, including balance sheets and income statements. *Be sure that the CMO level and the overall operations are distinctly represented.*

Discuss any material audit findings for your organization or any school that you operate.

NOTE: For operators with multiple campuses, TEA requires individual charter and organization-level financial budgeting, reporting, and annual audits. Each charter operator's finances must thus be transparent and distinct from the CMO level.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Six - Applications from Out of State Operators

This section is required for any sponsoring entity that has an out of state governing board currently operating charter school(s) (either directly managed or schools/campuses managed under a contract with an independent governing body) in states other than Texas.

DELETE SECTION 6 IF YOUR APPLICATION DOES NOT INCLUDE AN OUT OF STATE OPERATOR.

NOTE: Out of state applicants must have a local (Texas) governing board.

Answer each item below as applicable to your out of state board. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question is fully addressed elsewhere in the application, the applicant should so state and explain why, referencing that response and including a page reference.

Organization Mission

1. Provide the mission of the out of state organization, and explain how expansion into Texas fits within this mission.
2. Provide an overview of the organization's strategic vision, desired impact, five-year growth plan, and rationale for developing a charter school in Texas and if applicable, in any other states. Include the following information, regardless of school location: proposed year(s) of opening; number and types of schools (grade configurations); pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Expansion Management

1. Identify the organization's leadership team and their specific roles and responsibilities.
2. Explain any shared or centralized support services the organization will provide to the school in Texas. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specify service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract provided as **Attachment MO.1** above.)
3. Using the table below, summarize organization-level decision-making and school-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Organization-level Decision-Making	School-level Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management/ Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance,		

and Accounting		
Student Recruitment		
Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
I/T		
Facilities Management		
Vendor Management / Procurement		
Other operational services, if applicable		

4. Explain how the relationship between the governing board and school administration will be managed. Clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools.

NOTE: The governing body of an open-enrollment charter school accepts and may not delegate ultimate responsibility for the school, including the school's academic performance and financial and operational viability, and is responsible for overseeing any management company providing management services for the school and for holding the management company accountable for the school's performance. TEC §12.121, TAC §100.1033(c)(7)(C)(i-vi)

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Performance Evaluation Information

1. Provide data summary sheets for student academic accountability performance for each school the organization operates. As Attachment OS.1 submit a PDF of the charter's state performance data from all applicable states for all charter schools currently in operation. Using the portfolio summary template (Excel) submit relevant accountability data.
2. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention, including shortened or conditional renewals, with any school operated by the organization in the last five years, and explain how such deficiencies or violations were resolved. List any schools that were previously approved by any authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.

3. Identify any current or past litigation, including arbitration proceedings, per school, that has involved the organization or any schools it operates. If applicable, provide in **Attachment OS.2:** (a) the demand; (b) any response to the demand; and (c) the results of the arbitration or litigation.

NOTE: The TEA will use the information in this section, along with the information provided in the Portfolio Summary, to assess the academic, organizational, and financial performance record of the organization and its schools. The TEA reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information, including academic proficiency and growth data, recent renewal evaluations and site visit reports, and independent financial audits reports.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Business Plan

1. Provide, as **Attachment OS.3**, the organization's annual reports for the last two years and any current business plan for the organization.
2. In addition to the information provided in the Financial and Business Plan, provide, for the organization as a whole and any related business entities, as **Attachment OS.4:**
 - a. The last three years of independent financial audit reports and management letters; and
 - b. The most recent internal financial statements, including balance sheets and income statements. Be sure that the school level, CMO level (if applicable), and the overall operations are distinctly represented. Discuss any material audit findings for the organization.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.



TEXAS EDUCATION AGENCY
DIVISION OF FINANCIAL ACCOUNTABILITY

MEMORANDUM

TO: Heather Mauzé, Director
Division of Charter School Administration

THROUGH: Belinda Dyer, Director
Division of Financial Accountability

FROM: Rita Bunton, Reviewer

DATE: September 26, 2014

REFERENCE: Corrective Action Documentation Review

APPROVED DURING CONTINGENCY PROCESS

A review of the corrective action documentation has been completed in connection with the Application for a Generation 19 open-enrollment charter school (the charter application) filed by FIAFW INC. (FEIN: 27-3936300) (the charter applicant), a Texas nonprofit corporation granted exemption from federal income taxation pursuant to section 501(a) of the Internal Revenue Code (IRC) as an organization described in section 501(c)(3).

The name for the proposed charter school is **High Point Academy**. The corrective action documentation was reviewed to ensure that the charter applicant did not propose to operate a charter school in a manner not consistent with state and federal laws and regulations; and/or that it did not contain any inconsistencies or discrepancies. This memorandum summarizes our observations.

Educational Plan

Concern:

The details of the curriculum that will be used to teach the gifted and talented students is not outlined in the charter application.

Response:

The curriculum programming will outline the following learning opportunities throughout the school day in the four foundational curriculum areas. Students will be challenged with group learning, individualized learning and self-pacing that matches their educational needs. Some of the curriculum components that could be used will be Odyssey of the Mind, Academic Decathlon, and MATHCOUNTS.

One of the projects that HPAFW intends to offer our G/T students is that of Aquaponics. Allowing students the ability to understand, study, create and manage an Aquaponics system on campus will be part of the G/T curriculum. To properly understand Aquaponics, our students will need to visit and learn about Ecosystems and Habitats. Therefore, much of the first year will be spent developing and preparing this program, which will enhance the G/T program and its students.

Result of Corrective Action Review:

The response submitted by FIAFW, Inc. is sufficient to resolve the concern.

Student Attendance Accounting

Concern:

The software that will be used to collect and calculate student attendance is not disclosed in the charter application.

Response:

Pearson PowerSchool is the accounting software system to be used by High Point Academy.

Result of Corrective Action Review:

The response submitted by FIAFW, Inc. is sufficient to resolve the concern.

Governance

Concern:

An operations manual was not submitted with the charter application.

Response:

High Point Academy is in the process of completing its policy manual. This manual should reach completion in mid-October. We will submit a completed copy at that time.

Result of Corrective Action Review:

The response submitted by FIAFW, Inc. is sufficient to resolve the concern.

Business Plan

Concern:

1. Internal Revenue Form 990-EZ Schedule A was not submitted with the charter application.
2. The sponsoring entity did not state if it intends to operate non-charter programs.

Response:

Schedule A will be sent as four separate attachments to this email (1 attachment per page of Schedule A).

At the time of application, FIAFW, Inc. did not have plans to operate any non-charter programs. However, as of August 5, 2014, FIAFW, Inc. has agreed to manage after school programming, onsite tutoring, Professional Development and PowerSchool support services for High Point Academy, Inc. (a 501 c3 applicant) located in Spartanburg, South Carolina. The over site and management of these programs is handled through a South Carolina DBA operating under the name of The Zenith Group.

Result of Corrective Action Review:

The corrective action documentation submitted by FIAFW, Inc. is sufficient to resolve the concerns.

APPROVED DURING CONTINGENCY PROCESS

Budget for First Five Years of Operation

Concerns:

The five-year budget does not contain projected income from federal revenues.

Response:

The written omission of the compensatory income was largely due to the understanding that this income was a "reimbursable" income. In other words, similar to a federal grant, you expend the funds and then submit for reimbursement. Because of this understanding, HPAFW did not want to over project a revenue stream in the current year's budget that had to be prepaid and then reimbursed upon submission of expense. This has been included in the budget and HPAFW has gladly added the \$251,000 into the working budget for the school. The revised budget is sent as an attachment.

Result of Corrective Action Review:

The corrective action documentation submitted is sufficient to resolve the concern.

Facilities

Concern:

1. The application does not disclose the food services that will be offered to the students.
2. The application does not disclose if the facilities will be accessible for students with disabilities.

Response:

High Point Academy Fort Worth DOES NOT intend to offer lunch services for the first five years. Even with the USDA reimbursement programming, we feel this extra cost could strain the budget for the school. Therefore, students will bring a brown bag lunch to school with them, allowing parents more control over what their children eat at lunch, which in turn promotes the avoidance of personal allergens that a student may have.

High Point Academy Fort Worth will only provide a USDA cold breakfast option for our student body to service students who qualify for the free and reduced program. High Point intends to offer cafeteria services in the future as the facilities and budgeting allow.

Any facility that HPAFW chooses as a campus location will be compliant with all ADA regulations/laws.

We will abide by all local, state, and federal laws to meet the requirements for students with disabilities. Therefore our building will be in ADA compliant.

Result of Corrective Action Review:

The responses submitted by FIAFW, Inc. are sufficient to resolve the concerns.

Educational Plan:

1) Gifted and Talented-

High Point Academy intends to run a gifted and talented program in accordance with the recommendations set forth by TEA in *The Texas State Plan for the Education of Gifted/Talented Students* (revised in 2009) and the TEC. Qualified students who attend High Point Academy will participate in a program facilitated by G/T endorsed teachers and staff.

We will use appropriate assessment instruments for identification of students to participate in this program. Our board-approved policies will be reviewed every three years to ensure the highest standard of compliance for this program and associated assessments.

The curriculum programming will outline the following learning opportunities throughout the school day in the four foundational curriculum areas. Students will be challenged with group learning, individualized learning and self-pacing that matches their educational needs. Some of the curriculum components that could be used will be Odyssey of the Mind, Academic Decathlon, and MATHCOUNTS. Field trips that challenge or encourage development of advanced skills will be highly encouraged and scheduled throughout the school year.

One of the projects that HPAFW intends to offer our G/T students is that of Aquaponics. Allowing students the ability to understand, study, create and manage an Aquaponics system on campus will be part of the G/T curriculum. To properly understand Aquaponics, our students will need to visit and learn about Ecosystems and Habitats. Therefore, much of the first year will be spent developing and preparing this program, which will enhance the G/T program and its students.

Student Accounting:

- 1) Pearson PowerSchool is the accounting software system to be used by High Point Academy. This program is included in the budgeting for HPAFW on line 89 @ \$20,000 first year. Web SMART was the originally intended program which was referenced in our application. However, due to the flexible nature of Pearson's PowerSchool, we have decided that this program is a better fit for our charter school. According to the Pearson website, PowerSchool is used in all 50 states supporting over 13 million students. It is quoted that, "More school districts select this SIS program than any other product on the Market."

APPROVED DURING CONTINGENCY PROCESS

- 2) The software purchase is included in the first year budget, with a lesser amount of \$3000 in the start up budget for PowerSchool University, which is a training platform for PowerSchool users.

Governance:

- 1) High Point Academy is in the process of completing its policy manual. It is imperative that all policies are board approved and ratified before providing a public copy. This manual should reach completion in mid-October. We will submit a completed copy at that time.

Business Plan:

- 1) Schedule A will be sent as four separate attachments to this email (1 attachment per page of Schedule A).
- 2) At the time of application, FIAFW, Inc. did not have plans to operate any non-charter programs. However, as of August 5, 2014, FIAFW, Inc. has agreed to manage after school programming, onsite tutoring, Professional Development and PowerSchool support services for High Point Academy, Inc. (a 501 c3 applicant) located in Spartanburg, South Carolina. The oversight and management of these programs is handled through a South Carolina DBA operating under the name of The Zenith Group.

The Zenith Group has contracted workers to help supply tutoring in math and reading, as well as afterschool care teaching a STEAM based curriculum. Through The Zenith Group, FIAFW, Inc. is helping to establish a strong foundation in a Title I new charter school start-up.

- 3) The accounting and business of this service provided by FIAFW, Inc. is located in the State of South Carolina. FIAFW, Inc. is registered with the State of South Carolina to conduct business and as such, is doing business as (DBA), The Zenith Group, which has contracted payroll, accounting, and management in Spartanburg to properly handle the daily needs of High Point Academy, Inc., the South Carolina-based charter school start up. All accounts for this programming are being managed separate from any High Point Academy Fort Worth financial accounting.

Budget for First Five Years:

- 1) The written omission of the compensatory income was largely due to the understanding that this income was a "reimbursable" income. In other words, similar to a federal grant, you expend the funds and then submit for reimbursement. Because of this understanding, HPAFW did not want to over project a revenue stream in the current year's budget that had to

be prepaid and then reimbursed upon submission of expense. This has been included in the budget and HPAFW has gladly added the \$251,000 into the working budget for the school.

- 2) The revised budget is sent as an attachment to this email.

Facilities:

- 1) High Point Academy Fort Worth DOES NOT intend to offer lunch services for the first five years. Even with the USDA reimbursement programming, we feel this extra cost could strain the budget for the school. Therefore, students will bring a brown bag lunch to school with them, allowing parents more control over what their children eat at lunch, which in turn promotes the avoidance of personal allergens that a student may have.
- 2) High Point Academy Fort Worth will only provide a USDA cold breakfast option for our student body to service students who qualify for the free and reduced program. High Point intends to offer cafeteria services in the future as the facilities and budgeting allow.
- 3) Any facility that HPAFW chooses as a campus location will be compliant with all ADA regulations/laws.
- 4) We will abide by all local, state, and federal laws to meet the requirements for students with disabilities. Therefore our building will be in ADA compliant.

APPROVED DURING CONTINGENCY PROCESS

Geographic Boundaries

Attachment A

The following is a list of school districts that define the geographic boundary for High Point Academy:

- ALEDO ISD
- ALVARADO ISD
- ARLINGTON ISD
- AZLE ISD
- BIRDEVILLE ISD
- CASTLEBERRY ISD
- CARROLL ISD
- CLEBURNE ISD
- CROWLEY ISD
- EAGLE-MOUNTAIN SAGINAW ISD
- EVERMAN ISD
- FORT WORTH ISD
- GLEN ROSE ISD
- GODLEY ISD
- GRANBURY ISD
- GRANDVIEW ISD
- GRAND PRAIRIE ISD
- GRAPEVINE-COLLEYVILLE ISD
- HURST-EULESS-BEDFORD ISD
- IRVING ISD
- JOSHUA ISD
- KELLER ISD
- KENNEDALE ISD
- LAKE WORTH ISD
- MANSFIELD ISD
- NORTHWEST ISD
- RIO VISTA ISD
- TOLAR ISD
- WEATHERFORD ISD
- WHITE SETTLEMENT ISD

SENDER: COMPLETE THIS SECTION

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1. Article Addressed to:

RICHLAND COLLEGIATE
 12800 Abrams Road
 Dallas, TX 75243

2. Article Number

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7013 3020 0001 2623 6428

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1. Article Addressed to:

**THE OLIVE TREE MONTESSORI
 ACADEMY**
 614 Heitt Avenue
 Arlington, TX 76010

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6749

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1. Article Addressed to:

**THE FOUNDERS CLASSICAL
 ACADEMY**
 1010 Bellaire Boulevard
 Lewisville, TX 75029

2. Article Number

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A. Signature

X

[Handwritten Signature]

Agent

Addressee

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Timesha

C. Date of Delivery

3/24/14

D. Is delivery address different from item 1? Yes

If YES, enter delivery address below: No

3. Service Type

Certified Mail

Express Mail

Registered

Return Receipt for Merchandise

Insured Mail

C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

Keisha Nesbitt

Agent

Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? Yes

If YES, enter delivery address below: No

3. Service Type

Certified Mail

Express Mail

Registered

Return Receipt for Merchandise

Insured Mail

C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

Julie Lussier

Agent

Addressee

B. Received by (Printed Name)

Julie Lussier

C. Date of Delivery

3/24

D. Is delivery address different from item 1? Yes

If YES, enter delivery address below: No

3. Service Type

Certified Mail

Express Mail

Registered

Return Receipt for Merchandise

Insured Mail

C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

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1. Article Addressed to:

UNIVERSAL ACADEMY
2616 North MacArthur Boulevard
Irving, TX 75062

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee
 X *Raul Lopez*

B. Received by (Printed Name) C. Date of Delivery
Raul Lopez

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
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4. Restricted Delivery? (Extra Fee) Yes

2. Article Number

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1. Article Addressed to:

UPLIFT EDUCATION
1825 Market Center Boulevard
Dallas, TX 75207

A. Signature Agent
 Addressee
 X

B. Received by (Printed Name) C. Date of Delivery
 3/24/14

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
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4. Restricted Delivery? (Extra Fee) Yes

2. Article Number

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1. Article Addressed to:

ST ANTHONY ACADEMY
3732 Myrtle Street
Dallas, TX 75215

A. Signature Agent
 Addressee
 X *Michael Howard*

B. Received by (Printed Name) C. Date of Delivery
Michael Howard 3/24/14

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number

(Transfer from service label)

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1. Article Addressed to:

WESTLAKE ACADEMY
 2600 J T Ottinger Road
 Westlake, TX 76262

2. Article Number

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X  Agent
 Addressee

B. Received by (Printed Name)



C. Date of Delivery

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

3. Service Type

- Certified Mail Express Mail
 Registered Return Receipt for Merchandise
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4. Restricted Delivery? (Extra Fee) Yes

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1. Article Addressed to:

**WAXAHACHIE FAITH FAMILY
 ACADEMY**
 701 Ovilla Road
 Waxahachie, TX 75167

2. Article Number

(Transfer from service label)

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A. Signature

X  Agent
 Addressee

B. Received by (Printed Name)

A. C. POA

C. Date of Delivery

3/25

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) Yes

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1. Article Addressed to:

VILLAGE TECH SCHOOLS
 1010 East Parkerville Road
 Cedar Hill, TX 75104

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6688

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A. Signature

X  Agent
 Addressee

B. Received by (Printed Name)

D Crawford

C. Date of Delivery

3-24-14

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) Yes

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1. Article Addressed to:

PEGASUS CHARTER
 601 North Akard Street
 Suite 203
 Dallas, TX 75201

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
[Signature]

B. Received by (Printed Name) C. Date of Delivery

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) **7013 3020 0001 2623 6466**

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1. Article Addressed to:

LINDSLEY PARK COMMUNITY SCHOOL
 924 Wayne Street
 Dallas, TX 75223

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
[Signature]

B. Received by (Printed Name) C. Date of Delivery
Jackie Menton 3/24/14

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) **7013 3020 0001 2623 6503**

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1. Article Addressed to:

NOVA ACADEMY
 2800 Prichard
 Dallas, TX 75227

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
[Signature]

B. Received by (Printed Name) C. Date of Delivery

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) **7013 3020 0001 2623 6473**

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- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Nicole Collier
 101 South Jennings
 Suite 103 A
 Fort Worth, TX 76104

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee

B. Received by (Printed Name) *Nicole Collier* C. Date of Delivery *3/24/14*

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7013 3020 0001 2623 6572

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

LEADERSHIP PREP SCHOOL
 8500 Teel Parkway
 Frisco, TX 75034

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee

B. Received by (Printed Name) *Kathy Baldwin* C. Date of Delivery *3/24/14*

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7013 3020 0001 2623 6350

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

TREETOPS SCHOOL INTERNATIONAL
 12500 South Pipeline Road
 Euless, TX 76040

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee

B. Received by (Printed Name) *Kene Duford* C. Date of Delivery *3-24*

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7013 3020 0001 2623 6732

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Representative Craig Goldman
 4255 Bryant Irvin Road
 Suite 101
 Fort Worth, TX 76109

COMPLETE THIS SECTION ON DELIVERY

- A. Signature
 X *Craig Goldman* Agent Addressee
- B. Received by (Printed Name) Date of Delivery
 _____ 3/24/14
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

2. Article Number
 (Transfer from service label) 7013 3020 0001 2623 6527

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Representative Charlie Ge...
 1011 Roberts Cutoff
 River Oaks, TX 76114

COMPLETE THIS SECTION ON DELIVERY

- A. Signature
 X *Charlie Ge...* Agent Addressee
- B. Received by (Printed Name) Date of Delivery
 GARCIA 3/24
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

2. Article Number
 (Transfer from service label) 7013 3020 0001 2623 6558

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

SENATOR WENDY DAVIS
 707 West Vickery Boulevard
 Suite 102
 Fort Worth, TX 76104

- A. Signature
 X *Charlie R. Fowler* Agent Addressee
- B. Received by (Printed Name) Date of Delivery
 C. Boswell 3/24/14
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

2. Article Number
 (Transfer from service label) 7013 3020 0001 2623 6565

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Senator Kelly Hancock
 9121 Belshire Drive
 Suite 200
 North Richland Hills, TX 76182

COMPLETE THIS SECTION ON DELIVERY

- A. Signature
 X *K. Hancock* Agent Addressee
- B. Received by (Printed Name) _____ C. Date of Delivery _____
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) **7013 3020 0001 2623 6602**

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

SENATOR CRAIG ESTES
 2525 Kell Boulevard
 Suite 302
 Wichita Falls, TX 76308

COMPLETE THIS SECTION ON DELIVERY

- A. Signature
 X *C. Estes* Agent Addressee
- B. Received by (Printed Name) *Estes* C. Date of Delivery _____
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) **7013 3020 0001 2623 6534**

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Representative MATT KRAUSE
 6624 North Riverside Drive
 Suite 330
 Fort Worth, TX 76137

COMPLETE THIS SECTION ON DELIVERY

- A. Signature
 X *Scott Stig* Agent Addressee
- B. Received by (Printed Name) *Scott Stig* C. Date of Delivery *3/24/04*
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) **7013 3020 0001 2623 6589**

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

WINFREE ACADEMY
 6221 Riverside Drive
 Suite 110
 Irving, TX 75039

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
[Signature]

B. Received by (Printed Name) C. Date of Delivery
 B. Received by (Printed Name) C. Date of Delivery
 3-24-14

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number **7013 3020 0001 2623 6633**
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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

1. Article Addressed to:

AZLE ISD
 300 Roe St
 Azle, TX 76020

A. Signature Agent Addressee
[Signature]

B. Received by (Printed Name) C. Date of Delivery
 B. Received by (Printed Name) C. Date of Delivery
 5-24-14

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number **7013 3020 0001 2623 7555**
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

- Item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

BIRDVILLE ISD
 6125 East Belknap St
 Haltom City, TX 76117

A. Signature Agent Addressee
[Signature]

B. Received by (Printed Name) C. Date of Delivery
 B. Received by (Printed Name) C. Date of Delivery
 Betty J. Howe

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number **7013 3020 0001 2623 7562**
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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


1. Article Addressed to:

CARROLL ISD
 2400 North Carroll Avenue
 Southlake, TX 76092

2. Article Number (Transfer from service label) 7013 3020 0001 2623 7586

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature  Agent
 Addressee

B. Received by (Printed Name) Irene Gonzalez C. Date of Delivery 3-24-14

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

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

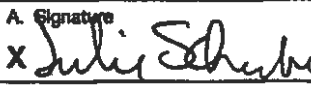
1. Article Addressed to:

~~7040-4578~~ **CHAPEL HILL ACADEMY**
 4640 Sycamore School Road
 Fort Worth, TX 76133

2. Article Number (Transfer from service label) 7013 3020 0001 2623 6176

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature  Agent
 Addressee

B. Received by (Printed Name) Julie Scheibel C. Date of Delivery 3/24/14

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

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


1. Article Addressed to:

CROSSTIMBERS ACADEMY
 PO Box 1327
 Weatherford, TX 76087

2. Article Number (Transfer from service label) 7013 3020 0001 2623 6183

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature  Agent
 Addressee

B. Received by (Printed Name) JASON BUNTING C. Date of Delivery 3/25/14

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

CROWLEY ISD
512 Peach Street
Crowley, TX 76036

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 Gina Adams Agent
 Addressee

B. Received by (Printed Name) *Gina Adams* C. Date of Delivery *3-24-14*

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7013 3020 0001 2623 7616

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

EVERMAN ISD
608 Townley Drive
Everman, TX 76140

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 Liz Hurst Agent
 Addressee

B. Received by (Printed Name) *Liz Hurst* C. Date of Delivery

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7013 3020 0001 2623 7630

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

GLEN ROSE ISD
1102 Stadium Drive
Glen Rose, TX 76043

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 Alicia Mora Agent
 Addressee

B. Received by (Printed Name) *Alicia Mora* C. Date of Delivery *3-24-14*

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No
*PO Box 2129
 Glen Rose, TX 76043*

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7013 3020 0001 2623 7661

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

**EAST FORT WORTH
MONTESSORI ACADEMY**
501 Oakland Boulevard
Fort Worth, TX 76103

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X *Valeria A. Drib* Agent Addressee

B. Received by (Printed Name)
Valeria A. Drib

C. Date of Delivery
5-2-00

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number
(Transfer from service label) 7013 3020 0001 2623 6206

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

GRAND PRAIRIE ISD
2602 South Belt Line Road
Grand Prairie, TX 75052

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X *Georgia Desherky* Agent Addressee

B. Received by (Printed Name)
Georgia Desherky

C. Date of Delivery
5-2-04

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number
(Transfer from service label) 7013 3020 0001 2623 7708

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

GODLEY ISD
313 North Pearson
Godley, TX 76044

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X *J. Johnson* Agent Addressee

B. Received by (Printed Name)

C. Date of Delivery

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number
(Transfer from service label) 7013 3020 0001 2623 7678

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

JOHN H WOOD JR
 10325 Bandera Road
 San Antonio, TX 78250

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6336

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Handwritten Signature]

Agent

Addressee

B. Received by (Printed Name)

Jennifer [unclear]

C. Date of Delivery

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

3. Service Type

Certified Mail Express Mail

Registered Return Receipt for Merchandise

Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

KIPP TRUTH ACADEMY
 3200 South Lancaster Road
 Suite 230 A
 Dallas, TX 75216

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6343

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Amanda Miller

Agent

Addressee

B. Received by (Printed Name)

C. Date of Delivery

24 MAR 2004

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

3. Service Type

Certified Mail Express Mail

Registered Return Receipt for Merchandise

Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

LA ACADEMIA DE ESTRELLAS
 111 South Beckly Avenue
 Dallas, TX 75203

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6367

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Handwritten Signature]

Agent

Addressee

B. Received by (Printed Name)

Priscilla Trevino

C. Date of Delivery

3-24-04

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

3. Service Type

Certified Mail Express Mail

Registered Return Receipt for Merchandise

Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

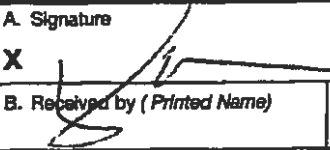
High Point Academy

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:
 2110 Ft W Highway
 Weatherford, TX 76086
Representative PHIL KING
 2110 Fort Worth Highway
 Weatherford, TX 76086

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 X  Agent
 Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 17 Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) **7013 3020 0001 2623 6756**

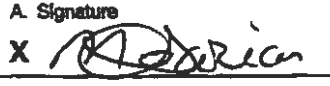
PS Form 3811, February 2004 Domestic Return Receipt 102585-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:
 Mayor Betsy Price
 1000 Throckmorton St.
 Fort Worth, TX
 76102

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 X  Agent
 Addressee

B. Received by (Printed Name) C. Date of Delivery
 3-24-14

D. Is delivery address different from item 17 Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) **7013 3020 0001 2624 0494**


PS Form 3811, February 2004 Domestic Return Receipt 102585-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:
Representative Lon Burnam
 PO Box 1894
 Fort Worth, TX 76101

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 X  Agent
 Addressee

B. Received by (Printed Name) C. Date of Delivery
 Josie Martinez 3/24

D. Is delivery address different from item 17 Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) **7013 3020 0001 2623 6596**

PS Form 3811, February 2004 Domestic Return Receipt 102585-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

LETOT CAMPUS
 10505 Denton Drive
 Dallas, TX 75220

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6374

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

TEXAS SERENITY ACADEMY
 262 North Sam Houston Parkway
 Suite 140
 Houston, TX 77060

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6398

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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

1. Article Addressed to:

TRINITY BASIN PREPARATORY
 400 South Zang
 Suite 700
 Dallas, TX 75208

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6725

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Judy Letourneau*

Agent

Addressee

B. Received by (Printed Name)

Judy Letourneau

C. Date of Delivery

3/22/14

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

3. Service Type

Certified Mail Express Mail

Registered Return Receipt for Merchandise

Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *M. L. Row*

Agent

Addressee

B. Received by (Printed Name)

M. L. Row

C. Date of Delivery

3-27-14

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

3. Service Type

Certified Mail Express Mail

Registered Return Receipt for Merchandise

Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

A. Signature

X *A. Torres*

Agent

Addressee

B. Received by (Printed Name)

A. Torres

C. Date of Delivery

3/24/14

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

3. Service Type

Certified Mail Express Mail

Registered Return Receipt for Merchandise

Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

GATEWAY CHARTER ACADEMY
 1015 East Wheatland Road
 Dallas, TX 75241

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 X *[Signature]* Agent Addressee

B. Received by (Printed Name) C. Date of Delivery

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6268

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

GOLDEN RULE CHARTER SCHOOL
 2602 West Illinois Avenue
 Dallas, TX 75233

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 X *[Signature]* Agent Addressee

B. Received by (Printed Name) C. Date of Delivery
Gloria Hernandez *3-24-14*

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6275

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

ISCHOOL HIGH
 1800 Lakeway Drive
 Suite 100
 Lewisville, TX 75057

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 X *[Signature]* Agent Addressee

B. Received by (Printed Name) C. Date of Delivery
Susan Morgan *3-24-14*

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6312

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

**BRAZOS RIVER CHARTER
SCHOOL**
PO BOX 949
Nemo, TX 76070

COMPLETE THIS SECTION ON DELIVERY

- A. Signature
x *Car Stewart* Agent Addressee
- B. Received by (Printed Name)
Car Stewart
- C. Date of Delivery
3/24/14
- D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6169

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

FOCUS LEARNING ACADEMY
2524 West Ledbetter Drive
Dallas, TX 75233

- A. Signature
x *Dominguez Dabo* Agent Addressee
- B. Received by (Printed Name)
Dominguez Dabo
- C. Date of Delivery
3/24/14
- D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6244

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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

1. Article Addressed to:

**FORT WORTH ACADEMY OF
FINE ARTS**
3901 South Hulen Street
Fort Worth, TX 76109

- A. Signature
x *Jana Tennyson* Agent Addressee
- B. Received by (Printed Name)
JANA TENNYSON
- C. Date of Delivery
3-24-14
- D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6251

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

High Point Academy

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

ALPHA CHARTER SCHOOL
 701 West State St
 Gariand, TX 75040

2. Article Number

7013 3020 0001 2623 7876

(Transfer from service label)

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Handwritten Signature] Agent
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

3/25/14

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

ADVANTAGE ACADEMY
 618 West Wheatland
 Duncanville, TX 75116

2. Article Number

7013 3020 0001 2623 7852

(Transfer from service label)

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Handwritten Signature] Agent
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

Valerie Martinez 3/24/2014

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

**AW BROWN FELLOWSHIP
 CHARTER SCHOOL**
 5701 Red Bird Center Drive
 Dallas, TX 75237

2. Article Number

7013 3020 0001 2623 6138

(Transfer from service label)

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Handwritten Signature] Agent
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

Daphne Guy

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

TOLAR ISD
 215 South Mesquite
 Tolar, TX 76476

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 7814

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

WHITE SETTLEMENT ISD
 401 South Cherry Lane
 Fort Worth, TX 76108

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 7838

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

WEATHERFORD ISD
 1100 Longhorn Drive
 Weatherford, TX 76086

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 7821

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

Agent

Addressee

B. Received by (Printed Name)

K. Caruthers

C. Date of Delivery

3-24-14

D. Is delivery address different from item 1? Yes

If YES, enter delivery address below: No

3. Service Type

Certified Mail

Express Mail

Registered

Return Receipt for Merchandise

Insured Mail

C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

Agent

Addressee

B. Received by (Printed Name)

C. Date of Delivery

3-24

D. Is delivery address different from item 1? Yes

If YES, enter delivery address below: No

3. Service Type

Certified Mail

Express Mail

Registered

Return Receipt for Merchandise

Insured Mail

C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

A. Signature

X *[Signature]*

Agent

Addressee

B. Received by (Printed Name)

Wendy

C. Date of Delivery

3-24-14

D. Is delivery address different from item 1? Yes

If YES, enter delivery address below: No

3. Service Type

Certified Mail

Express Mail

Registered

Return Receipt for Merchandise

Insured Mail

C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

MANSFIELD ISD
 605 East Broad Street
 Mansfield, TX 76063

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 7784

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Dolly Cacciola Agent
 Addressee

B. Received by (Printed Name)

Dolly Cacciola C. Date of Delivery *3/24*

D. Is delivery address different from item 1? Yes

If YES, enter delivery address below: No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

**EVOLUTION ACADEMY
 CHARTER SCHOOL**
 1101 South Sherman Street
 Richardson, TX 75081

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6220

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Adrian C. Kelly Agent
 Addressee

B. Received by (Printed Name)

Adrian C. Kelly C. Date of Delivery *3/24/14*

D. Is delivery address different from item 1? Yes

If YES, enter delivery address below: No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

RIO VISTA ISD
 PO Box 369
 Rio Vista, TX 76093

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 7807

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Eric Foster Agent
 Addressee

B. Received by (Printed Name)

Eric Foster C. Date of Delivery *3/24/14*

D. Is delivery address different from item 1? Yes

If YES, enter delivery address below: No

3. Service Type

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

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

JOSHUA ISD
 310 East 18th Street
 Joshua, TX 76058

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee
x AK Burns

B. Received by (Printed Name) C. Date of Delivery
Amanda Burns 5/24/14

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7013 3020 0001 2623 7746

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

KELLER ISD
 350 Keller Parkway
 Keller, TX 76248

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee
x Pam Kinsler

B. Received by (Printed Name) C. Date of Delivery
Pam Kinsler 3/24/14

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7013 3020 0001 2623 7753

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

LAKE WORTH ISD
 6805 Telephone Road
 Lake Worth, TX 76135

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee
x S. Ojeda

B. Received by (Printed Name) C. Date of Delivery
S. Ojeda 3/24/14

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7013 3020 0001 2623 7777

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

FORT WORTH ISD
 100 North University Drive
 Fort Worth, TX 76107

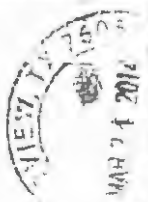
2. Article Number 7013 3020 0001 2623 7647
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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

1. Article Addressed to:

GRANDVIEW ISD
 PO Box 310
 Grandview, TX 76050



2. Article Number 7013 3020 0001 2623 7692
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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

1. Article Addressed to:

IRVING ISD
 2621 West Airport Freeway
 Irving, TX 75062

2. Article Number 7013 3020 0001 2623 7739
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
[Signature]

B. Received by (Printed Name) *JANIVIA H* C. Date of Delivery *3-24-14*

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

A. Signature Agent Addressee
[Signature]

B. Received by (Printed Name) *CHARVE W WARREN* C. Date of Delivery

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

A. Signature Agent Addressee
[Signature]

B. Received by (Printed Name) *Albert Crayton* C. Date of Delivery

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

EAGLE MOUNTAIN ISD
 1200 Old Decatur Road
 Fort Worth, TX 76179

2. Article Number 7013 3020 0001 2623 7623
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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

1. Article Addressed to:

CLEBURNE ISD
 505 North Ridgway Drive
 Suite 100
 Cleburne, TX 76033

2. Article Number 7013 3020 0001 2623 7609
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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

1. Article Addressed to:

GRANBURY ISD
 600 West Pearl Street
 Granbury, TX 76048

2. Article Number 7013 3020 0001 2623 7685
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
 X *[Signature]*

B. Received by (Printed Name) C. Date of Delivery
[Signature] 3-24-14

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

A. Signature Agent Addressee
 X *[Signature]*

B. Received by (Printed Name) C. Date of Delivery
[Signature]

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

A. Signature Agent Addressee
 X *[Signature]*

B. Received by (Printed Name) C. Date of Delivery
 Sandy Brunner 3/24

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

ALVARADO ISD
 PO Box 387
 Alvarado, TX 76009



COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
X J. Ingram

B. Received by (Printed Name) *J. Ingram* C. Date of Delivery *03/24/14*

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

357

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number **7013 3020 0001 2623 7531**
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

BURLESON ISD
 1160 SW Wilshire Blvd
 Burleson, TX 76028

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
X Maria Cater

B. Received by (Printed Name) *MARIA CATER* C. Date of Delivery *3-24-14*

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number **7013 3020 0001 2623 7579**
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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

1. Article Addressed to:

CASTLEBERRY ISD
 315 Churchill Road
 Fort Worth, TX 76114

A. Signature Agent Addressee
X Carlos

B. Received by (Printed Name) *Carlos Morales* C. Date of Delivery *3-24-14*

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

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number **7013 3020 0001 2623 7593**
 (Transfer from service label)

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

TEXAS CAN ACADEMIES
325 West 12th Street
Dallas, TX 75217

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
Carolene Solomon Addressee
B. Received by (Printed Name) C. Date of Delivery
Carolene Solomon *3/24/14*
D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6190

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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

1. Article Addressed to:

THE EDUCATION CENTER
4601 North I-35
Denton, TX 76207

A. Signature Agent
Kay King Addressee
B. Received by (Printed Name) C. Date of Delivery
Kay King *3-24-14*
D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 6213

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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

1. Article Addressed to:

ALEDO ISD
1008 Bailey Ranch Road
Aledo, TX 76008

A. Signature Agent
Linda Butler Addressee
B. Received by (Printed Name) C. Date of Delivery
Linda Butler *3-24-14*
D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number

(Transfer from service label)

7013 3020 0001 2623 7524

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

7013 3020 0001 2623 7715

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$	Postmark Here 1618310000
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$	

Sent To: Grapevine Colleyville ISD
 Street, Apt. No., or PO Box No.: 3051 Ira E. Woods Ave.
 City, State, ZIP+4: Grapevine, TX 76051

PS Form 3800, August 2006 See Reverse for Instructions

7013 3020 0001 2623 7548

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

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

Sent To: Arlington ISD
 Street, Apt. No., or PO Box No.: 1203 W. Pioneer Pkwy
 City, State, ZIP+4: Arlington, TX 76013

PS Form 3800, August 2006 See Reverse for Instructions

7013 3020 0001 2623 7722

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$	Postmark Here Riverside Station MAR 2014 WORTH TX 76108
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$	

Sent To: Hurst Ewless Bedford ISD
 Street, Apt. No., or PO Box No.: 1849 Central Dr.
 City, State, ZIP+4: Bedford, TX 76022

PS Form 3800, August 2006 See Reverse for Instructions

7013 3020 0001 2623 6305

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com

OFFICIAL USE

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

Sent To: International Leadership
 Street, Apt. No., or PO Box No.: 910 S. Collins St.
 City, State, ZIP+4: Arlington, TX 76010

PS Form 3800, August 2006 See Reverse for Instructions

7013 3020 0001 2623 7791

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$	Postmark Here MAR 2014
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$	

Sent To: Northwest ISD
 Street, Apt. No., or PO Box No.: PO Box 77070
 City, State, ZIP+4: Ft. Worth, TX 76177

PS Form 3800, August 2006 See Reverse for Instructions

7013 3020 0001 2623 7760

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$	Postmark Here MAR 2014
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$	

Sent To: Kennedale ISD
 Street, Apt. No., or PO Box No.: 120 W. Kennedale Pkwy
 City, State, ZIP+4: Kennedale, TX 76060

PS Form 3800, August 2006 See Reverse for Instructions

7013 3020 0001 2623 6239

U.S. Postal Service™
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For delivery information visit our website at www.usps.com.

OFFICIAL USE

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

Postmark
MAR 20 14
HST
WORTH TX 76

Sent To Faith Family Academy
Street, Apt. No., or PO Box No. 300 W. Kiest Blvd
City, State, ZIP+4 Dallas, TX 75224

PS Form 3800, August 2006 See Reverse for Instructions

5487 3020 0001 2623 7869

U.S. Postal Service™
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For delivery information visit our website at www.usps.com.

OFFICIAL USE

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

Postmark
Here

Sent To AIA District
Street, Apt. No., or PO Box No. PO Box 20589
City, State, ZIP+4 Houston, TX 77225

PS Form 3800, August 2006 See Reverse for Instructions

5479 3020 0001 2623 6149

U.S. Postal Service™
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For delivery information visit our website at www.usps.com.

OFFICIAL USE

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

Postmark
Here

Sent To Honors Academy
Street, Apt. No., or PO Box No. 13605 Webb Chapel Rd
City, State, ZIP+4 Farmer's Branch, TX 75234

PS Form 3800, August 2006 See Reverse for Instructions

9697 3020 0001 2623 7836

U.S. Postal Service™
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For delivery information visit our website at www.usps.com.

OFFICIAL USE

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

Postmark
MAR 20 14
HST
WORTH TX 761

Sent To White Settlement ISD
Street, Apt. No., or PO Box No. 401 S. Cherry Lane
City, State, ZIP+4 Ft Worth, TX 76108

PS Form 3800, August 2006 See Reverse for Instructions

5487 3020 0001 2623 7845

U.S. Postal Service™
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OFFICIAL USE

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

Postmark
Here

Sent To Academy of Dallas
Street, Apt. No., or PO Box No. 1030 Oak Park Dr
City, State, ZIP+4 Dallas, TX 75232

PS Form 3800, August 2006 See Reverse for Instructions

5479 3020 0001 2623 6129

U.S. Postal Service™
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OFFICIAL USE

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

Postmark
Here

Sent To Arlington Classics Academy
Street, Apt. No., or PO Box No. 5206 S. Bowen Rd
City, State, ZIP+4 Arlington, TX 76017

PS Form 3800, August 2006 See Reverse for Instructions

2929 6292 1000 0206 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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OFFICIAL USE

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

Sent To Harmony School of Excellence
Street, Apt. No., or PO Box No. 7370 N. Gessner Rd
City, State, ZIP+4 Houston, TX 77040

PS Form 3800, August 2006 See Reverse for Instructions

6229 6292 1000 0206 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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OFFICIAL USE

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

Sent To Jean Massieu Academy
Street, Apt. No., or PO Box No. 823 N Center St.
City, State, ZIP+4 Arlington, TX 76011

PS Form 3800, August 2006 See Reverse for Instructions

6229 6292 1000 0206 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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OFFICIAL USE

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

Sent To Rep Giovanni Capriglione
Street, Apt. No., or PO Box No. 1100 Bear Pkwy Ste. 236
City, State, ZIP+4 Keller, TX 76244

PS Form 3800, August 2006 See Reverse for Instructions

2519 6292 1000 0206 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com.™
OFFICIAL USE

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

Sent To Legacy Preparatory
Street, Apt. No., or PO Box No. 8510 Military Parkway
City, State, ZIP+4 Dallas, TX 75227

PS Form 3800, August 2006 See Reverse for Instructions

6229 6292 1000 0206 7013

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OFFICIAL USE

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

Sent To A+ Charter Schools, Inc.
Street, Apt. No., or PO Box No. 8225 Bruton Rd.
City, State, ZIP+4 Dallas, TX 75217

PS Form 3800, August 2006 See Reverse for Instructions

6199 6292 1000 0206 7013

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com.™
OFFICIAL USE

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

Sent To Senabr Jane Nelson
Street, Apt. No., or PO Box No. 1235 S. Main St. Ste. 280
City, State, ZIP+4 Grapevine, TX 76051

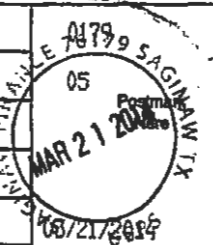
PS Form 3800, August 2006 See Reverse for Instructions

0759 6292 1000 0206 E107

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

LAUREL TX 76146	
Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49

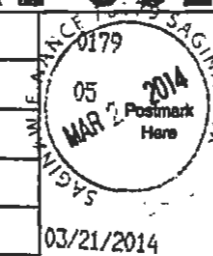


Sent To Life School
 Street, Apt. No., or PO Box No. 950 S. I-35 E
 City, State, ZIP+4 Lancaster, TX 75146

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

LAUREL TX 76146	
Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49

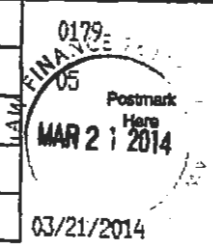


Sent To Vista Academy
 Street, Apt. No., or PO Box No. 7300 Bruton Rd
 City, State, ZIP+4 Dallas, TX 75219

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

SHERETT TX 78154	
Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49



Sent To Shekinah Radiance Academy
 Street, Apt. No., or PO Box No. 12470 Woman Walking Rd
 City, State, ZIP+4 Schertz, TX 78154

PS Form 3800, August 2006 See Reverse for Instructions

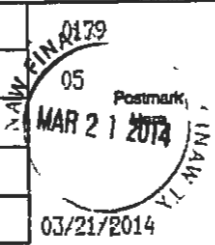
0749 6292 1000 0206 E107

7013 3020 0001 2623 6497

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com.

IRVING TX 75063	
Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49

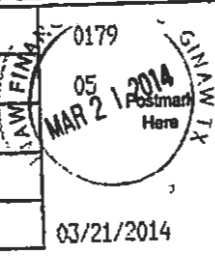


Sent To Marara Academy
 Street, Apt. No., or PO Box No. 920 Tristar Dr.
 City, State, ZIP+4 Irving, TX 75063

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

DUNCANVILLE TX 75116	
Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49

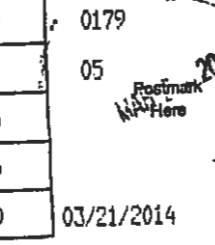


Sent To Zoe Learning Academy
 Street, Apt. No., or PO Box No. 515 W. Center St.
 City, State, ZIP+4 Duncanville, TX 75116

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com.

DUNCANVILLE TX 75116	
Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49



Sent To WME Preparatory Academy
 Street, Apt. No., or PO Box No. 415 N Cedar Ridge Dr
 City, State, ZIP+4 Duncanville, TX 75116

PS Form 3800, August 2006 See Reverse for Instructions

5699 6292 1000 0206 E107

05E9 E292 T000 020E E702

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com.

OFFICIAL USE

Postage	\$ 0.49	0111
Certified Fee	\$3.30	07
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To: Leadership Prep School
 Street, Apt. No.; or PO Box No.: 8500 Teel Parkway
 City, State, ZIP+4: Frisco, TX 75034

PS Form 3800, August 2006 See Reverse for Instructions

5E49 E292 T000 020E E702

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

For delivery information visit our website at www.usps.com.

OFFICIAL USE

Postage	\$ 0.49	0179
Certified Fee	\$3.30	Postmark
Return Receipt Fee (Endorsement Required)	\$2.70	MAR 21 2014
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To: Richard Milburn Academy
 Street, Apt. No.; or PO Box No.: 1263 Terminal Loop
 City, State, ZIP+4: McQueeney, TX 78123

PS Form 3800, August 2006 See Reverse for Instructions

0949 E292 T000 020E E702

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

OFFICIAL USE

Postage	\$ 0.49	05
Certified Fee	\$3.30	Postmark
Return Receipt Fee (Endorsement Required)	\$2.70	MAR 21 2014
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To: Newman International Academy
 Street, Apt. No.; or PO Box No.: 2011 S. Fielder Rd.
 City, State, ZIP+4: Arlington, TX 76013

PS Form 3800, August 2006 See Reverse for Instructions

1459 E292 T000 020E E702

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

OFFICIAL USE

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

Postmark Here

Sent To: Kep Tan Parker
 Street, Apt. No.; or PO Box No.: 800 Parker Sq. Ste 245
 City, State, ZIP+4: Flower Mound, TX 75028

PS Form 3800, August 2006 See Reverse for Instructions

2449 E292 T000 020E E702

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

OFFICIAL USE

Postage	\$ 0.49	0179
Certified Fee	\$3.30	Postmark
Return Receipt Fee (Endorsement Required)	\$2.70	MAR 21 2014
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To: Prime Prep Academy
 Street, Apt. No.; or PO Box No.: 4400 Panda Ave
 City, State, ZIP+4: Ft Worth, TX 76103

PS Form 3800, August 2006 See Reverse for Instructions

6549 E292 T000 020E E702

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

OFFICIAL USE

Postage	\$ 0.49	05
Certified Fee	\$3.30	Postmark
Return Receipt Fee (Endorsement Required)	\$2.70	MAR 21 2014
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To: Premier High School
 Street, Apt. No.; or PO Box No.: PO Box 292730
 City, State, ZIP+4: Lewisville, TX 75029

PS Form 3800, August 2006 See Reverse for Instructions

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve High Point Academy
2. Full name Katie P. Stellar
Home Address 1609 N. Riverside Drive, Fort Worth, TX 76111
Business Name and Address Self-Employed; Educational Consultant
Phone Number 817.456.7261
E-mail address catchfia@gmail.com
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
 Does not apply to me Yes
I am currently serving FIAFW, Inc. as Board Chair.
4. What was your motivation to serve on the board of the proposed charter school?
All children deserve a great education. I believe the mission of High Point will be well served in offering that to all children.
5. What is your understanding of the appropriate role of a public charter school board member?
It is my job to make sure that the school program offers a high quality education for all children.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have previously served on church administrative boards whose mission was to further the ministries of the church. In the same manner, our mission as a charter school board will be to further the mission of the charter school.
7. Describe the specific knowledge and experience that you would bring to the board.
My background as a teacher and administrator, business owner and entrepreneur makes me a great asset to the charter school board. I have been a part of charter school education for 14 years, in the capacity of parent, teacher and administrator. I am very familiar with the challenges of charter school education and believe that my experience in the business realm will enhance my ability to lead in a charter school setting.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Pioneering pathways to success, influencing young minds and developing great leaders
2. What is your understanding of the school's proposed educational program?
The school will be an applied learning, STEAM (Science, Technology, Engineering, Arts and Math) school that fuses the arts with technology and exceptional academics.
3. What do you believe to be the characteristics of a successful school?
Exceptional academics, education that addresses the needs of children, opportunity to succeed and become a leader, culture that promotes character
4. How will you know that the school is succeeding (or not) in its mission?

Katie P. Stellar

Student Academic Success, Parent Satisfaction, Strong financial foundation

Governance

1. Describe the role that the board will play in the school's operation.

The Board makes policy, hires the administrator who then implements operations based on the mission of the school.

2. How will you know if the school is successful at the end of the first year of operation?

There will be evidence of academic success, parents will be happy and the school will be thriving.

3. How will you know at the end of four years of the school is successful?

The school will continue on an upward trend of academic success, stakeholder satisfaction and financial stability.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board should establish solid policies for the school and hire qualified administrators.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would consult the board adopted Code of Ethics. I would then compare the behavior to the Code of Ethics and take appropriate action as directed by the Code of Ethics. The consequence would be congruent with whatever was written within the Code of Ethics.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

Co-workers at another charter school.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons Yes

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I / we or my family do not anticipate conducting any such business Yes

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.
3DFW Ink LLC
-

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:
2005-2007 Van Driver; Pinnacle School, Honors Academy; 6550 Camp Bowie Blvd., FW, TX 76116; 2005-2007 Substitute Teacher; Pinnacle School, Honors Academy; 6550 Camp Bowie Blvd., FW, TX 76116; 2007-2009 Art Teacher, Pinnacle School, Honors Academy; 6550 Camp Bowie Blvd., FW, TX 76116; 2009-2011 Assistant Campus Director; Pinnacle School, Honors Academy; 6550 Camp Bowie Blvd., FW, TX 76116
-

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

I will not receive any compensation for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

I will not receive any compensation for service on the governing body of the sponsoring entity.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(S) Code of Criminal Procedure?

Yes No If so, give details.

Certification

I, Katie P. Stellar, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

[Signature]
Signature

3/25/2014
Date

VERIFICATION

State of Texas
County of Tarrant

On this day, Katie Stellar (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 25 day of March, 2014.

(Notary Public) Donna L. James
My commission expires 10/9/14

(SEAL)



Katie P. Stellar

Katie P. Stellar

1609 N. Riverside Drive
Fort Worth, Texas 76111

Home: 817-834-5198

Mobile: 817-456-7261



Objective

To pursue opportunities that will enable me to attain a position as a Principal and/or Director in a Charter School.

Skills

Effective written and verbal communications. Excellent interpersonal skills. Team builder and player. Effective administration of discipline. Budgetary/financial experience. Proven leader. Conscientious role model. Strong work ethic. PC skills. Microsoft Word. Microsoft Publisher. Adobe Photoshop. Adobe Illustrator.

Education

1991 – Master of Divinity Degree
Brite Divinity School, Texas Christian University

1988 – Bachelor of Arts Degree
Major in Communication / Photojournalism
Minor in Art
Stephen F. Austin State University

1983 – Graduate of Nolan Catholic High School
Fort Worth, Texas

Work Experience

FIAFW, Inc., Fort Worth, Texas February 2011 – Present
Executive Director: 501(c)(3) Non-Profit Entity
Mentoring Teenagers. Community education. Grant Writing. Educational Seminars and Training. Marketing and Fund-Raising.

Pinnacle Academy of Fine Arts, Fort Worth, Texas August 2007 – February 2011
Art Teacher/Assistant Campus Director
Provide art instruction for grades K – 12. Classroom lessons include art history, principles and elements of design, mixed media, acrylic, watercolor, tempera, pencil, oil pastel, sculpture (wire, wood, and clay), aboriginal style dot art, papier mache, and photography. Organized and presented Winter and Spring student art shows. Students participated in Fort Worth Stock Show art contest.

Concurrently held position of Assistant Campus Director. Responsible for TAKS benchmarking, tutors, scheduling and assimilation of results. Manage computing and technological resources. Student counseling and administration of discipline. Assist principal in development and support of school policy and campus improvement plan, including ensuring that all financial objectives are met. Preside over and represent Pinnacle Academy in Campus Director's absence, or as designated.

- Stellar Image Photography, Fort Worth, Texas** March 1999 – Present
Owner/Photographer
 Primary Photographer for portraiture and special occasions, including weddings, anniversaries, schools and recitals
 Responsible for marketing, sales, artistic consultation, scheduling, photography, packaging and delivery
- Fort Worth Star-Telegram, Fort Worth, Texas** April 2001 – August 2007
Independent Contractor/Distributor
 Responsible for the distribution of daily newspapers to 500-900 households
 Successfully manage billing, collections, scheduling and accounting associated with this activity.
- White's Chapel United Methodist Church, Southlake, Texas** June 1995 – May 1997
Associate Pastor
 Duties included preaching, organizing and starting new Sunday School classes, teaching, public speaking, weekly chapel for pre-kindergarten classes, oversight of construction of new building facilities
 Initiated and implemented recreational ministry
 Taught adult short-term studies including "Parenting with Love and Logic" and stress management courses
- Rio Vista and Kopperl United Methodist Churches, Texas** June 1992 – May 1995
Pastor
 Sole responsibility for all aspects of church life and spiritual leadership for two rural congregations with more than 100 members each
 Organized and created lesson plans for vacation Bible schools, taught short-term adult studies, and coordinated youth meetings
- First United Methodist Church, Arlington, Texas** July 1989 – May 1992
Associate Pastor
 Preaching, teaching, retirement ministry
 Conducted short-term study classes and special programs
- Nolan Catholic High School, Fort Worth, Texas** September 1983 – May 1984
Girls' Athletic Coach
 Coached 7th and 8th Grade volleyball, basketball, and track

Accreditations and Licenses

- Teacher Certification - State of Texas – June, 2009
 Ordained Minister – June 1994
 Central Texas Conference of The United Methodist Church
 District Committee on Ordained Ministry, 1994 - 1995
 Weatherford District
 Central Texas Conference

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve FIAFW, Inc
2. Full name Dana Leigh Yates
Home Address 5140 Meandering Creek Court, Fort Worth, TX 76179
Business Name and Address Perazim, LLC.,
5140 Meandering Creek Court, Fort Worth 76179
Phone Number 817-874-7753
E-mail address [REDACTED]
- X Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (Indicate Attachment number). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
 Does not apply to me X Yes
Currently serving as Vice Chair for FIAFW, Inc.
4. What was your motivation to serve on the board of the proposed charter school?
The expectation that every child deserves a high quality education and a strong belief in the vision and mission of the school.
5. What is your understanding of the appropriate role of a public charter school board member?
As a board member it is my responsibility to ensure that the education of our students it the highest quality.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As a staff member of a church, I've participated in board meetings and processes and have served in an advisory role.
7. Describe the specific knowledge and experience that you would bring to the board.
I bring business experience; HR, payroll, etc. As well as, actual classroom experience

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Pioneering paths to success, influencing young minds and developing great leaders.
2. What is your understanding of the school's proposed educational program?
High quality education with applied learning, project based and STEM focused.
3. What do you believe to be the characteristics of a successful school?
High quality education and strong fiscal management.
4. How will you know that the school is succeeding (or not) in its mission?
Based on data analysis of state test scores, stakeholder satisfaction and strong financial policies.

Dana Leigh Yates

Governance

1. Describe the role that the board will play in the school's operation.

Board decides policy and hires administration to implement operations based on policy and mission.

2. How will you know if the school is successful at the end of the first year of operation?

Initial test scores, satisfied stakeholders and solid financial foundation.

3. How will you know at the end of four years of the school is successful?

Scale for success will remain the same according to the standards set forth in original charter.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school board will tak an active role by selecting qualified administrators and establishing strong policies according to the mission of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

A code of ethics will be adopted by the board. Any unethical behavior will be addressed according to that code by the entire board and could lead to dismissal.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

As co-workers at a former public charter school; Husbands previous supervisor

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

X I / we do not know any such employees Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

X Not applicable because the school does not intend to contact with an education service provider or school management organization.

X I / we do not know any such persons Yes

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

X N/A I / we or my family do not anticipate conducting any such business Yes

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is

partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X Does not apply to me, my spouse or family Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.
Perazim, LLC.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:
07-11 Pinnacle School, Honors Academy, 6550 Camp Bowie Blvd., Fort Worth, TX 76116, Theater Teacher

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
 Yes X No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
 Yes X No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?
 Yes X No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
 Yes X No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?
 Yes X No If so, give details.

Certification

I, Dana Yates, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Dana Yates
Signature

3/25/2014
Date

VERIFICATION

State of Texas
County of Tarrant

On this day, Dana Yates (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 25 day of March, 2014.

(Notary Public) Donna L. James
My commission expires 10/9/16

(SEAL)



Dana Leigh Yates

Summary

Dedicated Fine Arts Teacher adept at challenging students to reach their full potential. Ensures that every student is progressing, both academically and in performance based classes, and is held to high expectations. Establishes positive relationships with fellow professionals and parents.

Highlights

- Texas certified Highly Qualified
- Schedule creation and maintenance
- Lesson planning expertise
- Academic performance evaluations
- IEP familiarity
- Public speaking
- Tutoring experience

Accomplishments

10-11 State Champions 1-Act Play
10-11 State Champions Monologue
10-11 State Champions Duets
09-10 State Champions 1-Act play

09-10 State Champions Monologue
1:1 reading tutor for at risk students ALL 14 passed TAKS test

Experience

Perazim, LLC., DBA Fastaco

February 2011 to Present

Co-Owner, Operator

North Richland Hills TX

Establish LLC. Handle all HR responsibilities, interviews, hire, discipline, terminations

Train all new employees to make food, use equipment properly, follow company procedures

Create weekly employee schedule

Pinnacle School

August 2007 to June 2011

Theater Arts Teacher

Fort Worth, TX

Rebuild a floundering theater arts program. Give every student the opportunity to experience theater and develop a love and respect for the arts

First year taught speech and theater to grades K-12; Second-Fourth years taught theater to grades K-8

Daily instruction to all age levels. Semester performances for each grade level totaling 6 performances a year (not including competition)

Competition troupes for middle schoolers, winning State both years in 1-Act plays

Musicals for all age groups

Master scheduler for the Pinnacle School, Farmers Branch and Wilmer campuses

Created tutor schedules for students and tutors; Tutored at risk students for Reading TAKS test

Living Water Church

February 2001 to October 2007

Children's Pastor

Fort Worth, TX

Weekly lessons to students in grades 1st through 6th grades

In charge of large volunteer staff for Sunday School teachers, Nursery workers,

Wednesday night boys and girls clubs

Building community relationships through outreaches and community involvement

Created, designed, and choreographed children's Human Video troupe that traveled and performed regularly at other churches and district events for The Assemblies of God

Created a leadership team for Children's Worship, comprised of students ages 10-13

Built children's ministry from 5 volunteers to over 20 volunteers, as well as our average weekly attendance of 12 kids per week to over 60 kids per week

First Assembly of God

January 1999 to October 2000

Children's Ministry Worker; Substitute Teacher

West Monroe, LA

Worked in the CE (Children's Education) division of the church; Children's ministry worker ages 6-9

Community outreaches; Substitute teacher for church daycare ages infant to 1st grade

Longview Metro Church

January 1997 to January 1999

Children's Pastor

Longview, TX

Brand new, start up church – designed policy and procedures

Created children's programs; Trained teachers and volunteers

Education

ASCD 69th Annual Conference on Educational Leadership

2014

Los Angeles, CA,

Administration, Technology, STEAM

Capella University

Expected graduation 2016

Bachelor of Science Psychology

Fort Worth, TX

Currently enrolled

Willie George Ministry Training

1999

Tulsa, OK

Reaching the lost, Building strong relationships, Garnering volunteers with passion

Tyler Junior College

1991-1992

Associates of Arts: Elementary Education; Deaf Education

1996-1998

Tyler, TX

54 Credit hours; Double majored in Elementary Education and Deaf Education;

Did not graduate due to a move to another state

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve High Point Academy
2. Full name Connie Jean Barnett
Home Address 223 Casas Del Sur St. Granbury, TX 76049
Business Name and Address N/A
Phone Number 817 517-4899
E-mail address [REDACTED]
- Resume and professional bio are attached here.
Resume and professional bio are attached elsewhere in the application (indicate Attachment number). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
 Does not apply to me Yes
I have served on the board for High Point Academy's charter process for the past year and this year.
4. What was your motivation to serve on the board of the proposed charter school?
Interest in the part Charter schools can play as an alternative to a traditional public school environment and I believe in the ideas and forethought of this charter and the people who conceived the plan.
5. What is your understanding of the appropriate role of a public charter school board member?
To oversee the formation, administration, and effectiveness of the school.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Thirty-two years' experience in teaching and administration in the Texas Public Education System.
7. Describe the specific knowledge and experience that you would bring to the board.
Leadership skills, teaching strategies, staffing and retention of staff, testing-scheduling, interpreting data, and organizing; compliance with school law, curriculum development, and administration over counselors, staff, and students.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
High Point's goal is individual student success while developing each student's leadership, academic, service, and extracurricular skills.
2. What is your understanding of the school's proposed educational program?
A mix of core academics and an emphasis on the arts as well as hands-on use of technology.
3. What do you believe to be the characteristics of a successful school?
All students participating in activities offered; students achieving goals in academic achievement plans (AAP); highly motivated, quality teaching staff and administration.

Connie Jean Barnett

4. How will you know that the school is succeeding (or not) in its mission?

Yearly evaluation of student AAPs, STEM activities, and community service projects as well as student participation and performances in music, dance, and other fine arts.

Governance

1. Describe the role that the board will play in the school's operation.

Developing and setting policies on pay, performance criteria, accounting, hiring, staff development, health, safety, civil rights, and disability rights.

2. How will you know if the school is successful at the end of the first year of operation?

If the students and teachers meet the educational goals and state testing and other assessment results are in line with the state standards.

3. How will you know at the end of four years of the school is successful?

Consistent growth of student population; positive evaluation of student AAPs; parental satisfaction with school; retention of quality staff.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Constant and consistent feedback on programs from parents, staff, and administration.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Make a determination through investigation that the unethical behavior did occur; speak to the person in a closed session of the board with its members present, and maintain confidentiality within the board.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons Yes

-
5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I / we or my family do not anticipate conducting any such business Yes
-

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes
-

7. List all business or organizations of which you are a partner or in which you have a majority interest.
None
-

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:
None
-

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
 Yes No If so, please state the compensation you expect to receive. Undetermined presently. I have agreed to be the initial Chief Academic Officer; a part-time role working with and mentoring the chosen principal and choosing and training the staff.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. There is no compensation for serving as a board member.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
 Yes No If so, please state the compensation you expect to receive.
Same as # 9.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?
 Yes No If so, give details.
-

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
 Yes No If so, give details.
-

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?
 Yes No If so, give details.
-

Connie Jean Barnett

Connie Jean Barnett

223 Casas Del Sur Street
Granbury, Texas 76049

Phone: 817 517-4899

E-mail: [REDACTED]

Summary of Qualifications

Teaching Certifications in English, Spanish, Journalism (ExCET 1991), ESL (ExCET 1994), and a Mid-Management Certification—Master Degree in Educational Administration, Instructional Leadership Training, Professional Development and Appraisal System Training, 13 Years in the classroom, 5 years as Campus Principal, 10 years as Dean of Students, and 4 years as Assistant/ Associate Principal

Education

1987 Masters of Education Tarleton State University—Part of the Texas A & M University System Stephenville, Texas

1981 Bachelor of Arts Degree: Teacher Certification English/Spanish The University of Texas at Arlington Arlington, Texas

1979 Certificate of General Studies and Associate of Arts Degree Hill Junior College - Cleburne Campus Cleburne, Texas

1971 Graduate Godley High School Godley, Texas 4th of 20 in class

Professional Experience

2009-2013 Assistant/Associate Principal Retired on June 30, 2014

Granbury High School Granbury, Texas

Management of Student Discipline for 1/4 of the high school population, by alphabet, 425 students; Appraisal of 25 teachers and staff members yearly; Management of the ESL and 504 Programs; Attendance at ARDS; Monitor of Student attendance; AP Test Coordinator; Graduation Planner; Extracurricular Activity Administrator on Duty; Set up and run Registration for School in August; Plan and Present Teacher Staff Development.; Administrator over Counseling Department; Maintenance of Student Records

1999-2009 Dean of Students

Granbury High School Granbury, Texas

Student Management including grades, progress reports, enrollment, orientation, and UIL eligibility; Creating and Maintaining the master schedule; managing paperwork for special programs— GT, ESL, At-Risk, and 504; Testing Coordinator; Supervision of Counseling Department consisting of four counselors, a secretary, and a PEIMS system operator.

1994-1999 Campus Principal

Godley High School Godley, Texas

Student discipline, Campus Improvement Plan Facilitator, Student Activity Account Manager, Inservice Training and Staff Development, District Textbook Coordinator, Teacher Appraisals, Counselor responsibilities and master scheduler, Budgeting, Bus Driver

1983-1994 Classroom Teacher

Godley High School Godley, Texas

English 1, 2, 3, and 4, Journalism, Yearbook Production, Spanish 1 and 2, English as a Second Language; Cheerleader Sponsor, Drill Team Sponsor, Junior Class (Prom) Sponsor

1981-1983 Classroom Teacher

Mansfield Middle School Mansfield, Texas

Grade 7, 8 English -Basic, Regular, and Honors Levels; Scheduling Committee, Cheer Sponsor

Connie Jean Barnett

Professional Organizations

Association of Texas Professional Educators (ATPE), Texas Association of Secondary School Principals (TASSP), Delta Kappa Gamma—Lambda Pi Chapter in Granbury, and Texas Retired Teacher Association (TRTA) Johnson and Somerville Counties

References

Jeremy Ross, Principal, Granbury High School
2000 West Pearl Street Granbury, Texas 76048
817408-4606 jeremy.ross@granburyisd.org

Marsha Grissom, Principal, Premier Charter School
919 E. Hwy 377, Suite 1 Granbury, Texas 76048
817 573-0435 FAX: 866 895-9616

Ann Schmidt, Retired Counselor, Granbury High School
817 964-8926

Gary W. Dugger, Superintendent, Kennedale ISD
817 563-8000 garywdugger@region11.net

Brother Kenneth Coleman, Retired Pastor, First Baptist Church of Godley
817 648-6645

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve High Point Academy
2. Full name Jaye E. Sanford
Home Address 4434 Harlanwood Drive N123
Fort Worth, TX 76109
Arlington ISD
690 E. Lamar Blvd, Ste 140
Business Name and Address Arlington, TX 76011
Phone Number 817-475-9363
E-mail address [REDACTED]
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
 Does not apply to me Yes

4. What was your motivation to serve on the board of the proposed charter school?
I seek to make a difference in my community.
5. What is your understanding of the appropriate role of a public charter school board member?
With my education experience, I believe that I can help to ensure that High Point Academy is a high quality charter school.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Classroom teacher for 15 years; instructional specialist for 8 years; Sunday school teacher; athletic coach; Homeowners association president, treasurer, secretary for 3 years; Co-chair of Fort Worth Compassionate Friends chapter
7. Describe the specific knowledge and experience that you would bring to the board.
23 years of education and experience in various school districts in Tarrant County.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Reaching all groups of students offering them a high quality education is at the core of the mission of High Point.
2. What is your understanding of the school's proposed educational program?
High Point is an applied learning, STEM charter school with fine arts.
3. What do you believe to be the characteristics of a successful school?
Data analysis of state test scores with a focused intervention plan in place for struggling students, strong fiscal policies, successful academics for all students regardless of ability, school culture that promotes strong character and empowers life-long leaders and learners, stakeholder satisfaction.

4. How will you know that the school is succeeding (or not) in its mission?

Test scores will meet state mandates, school will be fiscally sound, teacher retention will be high, and graduates will be successful in higher education and in their chosen careers.

Governance

1. Describe the role that the board will play in the school's operation.

The board makes policy and hires the CEO/Superintendent to implement those policies.

2. How will you know if the school is successful at the end of the first year of operation?

Evidence of academic success and school is thriving, happy parents.

3. How will you know at the end of four years if the school is successful?

Stakeholder satisfaction; Upward trend of academic success; Financial stability

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board should establish solid policies for the school and hire qualified administrators.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

A code of ethics will be adopted by the board and all unethical behavior will be addressed by the board's policy.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees Yes

I have been a Math Instructional Specialist (Grades 6-12) in Castleberry ISD and a Math Instructional Specialist in Arlington ISD (Grades 6-8)

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons Yes

I facilitate PD state trainings with Region 11.

5. If the school plans to contract with an education service provider, indicate if you, your spouse or

other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I / we or my family do not anticipate conducting any such business Yes

I facilitate PD state trainings with Region 11.

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:
None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

There is no compensation for serving on a governing body.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

There is no compensation for serving on a governing body.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No If so, give details.

Certification

I, Jaye Sanford, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature [Handwritten Signature] Date 3-23-14

VERIFICATION

State of Texas
County of Tarrant

On this day, Jaye Sanford (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 23 day of March, 2014.

(Notary Public) Donna L. James
My commission expires 10/9/16

(SEAL)



Jaye E. Sanford

Jaye Sanford has over 22 years of educational and leadership experience. Her goal is to share her expertise as a teacher, coach, and specialist with others in order to reach all students from the struggling to the gifted, as well as mentoring teachers to better serve all students.

Most recently, Jaye has been the 6th-8th grade math instructional specialist in Arlington ISD. In her brief time in Arlington, she has facilitated curriculum planning, development, and implementation to Arlington's 9 Focus Elementary campuses. She continues to study the new standards and develop plans for implementation in the 2014-15 school year.

Jaye was the middle school math coach and secondary instructional specialist in Castleberry ISD. As a result of her contributions from 2005 to 2011, the middle school moved from academically unacceptable to recognized status. Her contributions included: coordinating data-driven intervention plans for Saturday school, extended day, and TAKS camp, coaching secondary math teachers in the district's vertically aligned, rigorous curriculum, developing and facilitating professional development to secondary math teachers and other district personnel, and developing all secondary math benchmark assessments.

Jaye began her professional development career back in 2002, facilitating the Texas Math Initiative Math Academy to Dallas-Fort Worth area teachers. With Jaye's continuous drive to reach all students through training teachers, she currently spends time facilitating state developed trainings, including the MSTAR 5/6, MSTAR 7/8, and the Algebra 1 EOC Success Academy.

Jaye was busy during her 15 years in Azle ISD and Mansfield ISD as a classroom teacher and coach. Jaye implemented the use of portfolios in her classroom, participated in the middle school team approach and prepared interdisciplinary units, and assisted in the implementation of TAKS remediation programs which led to marked improvement in scores. Jaye started the Azle High School soccer program in 1994 and led two volleyball teams to undefeated seasons.

Jaye received her BS degree (Elementary Education with Minor in Mathematics) from Texas Christian University, in Fort Worth, Texas. In 2011, Jaye received her Master's in Education (Curriculum and Education with Math Education) from the University of Phoenix. Jaye is involved in her stepson and identical twin nieces' lives. Luke is 16 and an aspiring actor and comic writer. Madeline and Elizabeth are 14 year old straight A students who love to run, play volleyball, and hang out with their friends. Jaye resides in Fort Worth, Texas.

JAYE E. SANFORD

4434 Harlanwood Drive N123, Fort Worth, TX 76109

(817) 475-9363

Improving Performance • Enhancing Programs • Inspiring Systemic Change

EXPERIENCED EDUCATOR

...dedicated to guiding teachers and students to succeed

OBJECTIVE

- To share my experience as a teacher, coach, and specialist with others in a way to reach all students from the struggling to the gifted.
-

ARLINGTON INDEPENDENT SCHOOL DISTRICT, Arlington, TX

Dec 2013 – Present

Secondary Math Instructional Specialist

- Applied knowledge of math standards, effective research-based math instructional practices and assessments methods to departmental initiatives, curriculum development and supporting classroom teachers.
- Designed, developed and presented campus-based and district-wide professional development.
- Assisted curriculum coordinator in designing, developing, implementing, and evaluating new programs and initiatives.
- Assisted the curriculum coordinator in implementation of state mandates, state assessment preparation, and innovations in mathematics.
- Facilitated curriculum planning, development, and implementation.
- Supported the implementation of curricular and instructional strategies to increase student achievement.
- Provided assistance and support to both new and experienced teachers through on-site, individual and group professional learning.

CASTLEBERRY INDEPENDENT SCHOOL DISTRICT, Fort Worth, TX

Feb 2006 – Dec 2013

Middle School Math Coach, Secondary Instructional Specialist

- Provided content specific guidance, modeling, and monitoring for 14 secondary math teachers. Co-taught and modeled lessons that demonstrated district pedagogy and curriculum initiatives. Conducted classroom observations to help identify strengths and deficiencies related to content instruction.
- Met regularly with the Director of Mathematics to receive professional training on District curriculum and initiatives and to plan professional development for identified teachers.
- Studied standards to understand the Texas Essential Knowledge and Skills (TEKS) of all math courses from Grade 6 through Algebra 2.
- Re-delivered state trainings and district initiative trainings on professional development days.
- Monitored implementation of district initiatives.
- Provided leadership in lesson planning using the 5E instructional model.
- Built capacity for teacher change; supported teachers through observation and coaching; participated actively as mentor and coach; implemented math inclusion program
- Used data to drive decisions to work with math teachers on their instructional and intervention needs.
- Facilitated tutorial pull-out programs for struggling 6th through 12th grade students
- Developed secondary math benchmark assessments
- Coordinated data-driven intervention plans for Saturday school, extended day, and TAKS camp
- Contributed to a significant increase in student performance on standardized testing
 - 6th Grade TAKS 2005 37% to TAKS 2011 90% STAAR 2013 83%
 - 7th Grade TAKS 2005 37% to TAKS 2011 82% STAAR 2013 74%
 - 8th Grade TAKS 2005 33% to TAKS 2011 76% STAAR 2013 72% 1st Admin
 - 9th Grade TAKS 2008 50% to TAKS 2011 68% EOC Algebra 1 2013 72%
 - 10th Grade TAKS 2008 54% to TAKS 2011 83% EOC Geometry 2013 91%
 - 11th Grade TAKS 2008 63% to TAKS 2013 96%

PROFESSIONAL DEVELOPMENT WORKSHOPS FACILITATED, Castleberry ISD

- Do You Understand the Language of the TEKS?
- Effective Use of CPS to Enhance Classroom Instruction
- Classroom Management, Effective Instruction, and Student Motivation
- STAAR and EOC: Common Language in Math and Science Classrooms
- Kagan: Management Tips and Structures
- Kagan: Seven Keys to Success
- Student Collaboration Modules 1-4
- LEP and SPED Strategies for Secondary Learners
- Integrating Math with CTE and Fine Arts
- Introduction to the 5E Model
- Conceptual to Abstract: Quadratic Functions
- Conceptual to Abstract: Parent Functions to Transformations
- Building on Student Understanding for Grade 8 through Algebra 2
- Learning Journey through Patterns, Relationships, and Algebraic Thinking
- Intervention & Extension in Secondary Math
- WebApps in K-12 Math
- Vertical Alignment for Math Grades 6-12
- Using Manipulatives to Enhance Instruction
- Integrating Calculators 9-12
- Measurement Grades 6-12

OTHER FACILITATOR EXPERIENCE

MSTAR 5/6 and 7/8 Trainer	ESC Region XI, Fort Worth, Texas	May 2010 – Present
Algebra 1 EOC Success Trainer	ESC Region XI, Fort Worth, Texas	May 2010 – Present
Texas Math Initiative Academy Trainer	ESC Region XI, Fort Worth, Texas	2002 – 2005
Speaker: CAMT, STEAM III Conference	Varied Locations	2005 – Present

CLASSROOM EXPERIENCE

T.A. HOWARD MIDDLE SCHOOL, Mansfield ISD, Arlington, TX Department Chair, 8 th Grade Mathematics, PAP Algebra 1 Teacher and Athletic Coach	August 2002 – February 2006
AZLE HIGH SCHOOL, Azle ISD, Azle, TX Algebra 1 Teacher and Athletic Coach	August 1998 – May 2002
AZLE JUNIOR HIGH SCHOOL, Azle ISD, Azle, TX 7 th Grade Departmentalized Math Teacher	September 1991 – May 1998

CLASSROOM HIGHLIGHTS

- Planned, organized peer tutoring program
- Assisted in implementing TAKS remediation program, TAKS tutoring
- Member of the Campus Action Plan Committee
- Coordinated, planned Algebra 1 Lab curriculum to improve EOC scores
- Implemented the use of portfolios in the classroom
- Conducted classroom instruction; prepared daily lesson plans; administered tests; provided feedback on learning achievements and needs for improvement.
- Participated in the middle school team approach and prepared interdisciplinary units and lessons.
- Planned, prepared, and organized math materials for school-wide thematic units
- Provided peer tutoring services for students needing additional help.
- Utilized effective classroom management strategies through the use of a conduct checking account.
- Taught in a six week pilot summer school program, incorporating cooperative learning.
- Assisted in the implementation of a school-wide Peer Mediation program.

EDUCATION

M.Ed., Curriculum and Instruction with Mathematics Education, University of Phoenix, 2011
B.S., Elementary Education, Minor in Mathematics, Texas Christian University, 1989

AREAS OF CERTIFICATION

Elementary Self-Contained and Mathematics, Grades 1-8
Secondary Mathematics, Grades 6-12

PROFESSIONAL ORGANIZATIONS

TASM – Texas Association of Supervisors of Mathematics
McMath – Region X and XI Math Supervisors

PROFESSIONAL DEVELOPMENT ATTENDED

Lead4Ward, STAAR Systems: New Math TEKS, Spring 2013
TRC Secondary Numeracy Grades 6-9, Spring 2013
Fostering Geometric Thinking Grades 6-10, Fall 2012
TRC Geometric Approach to Algebraic Readiness Grades 6-8, Fall 2012
STAAR Geometry: Focus on Problem Solving, Fall 2012
TRC Fostering Algebraic Thinking Grades 6-10, Fall 2012
Algebra 2 EOC Success Training, Summer 2012
Instructional Coaches 3-Day Academy, Fall 2011
Geometry EOC Success Training, Summer 2011
MSTAR – Middle School Students in Texas being Algebra Ready, Fall 2009
A Focus on TAKS Mathematics Objectives 1-5 and 6-10, Fall 2009
Margaret Kilgo Data Disaggregation, Assessment, Scope and Sequence, 2008-2009
Math Instructional Strategies for Secondary ELL, Grades 6-12, Fall 2006
AP Institute Participant, Middle Grades, University of Texas at Arlington, June, 2005
TEXTEAMS Algebra I: 2000 and Beyond
Capturing Kids' Hearts, July 2001

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve High Point Academy
2. Full name Byron Keith Myles
Home Address 1608 Quails Nest Drive, Fort Worth, TX 76177
Business Name and Address _____
Phone Number 817-705-0540
E-mail address [REDACTED]
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
 Does not apply to me Yes
4. What was your motivation to serve on the board of the proposed charter school?
I seek to make a difference in my community.
5. What is your understanding of the appropriate role of a public charter school board member?
To ensure that High Point Academy is a high quality charter school.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I serve on the board of a not-for-profit organization where I hold the position of Board President. I am a grant administrator in the BISD where I manage a quarter million dollar budget and provide extended day academic/enrichment activities for Tier 2&3 students in grades 6th-8th.
7. Describe the specific knowledge and experience that you would bring to the board.
Budget Management, Staff Development & Training, Project management, Program Development, Purchasing, Marketing, Community Resource Development, Recruiting & Hiring of Staff

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Pioneering the path to success, influencing young minds, developing great leaders.
2. What is your understanding of the school's proposed educational program?
High Point is an applied learning STEM charter school with fine arts.
3. What do you believe to be the characteristics of a successful school?
A school culture that promotes strong character, academic success and a cohesive environment that incorporates communication between students, parents, teachers, administrators and community.
4. How will you know that the school is succeeding (or not) in its mission?
Student engagement in academics, community and stakeholder satisfaction, parent

involvement in campus life, low faculty turn over, student promotion and adequate test scores.

Governance

1. Describe the role that the board will play in the school's operation.
The board makes policy and hires the CEO/Superintendent to implement those policies.

 2. How will you know if the school is successful at the end of the first year of operation?
Evidence of academic success, sustained enrollment and happy parents.

 3. How will you know at the end of four years of the school is successful?
Upward trend of academic success, financial stability and acknowledgement of success within community.

 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Hire qualified administrators and establishing strong policies according to the mission of the school.

 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
A code of ethics will be adopted by the board and all unethical behavior will be addressed by the board's policy.
-

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know these individuals Yes... I know Katie and Lori who are fellow educators and I have served as a board member for 2 years.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

-
- Not applicable because the school does not intend to contact with an education service provider or school management organization.
- I / we do not know any such persons Yes
-

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- N/A I / we or my family do not anticipate conducting any such business Yes
-

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- Does not apply to me, my spouse or family Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.
HYPE Kidz Nation, Inc.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:
N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No If so, give details.

Certification

I, Byron Keith Myles, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

3/24/14

VERIFICATION

State of Texas
County of Tarrant

On this day, Byron K Myles (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 24 day of March, 2014.

(Notary Public) Jessica Randal Hodnett

My commission expires 5/17/2016

(SEAL)



Byron "BK" Myles

1608 Quails Nest Dr.
Fort Worth, TX 76177

817-705-0540

Experience

Birdville ISD

21st CCLC Grant Coordinator:

August 2011 - Present

Over see the daily operation of the 21st Century Community Learning Center before/after school program on the Richland Middle School campus. Develop effective academic/enrichment clubs based on the TEKS. Hire, train and manage teacher professionals from a variety of educational backgrounds. Facilitate staff, administrative and community meetings to assure communication about issues of implementation, evaluation, continuation and policies. Organize and implement Advisory Board and work with community entities to develop adult education components. Keep accurate bookkeeping and budgeting records. Provide evaluation data and submit program reports

Boys & Girls Club of Greater Fort Worth

Career Launch Program Director:

September 2005 – August 2011

Over-see the daily operations of the Career Launch Gang Intervention Program. Provide intensive case management, interview potential members and implement educational/career plans to overcome member identified barriers. Administer program assessments, establish/maintain community partners, report program outcomes/barriers to city and government official.

Shannon Learning Center, B.I.S.D

Full-Time Substitute Teacher:

January 2002 – August 2005

Duties included preparing lessons plans, teaching youth grades 9 - 12 in the subject of English and History. Served as a liaison and mediator between students, teachers and principals. Redirected negative behavior and diffused anger to produce positive outcomes. Worked closely with probation/truancy officers and other school officials to assure compliance toward the educational and disciplinary order

The Bridge Emergency Youth Service

Shelter Activity Director:

July 2002 – July 2003

Planned educational, cultural and recreational activities for the residents in care. Responsible for establishing professional relationships with local churches, recreation centers, colleges and other youth-based organizations. Scheduled and conducted meetings with collaborating service providers on a monthly basis. Served on an events committee for the youth shelters in the DFW Metroplex. Stand in as a direct care staff when needed

S.T.A.R. (Services To At Risk Youth) Counselor:

January 1998 – February 1999

Provide crisis intervention for at-risk youth ages 7-17. Facilitate individual, family and group counseling sessions. Worked closely with the juvenile judicial system and FWISD/AISD as a referral source for truant and runaway youth. Involved in extensive follow-up with client and family.

United Community Centers – Polytechnic Branch

Senior Associate Director:

March 2001 – November 2001

Planned and coordinated activities for the A.C.T. III youth program. (Awareness Changes Tomorrow – individual, family and education). Collaborated with school counselors and principals to implement and maintain academic awareness and excellence. Developed a sports component with emphasis on teamwork, adversity and positive competition. Conducted small and large discussion groups, covering topics on self-esteem, peer-pressure, academics and personal relationships. Attended community meetings and social functions to create awareness of services provided by the center. Coordinated daily activities and field trips for the Poly Senior Citizen program. Served as United Way Campaign Speaker.

Amerigroup Community Care

Outreach Associate:

February 1999 – March 2001

Responsible for educating the Medicaid Community of changes to their health care benefits. Worked in collaboration with the network providers and office managers, handling minor claims issues, member complaints and other office barriers. Coordinated community health fairs, extensive partnerships with Dallas ISD, Police/Fire Department and other community organizations to reach the Medicaid recipient.

Byron "BK" Myles

1608 Quails Nest Dr.
Fort Worth, TX 76177

817-705-0540

Boys & Girls Club of Greater Fort Worth

Program Director:

August 1996 – January 1998

Planned and coordinated activities for club members and residents from the Butler Housing Community. Supervised and trained 5 outreach staff. Developed Life Skill Enrichment programs for school aged youth and families. Responsible for membership recruitment.

SMART Moves Case Manager:

January 1996 – August 1996

Worked as a youth counselor, conducting one-on-one and group sessions. Taught from the programs curriculum: SMART Moves, SMART Kids and Stay SMART. Assisted club members in job preparation and skills training.

Education

ECAP:	Special Education EC-12	TEA ID # 23334	(Certificate Pending)
Bachelor of Arts:	Texas Tech University	<i>December 2005</i>	
Major:	Social Work		
Minor:	Exercise and Sports Sciences (ESS)		

Certifications/Awards

Adult/Child CPR/First Aid - 2013

ALP Leadership Academy- Boys & Girls Club of Greater Fort Worth - 2010

Certified Life Coach – Life Coach Training Institute of Dallas- 2013

City of Richland Proclamation - Honored for service to community - 2012

CPI Training – BISD 2013

"Laura Bush Award" – Case management Best Practices – Boys & Girls Club of America - 2008

"Staff Behind The Youth Award"- Boys & Girls Club of Greater Fort Worth – 2008

"Sportsmanship Award" - Haltom City Pee-Wee Football Association (HCPWFA) – 2008, 2009 & 2011

Playing/Coaching Experience

North Richland Middle School – 2005 - Offensive Linemen Coach– worked with 7th/8th grades boys teaching the fundamentals of blocking, basic schemes and techniques. Prepared 8th grade players for high school "Showcase".

Professional Football (AFL) - Fort Worth Calvary 1993-95

Texas Tech Football Letterman 1992, 1993

Volunteer Activities

Haltom City Pee-Wee Football Association (HCPWFA) – Serve as the head coach for the Senior Red Raiders. Coached a team of 10-12 year old boys, teaching the basics and fundamentals of football with the focus on safety, teamwork and winning attitude. (2005 – Present)

Helping Youth Preparing for Excellence (H.Y.P.E) – (Non-Profit Organization). Dance/Step Leadership Program. Teaching leadership skills, teamwork and individual development through service learning programs and competition. Serve as Board President. (2007-Present)

Unlimited Education & Sports (UES) - (Non-Profit Organization). Football and basketball summer camps, mentoring athletes, academic tutoring (SAT/ACT prep) and athletic skills training. Schedule sporting competitions and college tours. (2005 – Present)

Shady Grove Christian Academy – Duties included recruiting student athletes that could meet the eligibility requirements to attend SGCA. Assisted players with college preparation. (2000 – 2002)

References

Available upon Request:

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve High Point Academy
2. Full name Randy Spradlin
- Home Address 6964 Richlynn Terrace
- Business Name and Address Spradlin Insurance Services
- Phone Number 817.595.9300
- E-mail address randy@sisg.net

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (indicate Attachment number). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
- Does not apply to me Yes

4. What was your motivation to serve on the board of the proposed charter school?
I believe that High Point Academy's mission offers diversity and will make a difference in a child's life.

5. What is your understanding of the appropriate role of a public charter school board member?
Board members are responsible for ensuring the High Point Academy is a high quality and exemplary charter school.

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Aside from teaching on the secondary level for many years, I have worked in the ancillary aspects of education. My journey has led from high school athletic trainer and teacher, to founding and serving as the first president of Vista Academy – Hickory Creek PTO. Currently, I own and operate Spradlin Insurance Services, managing several employees. My current educational activities include IHEA Hunter Education through Texas Parks and Wildlife and Boy Scouts of America Shooting Sports.

7. Describe the specific knowledge and experience that you would bring to the board.

- *Business management skills including human resources, sales, training and development;
- *Government purchasing guidelines;
- *Effective verbal and written skills;
- *Ability to apply principles of learning and teaching practices and principles;
- *Ability to utilize team building, planning and /or problem solving process skills;
- *Ability to collect and compile data for qualitative and quantitative evaluations used in educational programs;
- *Ability to integrate natural and cultural resources management and promote outreach and diversity within education programs.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

High Point Academy strives for academic excellence built upon honesty, integrity and service.

2. What is your understanding of the school's proposed educational program?

High Point Academy is an applied learning, STEM charter school.

3. What do you believe to be the characteristics of a successful school?

- *Quantifiable data analysis of state test scores
 - *Successful academics
 - *School culture promoting strong moral character
 - *Fiscal responsibility
 - *Parental and student satisfaction
 - *Community involvement
 - *High teacher retention
-

4. How will you know that the school is succeeding (or not) in its mission?

- *Test scores
 - *Fiscal results
 - *Teacher retention
 - *Admissions waiting list
-

Governance

1. Describe the role that the board will play in the school's operation.

The board makes policy and hires the CEO/Superintendent to implement and oversee those policies.

2. How will you know if the school is successful at the end of the first year of operation?

- *Test results (academic success)
 - *Parents satisfied and involved
 - *School is thriving (enrollment, atmosphere, community involvement)
-

3. How will you know at the end of four years of the school is successful?

- *Academic success rises each year
 - *Stakeholder satisfaction
-

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

- *Establish solid policies
 - *Hire qualified administration
-

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The board will establish a strong code of ethics. All board members, administrators and personnel will follow the policy. Any unethical behavior will be handled as outlined by that policy.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees Yes

3. Indicate
whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons Yes

Dana Yates

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons Yes

5. If the
school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I / we or my family do not anticipate conducting any such business Yes

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.
Spradlin Insurance Services

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:
No employment or contract issues; Son attended open enrollment charter school

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
 Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

There is no compensation for serving on a governing body.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
 Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

There is no compensation for serving on a governing body.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?
 Yes No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
 Yes No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?
 Yes No If so, give details.

Certification

I, Randy Spradlin, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Randy Spradlin
Signature

24 March 2014
Date

VERIFICATION

State of Texas

County of Tarrant

On this day, Randy Spradlin (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 24th day of March, 2014

(Notary Public) Donna L. Gonzales

My commission expires 10/16/2016

(SEAL)



RANDY D SPRADLIN

Mobile: (469)682-1355 * E-mail: randy@sisg.net
6964 Richlynn Terrace Richland Hills , Texas 76118

POSITION Training Specialist

QUALIFICATIONS

- Certified emergency care and first aid certification
 - Experienced educator and athletic trainer
 - Proven ability to generate a results orientated programs
 - Positive team-building and student training ability
 - Texas Educator Certificate – Secondary Physical Education
 - Licensed Athletic Trainer
 - General Lines Insurance Agent
-

EXPERIENCE

Owner Operator

Spradlin Insurance Services (1996-2014)

- Office Operations
- Marketing and Sales
- Employee Management
- Cost Management
- Development of Marketing Strategies
- HR Management
- Employee Training

Athletic Trainer/ Teacher

Lewisville ISD (1994-1996)

- Teaching Physical Education
 - Providing quality emergency first aid care, education, treatment, and rehabilitation for injured athletes
 - Trained athletes on prevention of injuries
 - Development of Lesson Plans
 - Knowledge and utilization of various teaching methods
 - Development and implementation of emergency preparedness plan for school and athletic department
-

EDUCATION

BACHLORS OF SCIENCE, Texas Wesleyan University, Fort Worth TX 1993
VOLUNTEER EXPERIENCE, Texas Parks and Wildlife Hunter Education Instructor 4 years
Boy Scouts of America Fire Arms Safety Instructor 4+years

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve High Point Academy
2. Full name Donald C. Nemec
Home Address P.O. Box 124055, Fort Worth, Texas 76121
Law Office of Donald C. Nemec
Business Name and Address 2821 Alta Mere, Suite B, Fort Worth, Texas 76116
Phone Number 817-382-8333
E-mail address dcnemec@nemecclaw.com

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (indicate Attachment number).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Does not apply to me Yes

4. What was your motivation to serve on the board of the proposed charter school?

I believe in the mission of Highpoint Academy. The community in which this school will operate has a need that can be fulfilled by this school and I want to make a difference in my community and in its children's lives.

5. What is your understanding of the appropriate role of a public charter school board member?

As a board member, it is my responsibility to ensure that the organization is operated in a way that provides students with a high quality education that is facilitated in accordance with the board's policies. All decisions made by the board should adhere to the agreed standards as set forth in the charter's governing documents. We should never lose sight of the purpose of the organization – to make a positive difference in children's lives.

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Although I have not served on other boards in a similar capacity, I am capable of serving as an effective board member because of my passion for touching the lives of children. I have three young daughters of my own. While growing as a parent over the past ten years, I have dedicated my life to bettering the lives of both my children as well as others living within our community. My wife and I directly impacted the lives of children as youth ministers in a church. I have volunteered my time by coaching in youth athletics for the past five years. Additionally, I have previous experience assisting with a PTO board and participating in meetings.

7. Describe the specific knowledge and experience that you would bring to the board.

I bring over six years of legal experience, over fifteen years of business management experience, and a combined ten years of entrepreneurial experience to this organization. Since I do not have a background in childhood education and development, I bring a unique

perspective to the board that can help foster outside-the-box thinking. This diversity is one of the common traits that permeates High Point Academy.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Academic excellence built around honor, integrity and service.

2. What is your understanding of the school's proposed educational program?

An applied learning charter school with a STEAM emphasis.

3. What do you believe to be the characteristics of a successful school?

A school culture that promotes strong character is one of the keys to success. Academically, data analysis of state test scores is imperative to ensure the school is on a successful path. Further, a board that drives for positive stakeholder satisfaction while adhering to its fiscal policies, ethical and fiduciary responsibilities, and other chartered obligations is vital to success.

4. How will you know that the school is succeeding (or not) in its mission?

Academically, the test scores should be adequate. The parent satisfaction should be high, as evidenced by positive direct feedback that is facilitated by adherence to a strict policy of open communication between parents and teachers/board/administration. The school should be thriving, as evidenced by increased enrollment applications via enrolled family referrals.

Governance

1. Describe the role that the board will play in the school's operation.

The board shares a common vision and mission and creates policy accordingly. It hires the CEO/Superintendent to implement those policies. Perhaps most importantly, it gauges success by comparing results against the vision/mission and adjusts policies as needed.

2. How will you know if the school is successful at the end of the first year of operation?

Evidence of academic success shown through test scores; happy parents shown through direct feedback.

3. How will you know at the end of four years of the school is successful?

Stakeholder satisfaction, upward trend of academic success, financial stability, high teacher and student retention with increased enrollment applications.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The policies and procedures established by the board should set forth a system through which degrees of success can be measured. The mission includes more than mere academic success and to ensure that those values are properly conveyed, choosing the most qualified administrators is of utmost importance.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

As a member of the State Bar of Texas, I am accustomed to working in an organization that is self-policing. I personally have zero tolerance for unethical behavior and I

understand the advantages and success of maintaining an honest organization by self-policing. The board will adopt a code of ethics and I will help enforce the board's policy in accordance with the board's procedures.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

I know some of the board members through affiliation as a parent in a previous charter school that my daughter attended. I have met some of the other board members in meetings relating to this charter application.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons Yes

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I / we or my family do not anticipate conducting any such business Yes

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Law Office of Donald C. Nemec – sole proprietorship.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

No such experience.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

There is no compensation for serving on a governing body.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

There is no compensation for serving on a governing body.

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Yes No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

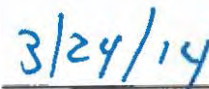
Yes No If so, give details.

Certification

I, Donald C. Nemec, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.



Signature



Date

VERIFICATION

State of Texas

County of Tarrant

On this day, Donald C. Nemecek (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 24th day of March, 2014.

(Notary Public) Judy Clements

My commission expires 2-11-17

(SEAL)



Professional Bio – Donald C. Nemec

Donald C. Nemec is a licensed attorney who represents individuals and organizations in a variety of legal areas, including debt relief, family law, consumer law, and general litigation. He has managed a successful law practice serving Fort Worth, the greater Dallas-Fort Worth Metroplex, and Texas statewide through his online legal services since 2008. Mr. Nemec holds a Juris Doctorate degree from Texas Wesleyan University School of Law (subsequently assumed by Texas A&M University School of Law) and a Bachelor's of Business Administration degree in business management from the University of North Texas. Mr. Nemec believes in giving back to his community and has dedicated a significant part of his practice to pro bono and reduced-fee legal services for indigent and low-income clients. The Law Office of Donald C. Nemec can be found on Facebook at www.facebook.com/nemeclaw and on its webpage at www.nemeclaw.com.

DONALD C. NEMEC

P.O. Box 124055, FORT WORTH, TX 76121
(682) 203-0434 | DCNEMEC@NEMECLAW.COM

LEGAL EXPERIENCE

Law Office of Donald C. Nemeec, Fort Worth, Texas

Attorney, 2008 – Current

- Owned and operated a general practice law firm focusing in the areas of family law, bankruptcy, consumer law, probate law, personal injury, real estate transactions, elder law, and general litigation.
- Resolved various legal problems through negotiation, mediation, and litigation.
- Executed and performed duties such as general law firm management, marketing, filing of lawsuits, planning, investigation, organization and presentation of arguments and counter-arguments.

Self-Employed Contractor, Dallas-Fort Worth, Texas

Court Records Researcher / Bookkeeper / Web Developer, 2001 – 2007

- Worked as DFW area county-level court records researcher for a background check and pre-employment screening corporation on a contract basis while attending university and law school.
- Completed all bookkeeping and financial analysis/reporting and web design for the corporation.

OTHER PROFESSIONAL EXPERIENCE

Verizon Wireless Messaging Services, Fort Worth, Texas, El Paso, Texas, & Albuquerque, New Mexico

Associate Director of Customer Operations, 1998 – 2001

- Earned five promotions in three years to become one of three national associate directors.
- Directed three nation-wide departments (inside sales, sales support & reseller support), managing 48 line employees and three supervisors.
- Created three new national departments from scratch through project management and delegation.
- Created and implemented a rewards and recognition program for 150+ employees.
- Responsibilities included training and developing employees, general call center management, customer service management, nationwide marketing implementation, marketing result analysis, and marketing management.

DoubleTree Hotel, Albuquerque, New Mexico

Reservations Manager, 1997 – 1998

- Earned two promotions within one year while attending college to climb from front desk clerk to executive committee member of a 200-room full service hotel.
- Coached, motivated, developed, and supervised three reservations employees.
- Responsible for forecasting occupancy and day-to-day inside sales and revenue strategies; coordinated and maintained the integrity of the hotel's property management computer system.

EDUCATION

Texas Wesleyan University School of Law, Fort Worth, Texas (subsequently assumed by Texas A&M School of Law)

- J.D., 2007. Top 7% of class until final semester when mother passed away.
Dean's list 2005-2006. Scholar award recipient 2004-2006. *Phi Delta Phi* honors fraternity.
Law Clerk for American Airlines General Counsel, Brackett & Ellis P.C., and Associate Probate Judge Lin Morrisett.

University of North Texas, Denton, Texas

- B.B.A., Business Management, 2003. 3.46 GPA in major. First place award in the College of Business senior class capstone *Integrated Case Competition*, Fall 2003.

BAR MEMBERSHIP

- Member of the Texas State Bar
- Member of the United States District Court for the Northern District of Texas
- Member of the American Bar Association

DONALD C. NEMEC

P.O. Box 124055, FORT WORTH, TX 76121
(682) 203-0434 | DCNEMEC@NEMECLAW.COM

LEGAL EXPERIENCE

Law Office of Donald C. Nemecc, Fort Worth, Texas

Attorney, 2008 – Current

- Owned and operated a general practice law firm focusing in the areas of family law, bankruptcy, consumer law, probate law, personal injury, real estate transactions, elder law, and general litigation.
- Resolved various legal problems through negotiation, mediation, and litigation.
- Executed and performed duties such as general law firm management, marketing, filing of lawsuits, planning, investigation, organization and presentation of arguments and counter-arguments.

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OTHER PROFESSIONAL EXPERIENCE

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- Created three new national departments from scratch through project management and delegation.
- Created and implemented a rewards and recognition program for 150+ employees.
- Responsibilities included training and developing employees, general call center management, customer service management, nationwide marketing implementation, marketing result analysis, and marketing management.

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Dean's list 2005-2006. Scholar award recipient 2004-2006. *Phi Delta Phi* honors fraternity.
Law Clerk for American Airlines General Counsel, Brackett & Ellis P.C., and Associate Probate Judge Lin Morrisett.

University of North Texas, Denton, Texas

- B.B.A., Business Management, 2003. 3.46 GPA in major. First place award in the College of Business senior class capstone *Integrated Case Competition*, Fall 2003.

BAR MEMBERSHIP

- Member of the Texas State Bar
- Member of the United States District Court for the Northern District of Texas
- Member of the American Bar Association

Sponsoring Entity: FIAFW, Inc.

Proposed Charter School Name: High Point Academy

Nineteenth Generation Charter Application Bilingual Education/ESL, Section 504, and Dyslexia Assurances

TEC, Chapter 29, Subchapter B, TEC §12.104(b)(2)(G), and 19 TAC §§89.1201-.1265 require charter schools to identify limited English proficient students based on state criteria and to provide an appropriate bilingual education or English as a second language program conducted by teachers certified for such courses.

- A. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to limited English proficient students.

Check one:

- Yes
 No

Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

- B. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

Check one:

- Yes
 No

TEC §38.003, TEC §12.104(b)(2)(K), 19 TAC §74.28 and Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, require charter schools to identify students with dyslexia or related disorders and to provide appropriate educational services.

- C. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students with dyslexia or related disorders.

Check one:

- Yes
 No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.

Katie P. Stellar

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair
(must sign in blue ink)

March 19, 2014

Date

TEXAS EDUCATION AGENCY

Division of Planning and Grant Reporting

General Application of Assurances for Federal Programs Administered by the U.S. Department of Education

Authority for Data Collection: 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a).


Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.

Instructions: This general application will be in effect for the duration of participation in federal programs until such time as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512)463-7004.

Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

Typed Name of Authorized Official or Charter Holder	Date	Telephone	Authorized Original Signature (blue ink) 	
Katie P. Stellar				
Typed Title of Authorized Official of Charter Holder				
Executive Director, Board Chair	March 19, 2014	817.456.7261		
Address of Charter Holder	City		State	Zip Code
1609 N. Riverside Drive	Fort Worth		TX	76111

ASSURANCES

The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

Assurance is hereby given that

- (1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;
- (3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f * of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;
- (5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) in the case of any project involving construction-
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

AND

In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

- (1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
 - (B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (2) the applicant will adopt and use proper methods of administering each such program, including
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

* Section 1232f, United States Code, Title 20, Education

RECORDS

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

Sponsoring Entity: FIAFW, Inc.

Proposed Charter School Name: High Point Academy

Nineteenth Generation Charter Application Special Assurances Document

The chair of the proposed sponsoring entity shall initial each of the following on this page and the next to indicate an understanding of and a commitment to comply with each of following assurances:

KPS **Open Meetings Requirements:**

The charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

KPS Furthermore, the charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

KPS **Public Information Requirements:**

The charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

KPS **Criminal History Check Requirements:**

The charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

KPS **Annual Training Requirements:**

The charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

KPS **Residential Facilities Monitoring (RFM) System:**

The charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

KPS **Special RF Training:**

The charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: FIAFW, Inc.

Proposed Charter School Name: High Point Academy

Admission and Enrollment

- KPS The charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.
- KPS The charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.
- KPS The charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.
- KPS The charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the State Board of Education (SBOE) as a performing arts school with an audition component or the charter was amended by the commissioner of education to designate the school a performing arts school with an audition component.
- KPS The charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition was specifically approved by the SBOE when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.


Withdrawal and Expulsion Issues

- KPS The charter holder understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:
 - a student is withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
 - the district discovers that the student has falsified enrollment information;
 - proof of identification is not provided; or
 - immunization records are not provided.
- KPS The charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.
- KPS The charter holder understands that it has an obligation to 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. See 19 TAC §100.1211 (c).

I the undersigned hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and the previous page.

Katie P. Stellar

Printed Name of Sponsoring Entity Board Chair


Signature of Sponsoring Entity Board Chair

March 19, 2014

Date

Sponsoring Entity: FIAFW, Inc.

Proposed Charter School Name: High Point Academy

**Nineteenth Generation Charter Application
Special Education Assurances and Development of Policies and Procedures**

Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613 (a) (1), each charter school must have on file with the Texas Education Agency (TEA) a plan that provides assurances that it has in effect policies, procedures and programs consistent with State policies and procedures governing special education. Charter schools are required to develop plans using the online Legal Framework for the Child-Centered Process following the guidance below. Posting plans on the Legal Framework is not required, but is strongly encouraged.

Electronic Submission

Region 18 Education Service Center (ESC) in coordination with other ESCs provides leadership to the State in the electronic development of charter policies and procedures through the online **Legal Framework for the Child-Centered Process Phase IV: "Charting the Course"** (Legal Framework-Phase IV) at <http://framework.esc18.net/>.

Applicant Assurance Statement

The sponsoring entity's CEO must sign the assurance statement below certifying that the proposed charter school will have in place upon opening the above-described special education policies and procedures. Once the contract is issued and a county district number is assigned, the charter holder will develop its policies and procedures through the online Legal Framework.

Future Updates to Policies and Procedures

Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

Technical Assistance

For questions concerning or information about the electronic submission of charter policies and procedures, please consult with your regional ESC special education contact at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.

Assurance Statement

By signing below, the sponsoring entity assures that the proposed charter school will have in place prior to opening policies and procedures that ensure implementation of IDEA 2004 and *all* federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.

Katie P. Stellar

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair
(must sign in blue ink)

March 19, 2014

Date

SAS 544-14
RFA 701-14-104

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: KATIE P. STELLAR
(Please Print or Type Full Name)

Employer or Company Represented: FIAFW, INC.
(Please Print or Type Full Name)

Position/Title: BOARD CHAIR
(Please Print or Type Full Name)

Date of contribution or gift: NOT APPLICABLE - NONE MADE/GIVEN.


Amount contribution or gift: NOT APPLICABLE - NONE MADE/GIVEN.

Name of person receiving contribution or gift: NOT APPLICABLE - NONE GIVEN

Detailed description of contribution or gift: NOT APPLICABLE - NONE GIVEN

KATIE P. STELLAR
Print or Type Name of Sponsoring Entity Board President

3/21/2014
Date


Signature of Sponsoring Entity Board President

Date

GENERATION 19 ELIGIBILITY DOCUMENTATION COVER SHEET AND COMPLETENESS CHECKLIST

A complete eligibility documentation submission must be assembled in this order:

- X 1. Completed Eligibility Documentation Coversheet
- X 2. 501(c)(3) determination letter from the IRS
- X 3. Articles of Incorporation (*if incorporated before December 31, 2005*) OR Certificate of Filing and Certificate of Formation (*if incorporated after January 1, 2006*), and any amendments to these documents
- X 4. Current bylaws including any amendments
- X 5. Attendance receipt from an applicant information session
- X 6. Copies of the published notice(s) of the public meetings held for each proposed campus, as they appeared in PRINTED MEDIA.
- 7. Applicants from other states:
 - a. The completed Out of State Portfolio Demonstration Form (*found on the next page of this document*)
 - b. Copies of the state-issued performance data for EVERY charter school/campus currently in operation

Name of Sponsoring Entity FIAFW, Inc.

Primary contact person: Katie P. Stellar

Phone Number: 817.456.7261 Email: catchfia@gmail.com

Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization
Katie P. Stellar

Name of Sponsoring Entity Board Chair  March 19, 2014

Signature of Sponsoring Entity Board Chair Date

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

DEPARTMENT OF THE TREASURY

Date: **FEB 15 2011**

FIAFW INC
C/O KATIE STELLAR
1609 N RIVERSIDE DR
FORT WORTH, TX 76111

Employer Identification Number:
27-3936300
DLN:
17053347347000
Contact Person: JAMIE N HEITBRINK ID# 31644
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
November 5, 2010
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

Form 202

Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
FAX: 512/463-5709



**Certificate of Formation
Nonprofit Corporation**

Filed in the Office of the
Secretary of State of Texas
Filing #: 801340089 11/05/2010
Document #: 338995240007
Image Generated Electronically
for Web Filing

Filing Fee: \$25

Article 1 - Corporate Name

The filing entity formed is a nonprofit corporation. The name of the entity is :

FIAFW, Inc.

Article 2 - Registered Agent and Registered Office

A. The initial registered agent is an organization (cannot be corporation named above) by the name of:

United States Corporation Agents, Inc.

OR

B. The initial registered agent is an individual resident of the state whose name is set forth below:

C. The business address of the registered agent and the registered office address is:

Street Address:

**Quarry Oaks-Bldg A, 10900 S. Stonelake Blvd.
Ste. A-320 Austin TX 78759**

Consent of Registered Agent

A. A copy of the consent of registered agent is attached.

OR

B. The consent of the registered agent is maintained by the entity.

Article 3 - Management

A. Management of the affairs of the corporation is to be vested solely in the members of the corporation.

OR

B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below.

Director 1: **Lori Manning**

Title: **Director**

Address: **3113 Sonora Trail Fort Worth TX, USA 76116**

Director 2: **Judy Goodwin**

Title: **Director**

Address: **6550 Camp Bowie Ste.110 Fort Worth TX, USA 76116**

Director 3: **Katie Stellar**

Title: **Director**

Address: **1609 N. Riverside Fort Worth TX, USA 76111**

Article 4 - Organization Structure

A. The corporation will have members.

or

B. The corporation will not have members.

Article 5 - Purpose

The corporation is organized for the following purpose or purposes:

To be a life changing motivational entity that sponsors educational opportunities, inspirational conferences, and promotes the strengthening of family.

Supplemental Provisions / Information

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The business activity for said organization is as follows: To be a life changing motivational entity that sponsors educational opportunities, inspirational conferences, and promotes the strengthening of family.

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

Upon the dissolution of this corporation, assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

[The attached addendum, if any, is incorporated herein by reference.]

Effectiveness of Filing

A. This document becomes effective when the document is filed by the secretary of state.

OR

B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its signing. The delayed effective date is:

Organizer

The name and address of the organizer are set forth below.

Sandra Bryant 101 N. Brand Blvd., 10th Floor, Glendale, CA 91203

Execution

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

Sandra Bryant

Signature of organizer.

FILING OFFICE COPY

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697



Hope Andrade
Secretary of State

Office of the Secretary of State

November 08, 2010

Attn: Legalzoom.com, Inc.

Legalzoom.com, Inc.
7083 Hollywood Blvd., Suite 180
Los Angeles, CA 90028 USA

RE: FIAPW, Inc.
File Number: 801340089

It has been our pleasure to file the certificate of formation and issue the enclosed certificate of filing evidencing the existence of the newly created nonprofit corporation.

Nonprofit corporations do not automatically qualify for an exemption from federal and state taxes. Shortly, the Comptroller of Public Accounts will be contacting the corporation at its registered office for information that will assist the Comptroller in setting up the franchise tax account for the corporation. Information about franchise tax, and contact information for the Comptroller's office, is available on their web site at <http://window.state.tx.us/taxinfo/franchise/index.html>. For information on state tax exemption, including applications and publications, visit the Comptroller's Exempt Organizations web site at <http://window.state.tx.us/taxinfo/exempt/index.html>. Information on exemption from federal taxes is available from the Internal Revenue Service web site at www.irs.gov.

Nonprofit corporations do not file annual reports with the Secretary of State, but do file a report not more often than once every four years as requested by the Secretary. It is important for the corporation to continuously maintain a registered agent and office in Texas as this is the address to which the Secretary of State will send a request to file a periodic report. Failure to maintain a registered agent or office in Texas, failure to file a change to the agent or office information, or failure to file a report when requested may result in the involuntary termination of the corporation. Additionally, a nonprofit corporation will file documents with the Secretary of State if the corporation needs to amend one of the provisions in its certificate of formation. If we can be of further service at any time, please let us know.

Sincerely,

Corporations Section
Business & Public Filings Division
(512) 463-5555
Enclosure

Phone: (512) 463-5555
Prepared by: Clarissa Davie

Come visit us on the internet at <http://www.sos.state.tx.us/>
Fax: (512) 463-5709
TID: 10286

Dial: 7-1-1 for Relay Services
Document: 338995240007

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697



Hope Andrade
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING OF

FIAPW, Inc.
File Number: 801340089

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 11/05/2010

Effective: 11/05/2010



A handwritten signature in black ink, appearing to read "Hope Andrade".

Hope Andrade
Secretary of State

**BY-LAWS OF
FIAFW, Inc.
A NOT-FOR-PROFIT CORPORATION**

ARTICLE I ORGANIZATION

The name of the organization shall be:
FIAFW, Inc.

The organization shall have a seal which shall be in the following form:
The seal includes a circular posting with FIAFW, Inc. and the date of formation.
The organization may at its pleasure by a vote of the membership body change its name.

ARTICLE II PURPOSES

The following are the purposes for which this organization has been organized:
FIAFW is a non profit entity organized and operated exclusively for educational and charitable purposes. Specifically this organization has been formed to educate the public on subjects useful to the individual and beneficial to the community and B) instruct individuals for the purpose of improving or developing programs that further the corporations purpose:

ARTICLE III MEMBERSHIP

Membership in this organization shall be open to all who:
Membership will be requested to pay \$50.00 to help cover costs of communicating with them.
Membership will be expected to volunteer in the organization.
Membership is open to all races, faiths, and origins.

ARTICLE IV MEETINGS

The annual membership meeting of this organization shall be held on the 18 day of July each and every year except if such day be a legal holiday, then and in that event, the Board of Directors shall fix the day but it shall not be more than two weeks from the date fixed by these By-Laws.

The Secretary shall cause to be mailed to every member in good standing at his address as it appears in the membership roll book in this organization a notice telling the time and place of such annual meeting.

Regular meetings of this organization shall be held at:
1609 N. Riverside Drive, Fort Worth, Texas, 76111

The presence of not less than sixty-six (66 %) percent of the members shall constitute a quorum and shall be necessary to conduct the business of this organization; but a lesser percentage may adjourn the meeting for a period of not more than two weeks from the date scheduled by these By-Laws and the secretary shall cause a notice of this scheduled meeting to be sent to all those members who were not present at the meeting originally called. A quorum as herein before set forth shall be required at any adjourned meeting.

Special meetings of this organization may be called by the president when he deems it for the best interest of the organization. Notices of such meeting shall be mailed to all members at their addresses as they appear in the membership roll book at least ten (10) days before the scheduled date set for such special meeting. Such notice shall state the reasons that such meeting has been called, the business to be transacted at such meeting and by whom it was called. At the request of sixty-six (66 %) percent of the members of the Board of Directors or sixty-six (66 %) percent of the members of the organization, the president shall cause a special meeting to be called but such request must be made in writing at least ten (10) days before the requested scheduled date.

No other business but that specified in the notice may be transacted at such special meeting without the unanimous consent of all present at such meeting.

ARTICLE V VOTING

At all meetings, except for the election of officers and directors, all votes shall be by voice. For election of officers, ballots shall be provided and there shall not appear any place on such ballot that might tend to indicate the person who cast such ballot.

At any regular or special meeting, if a majority so requires, any question may be voted upon in the manner and style provided for election of officers and directors.

At all votes by ballot the chairman of such meeting shall, prior to the commencement of balloting, appoint a committee of three who shall act as "Inspectors of Election" and who shall, at the conclusion of such balloting, certify in writing to the Chairman the results and the certified copy shall be physically affixed in the minute book to the minutes of that meeting.

No inspector of election shall be a candidate for office or shall be personally interested in the question voted upon.

ARTICLE VI ORDER OF BUSINESS

1. Roll Call.
2. Reading of the Minutes of the preceding meeting.
3. Reports of Committees.
4. Reports of Officers.
5. Old and Unfinished Business.
6. New Business.
7. Adjournments.

ARTICLE VII BOARD OF DIRECTORS

The business of this organization shall be managed by a Board of Directors consisting of 3-7 members, together with the officers of this organization. At least one of the directors elected shall be a resident of the State of Texas and a citizen of the United States.

The directors to be chosen for the ensuing year shall be chosen at the annual meeting of this organization in the same manner and style as the officers of this organization and they shall serve for a term of two years.

The Board of Directors shall have the control and management of the affairs and business of this organization. Such Board of Directors shall only act in the name of the organization when it shall be regularly convened by its chairman after due notice to all the directors of such meeting.

Sixty-six (66 %) percent of the members of the Board of Directors shall constitute a quorum and the meetings of the Board of Directors shall be held regularly on quarterly rotations based on school schedule.

Each director shall have one vote and such voting may not be done by proxy.

The Board of Directors may make such rules and regulations covering its meetings as it may in its discretion determine necessary.

Vacancies in the Board of Directors shall be filled by a vote of the majority of the remaining members of the Board of Directors for the balance of the year.

The President of the organization by virtue of his office shall be Chairman of the Board of Directors.

The Board of Directors shall select from one of their members a secretary.

A director may be removed when sufficient cause exists for such removal. The Board of Directors may entertain charges against any director. A director may be represented by counsel upon any removal hearing. The Board of Directors shall adopt such rules for this hearing as it may in its discretion consider necessary for the best interests of the organization.

ARTICLE VIII OFFICERS

The initial officers of the organization shall be as follows:

President: Katie Staller
Vice-President: Mary Claire Lowrance
Secretary: Judy Goodwin
Treasurer: Lori Manning

The President shall preside at all membership meetings.

He shall by virtue of his office be Chairman of the Board of Directors.

He shall present at each annual meeting of the organization an annual report of the work of the organization.

He shall appoint all committees, temporary or permanent.

He shall see all books, reports and certificates required by law are properly kept or filed.

He shall be one of the officers who may sign the checks or drafts of the organization.

He shall have such powers as may be reasonably construed as belonging to the chief executive of any organization.

The Vice President shall in the event of the absence or inability of the President to exercise his office become acting president of the organization with all the rights, privileges and powers as if he had been the duly elected president.

The Secretary shall keep the minutes and records of the organization in appropriate books.

It shall be his duty to file any certificate required by any statute, federal or state.

He shall give and serve all notices to members of this organization.

He shall be the official custodian of the records and seal of this organization.

He may be one of the officers required to sign the checks and drafts of the organization.

He shall present to the membership at any meetings any communication addressed to him as Secretary of the organization.

He shall submit to the Board of Directors any communications which shall be addressed to him as Secretary of the organization.

He shall attend to all correspondence of the organization and shall exercise all duties incident to the office of Secretary.

The Treasurer shall have the care and custody of all monies belonging to the organization and shall be solely responsible for such monies or securities of the organization. He shall cause to be deposited in a regular business bank or trust company a sum not exceeding \$ 250,000 and the balance of the funds of the organization shall be deposited in a savings bank except that the Board of Directors may cause such funds to be invested in such investments as shall be legal for a non-profit corporation in this state.

He must be one of the officers who shall sign checks or drafts of the organization. No special fund may be set aside that shall make it unnecessary for the Treasurer to sign the checks issued upon it.

He shall render at stated periods as the Board of Directors shall determine a written account of the finances of the organization and such report shall be physically affixed to the minutes of the Board of Directors of such meeting.

He shall exercise all duties incident to the office of Treasurer.

Officers shall by virtue of their office be members of the Board of Directors.

No officer shall for reason of his office be entitled to receive any salary or compensation, but nothing herein shall be construed to prevent an officer or director for receiving any compensation from the organization for duties other than as a director or officer.

ARTICLE IX SALARIES

The Board of Directors shall hire and fix the compensation of any and all employees which they in their discretion may determine to be necessary for the conduct of the business of the organization.

ARTICLE X COMMITTEES

All committees of this organization shall be appointed by the Board of Directors and their term of office shall be for a period of one year or less if sooner terminated by the action of the Board of Directors.

The permanent committees shall be:

- Expansion and Growth Committee-visioning for future educational endeavors
- Facilities and Maintenance Committee-responsible for clean-up and facility upkeep

ARTICLE XI DUES

The dues of this organization shall be \$ 50.00 per annum and shall be payable on June.

ARTICLE XII AMENDMENTS

These By-Laws may be altered, amended, repealed or added to by an affirmative vote of not less than sixty-six (66 %) percent of the members.

Adopted by the directors of FIAFW, Inc
on: Decemeber 2, 2010

By:

[signature of directors above]

**CONFLICT OF INTEREST POLICY
OF
FLAFW, INC.**

ARTICLE I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings

ARTICLE V

Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

M6

Texas Education Agency
Division of Charter School Administration
Generation 19 Applicant Information Session
Registration Form

This form must be completed using Adobe Acrobat. Preview, the default program for working with PDF files on a Mac, will not work correctly.


Applicants must attend one of the two sessions. Proof of attendance will be provided to attendees for inclusion in the submitted application in response to the Generation 19 Request for Application (RFA).

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.


Proposed Charter School Name: High Point Academy

Sponsoring Entity Name: FIAFW, Inc.

Application Contact Name: Katie P. Stellar 

Title/Role: Bd. Chair

Email: Catchfia@gmail.com Phone: 817.456.7261

Board Member Attending: Dana Yates 

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Date of Session: Friday, February 7, 2014, 9:00 a.m. - 1:00 p.m.

Friday, March 7, 2014, 9:00 a.m. - 1:00 p.m.

2014 MAR -7 AM 9:39
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Email the completed form by clicking on the "Submit by Email" at the bottom of the page,
OR
fax it to the attention of Rick Salvo at 512-463-9732

If you have any questions about the sessions or registration, please contact Rick Salvo at
512-463-9789 or

Submit by Email

High Point Academy

www.star-telegram.com

Legal Notices

the individual meetings should be directed to Mike Bennett (817) 392-7910

PROPOSED CHARTER school: High Point Academy will have community meetings for west Fort Worth @ 8:00am, Sat, March 22. Holiday Inn: 2730 Cherry Lane, FW, Northwest Fort Worth 10AM located at Comfort Suites, 3751 Tanacross Dr, and East Fort Worth 1:30 PM at the Central Chapel Meeting Room, 500 W Third st. FW. FIAFW, INC. and board members: Katie Stellar, Dana Yates, Jaye Sanford, Connie Barnett, Gary Colton, George Vasquez, Randy Spradlin, BK Myles, and Donald Nemeec Invite you to attend.

ORDINANCE NO. 2014-15 an ordinance Issuing a conditional use permit in accordance with section 48 of ordinance no. B2-73, the comprehensive zoning ordinance of the city of grapevine, texas, same being also known as appendix 066 of the city code, by granting conditional use permit cu14-07 to amend the site plan approved by ordinance no. 2013-58, as amended, to increase the approved building height for office

Legal Notices

publicly opened shortly after the closing time at the following location:

City of Grapevine Service Center Conference Room 501 Shady Brook Drive Grapevine, TX 76051

RFP submittal results may be presented to the City Council at which time the City reserves the right to accept or reject any or all responses and to waive any informalities in the RFP responses.

REAL ESTATE FOR SALE

LongTide Homes



N.Richland Hills Sale

ZERO MOVE IN Just make pymts. 3 & 4 BR homes with 620 score. American Realty 817-313-2186.

Roanoke for Sale

ZERO MOVE IN. Just make pymts. 3 & 4 BR Homes with 620 score. American Realty 817-2186.

Parker County For Sale

ALEDO ISD - PHASE 2 2+ ACRES \$100,000 & up. Restricted, secluded, beautiful land. Only a few lots left! Call Jeff 817-921-3083

Open House

76116 - 6420 Greenway, 2 BR/1 BA 1,443 sf, \$219,000 Open house Sunday March 23, 1:00-4:00 806-252-0314

Commercial Property

RETIRING -TRACTOR & equipment dealership for sale. Burleson, Alvarado area 817-312-6041 aft 6pm

Mobile Homes Sale

BUYING OLDER Mob Homes/Offices & storage buildings. 817-629-7531

NO CREDIT CHECK! OWNER FINANCE! Single & Double Wide mobile homes set up on lots. Different areas to choose from! (817) 242-3427

Manufactured/Modular

I WILL BUY OR LIST YOUR Mobile Home. Call 817-395-2990

More For Your Money

YOU ARE approved for a new mobile home!! No credit?? NO PROBLEM!! No social security?? NO PROBLEM! RBI 36707 Call 940-479-9001

www.crazyredsmobilehomes.com Manufactured/Modular Homes Sale

Real Estate Services

KATHY

Real Estate Services

I Buy Houses CASH!! Quick Sale - Fair Price 817-590-9767

REAL ESTATE FOR RENT

Apt - Arlington

76010 - BILLS PAID! \$90 Dep. No app. fees Efficiencies, 1, 2 & 3 bedrooms avail. Call 817-640-1051

Apt - Fort Worth

ARL HTS 2-1-cp, small complex, quiet, no pets, \$595+ 817-738-5729

Apt - Mid Cities

LOOK

Thursday, March 20, 2014 15C

Fort Worth For Rent

BAD CREDIT APPROVED Why Rent When You Can Own! 817-447-0089 www.firststepmgt.com

1 BDRM dplx, electric pd, \$150 wk, 3100 NW 29th 817-986-8607

76105 - 3bdr Duplex \$165/wk, 1bdr Duplex \$106/wk 817-903-5235

76106 3 bdrm dplx \$600. mo, 3100 NW 29th, Sec8 Okay 817-986-8607 or 817-625-2856

76107 NICE brick 2bdrm+office, 2.1 bath 2 garage \$2650 avail now. Bobby Dalton RE. 817-737-9800 or 817-929-9924

76108- LOVELY 2-2-2, great area, w/bfp, patio, \$995 (817) 595-2616

76111 2-1-CP wood flrs, washer dryer lawn care incl \$695 817-480-7868

76112 - Very Clean 5-2 1800sf, East 820 & 130 area \$1200/mo + deposits, no pets/no smoking 972-974-1991

76116- REMODELED 3-2 and 2-1 fenced corner lot, off 130 & Green Oaks, must lease together \$1,300/m (817) 808-9296

76116 - 2-1/2 3209 Las Vegas Trl \$600/\$300dp 817-714-4371

STAAR Assessment Timeline

Grade 5 SCIENCE

Bolded student expectations are Readiness Standards.

Non-bolded student expectations are Supporting Standards.

Reporting Category 1: Matter and energy The student will demonstrate an understanding of the properties of matter and energy and their interactions.

[3.5C] Predict, observe, and record changes in the state of matter caused by heating or cooling.

[5.5A] Classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy.

[5.5B] Identify the boiling and freezing/melting points of water on the Celsius scale.

[5.5C] Demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand.

[5.5D] Identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water.

Reporting Category 2: Force, Motion, and Energy. The student will demonstrate an understanding of force, motion, and energy and their relationships.

[3.6B] Demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons.

[5.6A] Explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy.

[5.6B] Demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat and sound.

[5.6C] Demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water.

[5.6D] Design an experiment that tests the effect of force on an object.

Reporting Category 3: Earth and space. The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.

[3.7B] Investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides.

[3.8D] Identify the planets in Earth's solar system and their position in relation to the Sun.

[4.7A] Examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants.

[4.7C] Identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources including coal, oil, and natural gas; and the importance of conservation.

[4.8A] Measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key.

[4.8B] Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process.

[4.8C] Collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time.

[5.7A] Explore the processes that led to the formation of sedimentary rocks and fossil fuels.

[5.7B] Recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water and ice.

[5.7C] Identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels.

[5.7D] Identify fossils as evidence of past living organisms and the nature of the environments at the time using models.

[5.8A] Differentiate between weather and climate.

[5.8B] Explain how the Sun and the ocean interact in the water cycle.

[5.8C] Demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky.

[5.8D] Identify and compare the physical characteristics of the Sun, Earth and Moon.

Reporting Category 4: Organisms and Environments. The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.

[3.9A] Observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem.

[3.10C] Investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs.

[5.9A] Observe the way organisms live and survive in their ecosystems by interacting with the living and non-living elements.

[5.9B] Describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through the food chain and food web to consumers and decomposers.

[5.9C] Predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways.

[5.9D] Identify the significance of the carbon dioxide –oxygen cycle to the survival of plants and animals.

[5.10A] Compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals.

[5.10B] Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of beak and learned behaviors such as animal learning tricks or a child riding a bicycle.

[5.10C] Describe the differences between complete and incomplete metamorphosis of insects.

Scientific Investigation and Reasoning Skills. These skills are not listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1-4.

[5.1A] Demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations.

[5.1B] Make informed choices in the conservation, disposal, and recycling of materials.

[5.2A] Describe, plan, and implement simple experimental investigations testing one variable.

[5.2B] Ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology.

[5.2C] Collect information by detailed observations and accurate measuring.

[5.2D] Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.

[5.2E] Demonstrate that repeated investigations may increase the reliability of results.

[5.2F] Communicate valid conclusions in both written and verbal forms.

[5.2G] Construct appropriate simple graphs, tables, maps, and charts using technology including computers to organize, examine, and evaluate information.

[5.3A] In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of the scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.

[5.3B] Evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels.

[5.3C] Draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works.

[5.3D] Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.

[5.4a] Collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, band lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, metric sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums.

[5.4B] Use safety equipment, including safety goggles and gloves.

Important Note: These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1-4 and will be identified along with content standards.

Grade 5 Science Scope & Sequence

PHYSICAL

Unit 1-Measurable Properties of Matter—22 Days

(1st 6 weeks)

August 27-September 26

Physical State, Mass, Volume, Relative Density,
Magnetism
5.5A, 5.5B

Unit 2- Mixtures & Solutions

—7 Days

(1st & 2nd 6 weeks)

September 30-October 8

Physical Properties of Mixtures & Solutions; Solubility
5.2A, 5.4B, 5.5A, C, D

Unit 3- Force, Motion, & Energy

—12 Days

(2nd 6 weeks)

October 9-October 25

Energy Forms: Mechanical, Light, Thermal, Electrical,
Sound; Insulators, Conductors
5.2F,G, 5.3B,D, 5.4A, 5.5A, 5.6A-, D1.6B

EARTH

Unit 4- Natural World Patterns and Interactions—20 Days

(2nd & 3rd 6 weeks)

October 28-November 22

Order of planets, Position/Movement/Physical Characteristics of Earth, Moon, Sun; Sequences & Patterns of change in shadows, tides, season Sun & Ocean Interaction in Water Cycle, Weather & Climate
3.8 C,D 4.BC 5.4A, 5.8A,B,C,D

Unit 5-Constant Changing of the Earth's Surface—19 Days

(3rd & 4th 6 weeks)

November 25-January 10

Weathering, Erosion, Deposition, Soil, Formation, Rapid Changes, Fossils
5.3A, 5.7B, 4.7A,B 3.7B,C

Unit 6-Earth's Resources—14 Days

(4th 6 weeks)

January 13-January 31

Fossil Fuels, Sedimentary Rock,
Renewable/Nonrenewable Natural Resources;
Alternative Energy Sources
5.1B, 5.7A,C,D, 4.7C

LIFE

Unit 7-Ecosystems—19 Days

(4th & 5th 6 weeks)

February 3-February 28

(Ecosystem Interactions & Changes, Producers, Consumers, Decomposers, Food Webs)
5.9A-D

Unit 8-Organisms & the Environment

—27 Days

(5th 6 weeks)

March 3-April 11

Life Cycles, Inherited Traits, Learned Behaviors
5.10A-C

SCHNCK STAAR

April 23, 2014

HEALTH

Unit 9-Healthy Living

—27 Days

(6th 6 weeks)

April 24-June 2

Grade 5 Science Scope & Sequence

PHYSICAL

Unit 1-Measurable Properties of Matter—22 Days

(1st 6 weeks)

August 27-September 26

Physical State, Mass, Volume, Relative Density,
Magnetism
5.5A, 5.5B

Unit 2- Mixtures & Solutions —7 Days

(1st & 2nd 6 weeks)

September 30-October 8

Physical Properties of Mixtures & Solutions; Solubility
5.2A, 5.4B, 5.5A, C, D

Unit 3- Force, Motion, & Energy —12 Days

(2nd 6 weeks)

October 9-October 25

Energy Forms: Mechanical, Light, Thermal, Electrical,
Sound; Insulators, Conductors
5.2F,G, 5.3B,D, 5.4A, 5.5A, 5.6A-, D3.6B

EARTH

Unit 4- Natural World Patterns and Interactions—20 Days

(2nd & 3rd 6 weeks)

October 28-November 22

Order of planets, Position/Movement/Physical
Characteristics of Earth, Moon, Sun; Sequences &
Patterns of Change in shadows, tides, season Sun &
Ocean interaction in Water Cycle, Weather & Climate
3.8 C,D 4.8C 5.4A, 5.8A,B,C,D

Unit 5-Constant Changing of the Earth's Surface—19 Days

(3rd & 4th 6 weeks)

November 25-January 10

Weathering, Erosion, Deposition, Soil, Formation, Rapid
Changes, Fossils
5.3A, 5.7B, 4.7A,B, 3.7B,C

Unit 6-Earth's Resources—14 Days (4th 6 weeks)

January 13-January 31

Fossil Fuels, Sedimentary Rock,
Renewable/Nonrenewable Natural Resources;
Alternative Energy Sources
5.1B, 5.7A,C,D, 4.7C

LIFE

Unit 7-Ecosystems—19 Days

(4th & 5th 6 weeks)

February 3-February 28

(Ecosystem Interactions & Changes, Producers,
Consumers, Decomposers, Food Webs)
5.9A-D

Unit 8-Organisms & the Environment —27 Days

(5th 6 weeks)

March 3-April 11

Life Cycles, Inherited Traits, Learned Behaviors
5.10A-C

SCIENCE STAAR

April 23, 2014

HEALTH

Unit 9-Healthy Living

—27 Days

(6th 6 weeks)

April 24-June 2

**Gr. 8 STAAR Instructional Timeline
MATHEMATICS**

Reporting Categories/TEKS Student Expectations		1 st	2 nd	3 rd	4 th	5 th	6 th
<i>Reporting Category 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.</i>							
8.1A	Compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals. Standard Readiness	X					
8.1B	Select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships. Standard Supporting		X				
8.1C	Approximate (mentally) the value of irrational numbers as they arise from problem situations (such as π , $\sqrt{2}$). Standard Supporting	X			X		
8.1D	Express numbers in scientific notation, including negative exponents, in appropriate problem situations. Standard Supporting	X					
8.1E	Compare and order real numbers with a calculator. Standard Supporting	X					
8.2A	Select appropriate operations to solve problems involving rational numbers and justify the selections. Standard Supporting	X					
8.2B	Use appropriate operations to solve problems involving rational numbers in problem situations. Standard Readiness	X					
8.2C	Evaluate a solution for reasonableness. Standard Supporting	X					
8.2D	Use multiplication by a constant factor (unit rate) to represent proportional relationships. Standard Supporting		X				
<i>Reporting Category 2: The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.</i>							
8.3A	Compare and contrast proportional and non-proportional linear relationships. Standard Supporting			X			
8.3B	Estimate and find solutions to application problems involving percents and other proportional relationships such as similarity and rates. Standard Readiness		X				
8.4A	Generate a different representation of data given another representation of data (such as a table, graph, equation, or verbal description). Standard Readiness	X	X				
8.5A	Predict, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations. Standard Readiness		X				X
8.5B	Find and evaluate an algebraic expression to determine any term in an arithmetic sequence (with a constant rate of change). Standard Supporting	X					
<i>Reporting Category 3: The student will demonstrate an understanding of geometry and spatial reasoning.</i>							
8.6A	Generate similar figures using dilations including enlargements and reductions. Standard Readiness		X	X			
8.6B	Graph dilations, reflections, and translations on a coordinate plane. Standard Supporting			X			
8.7A	Draw three-dimensional figures from different perspectives. Standard Supporting			X			
8.7B	Use geometric concepts and properties to solve problems in fields such as art and architecture. Standard Supporting			X			

8.7C Use pictures or models to demonstrate the Pythagorean Theorem. Supporting Standard			x			
8.7D Locate and name points of a coordinate plane using ordered pairs of rational numbers. Supporting Standard	x		x			

Reporting Categories/TEKS Student Expectations		1 st	2 nd	3 rd	4 th	5 th	6 th
Reporting Category 4: The student will demonstrate an understanding of the concepts and uses of measurement.							
8.8A	Find lateral and total surface area of prisms, pyramids, and cylinders using models and nets (two-dimensional models). Standard				X		
	Supporting						
8.8B	Connect models of prisms, cylinders, pyramids, spheres, and cones to formulas for volume of these objects. Standard				X		
	Supporting						
8.8C	Estimate measurements and use formulas to solve application problems involving lateral and total surface area and volume. Standard				X		
	Readiness						
8.9A	Use Pythagorean Theorem to solve real-life problems. Standard				X		
	Readiness						
8.9B	Use proportional relationships in similar two-dimensional figures or similar three-dimensional figures to find missing measurements. Standard			X			
	Readiness						
8.10A	Describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally. Standard				X		
	Supporting						
8.10B	Describe the resulting effect on volume when dimensions of a solid are changed proportionally. Standard				X		
	Supporting						
Reporting Category 5: The student will demonstrate an understanding of probability and statistics.							
8.11A	Find the probabilities of dependent and independent events. Readiness Standard					X	
	Readiness Standard						
8.11B	Use theoretical probabilities and experimental results to make predictions and decisions. Standard					X	
	Supporting						
8.11C	Select and use different models to simulate an event.					X	
8.12A	Use variability (range, including interquartile range (IQR)) and select the appropriate measure of central tendency to describe a set of data and justify the choice for a particular situation. Standard				X		
	Supporting						
8.12B	Draw conclusions and make predictions by analyzing trends in scatterplots. Standard				X	X	
	Supporting						
8.12C	Select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology. Standard					X	
	Supporting						
8.13A	Evaluate methods of sampling to determine validity of an inference made from a set of data. Standard					X	
	Supporting						
8.13B	Recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis. Standard					X	
	Readiness						
The student will demonstrate an understanding of mathematical processes and tools used in problem solving.							
8.14A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.						
8.14B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.						
8.14C	Select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem or working backwards to solve a problem.						

8.14D	<i>Select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.</i>
8.15A	<i>Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.</i>
8.16A	<i>Make conjectures from patterns or sets of examples and nonexamples.</i>
8.16B	<i>Validate his/her conclusions using mathematical properties and relationships.</i>

Grade 8 Mathematics Scope and Sequence

First Semester: Apply all problem solving TEKS in context within each unit.
8.14A-D, 8.15A & B, and 8.16A & B

<i>Unit Focus</i>	<i>Estimated Days</i>	<i>TEKS</i>
Unit 1 Using algebraic notation and real number system to represent and solve problems in a variety of contexts (Part 1)	19 days Aug 26-Sep 20	8.1A, 8.1C, 8.1E, 8.1D, 8.2A, 8.2B, 8.2C
Unit 2 Using algebraic notation and real number system to represent and solve problems in a variety of contexts (Part 2)	20 days Sep 23- Oct 22	8.5B, 8.7D, 8.4A, 8.5A
Unit 3 Representing, applying and analyzing proportionality	23 days Oct 23-Nov22	8.1B, 8.3B, 8.2D, 8.6A, 8.3A, 8.9B
Unit 4 - Continued 2 nd Semester Using geometric characteristics and properties to solve problems (Part 1)	12 days Nov 25 – Dec 13	8.7D, 8.6B, 8.7A, 8.7B, 8.7C

Second Semester: Apply all problem solving TEKS in context within each unit.
8.14A-D, 8.15A & B, and 8.16A & B

<i>Unit Focus</i>	<i>Estimated Days</i>	<i>TEKS</i>
Unit 4 – Continued from 1 st Semester Using geometric characteristics and properties to solve problems (Part 1)	5 days Jan 7-Jan 13	8.9A
Unit 5 Using geometric characteristics and properties to solve problems (Part 2)	22 days Jan 17 – Feb 13	8.8A, 8.8B, 8.8C, 8.10A, 8.10B

<i>Unit Focus</i>	<i>Estimated Days</i>	<i>TEKS</i>
Unit 6 Using statistics and probability to analyze and summarize data sets	15 days Feb 14 – Mar 7	8.12A, 8.12B, 8.12C, 8.13A, 8.13B, 8.11A, 8.11B, 8.11C
STAAR Review Data based. teacher designed curriculum	11 days Mar 17 – Mar 31	
Unit 7 Foundations of Algebra	38 days Apr 7 – May 23	<u>REVISED TEKS 2012</u> 8.4A, 8.4B, 8.4C, 8.5C, 8.5G, 8.8A, 8.8B, 8.9A, 8.7D

STAAR Instructional Timeline - English I

Reporting Categories/TEKS Student Expectations	TEKS	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
Reporting Category 1: Understanding and Analysis Across Genres							
Students are expected to:							
• determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes Supporting Standard	9.1(A)	X	X	X	X	X	X
• analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words Readiness Standard	9.1(B)	X	X	X	X	X	X
• describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo) Supporting Standard	9.1(D)				X	X	
• use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology Readiness Standard	9.1(E)	X	X	X	X	X	X
• analyze how the genre of texts with similar themes shapes meaning Supporting Standard	9.2(A)	X			X		X
• synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence Supporting Standard	9.9(D)			X			
• make complex inferences about text and use textual evidence to support understanding Readiness Standard	9. Fig. 19(B)	X					
Reporting Category 2: Understanding and Analysis of Literary Texts							
Students are expected to:							
• analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature Supporting Standard	9.2(B)	X					
• relate the figurative language of a literary work to its historical and cultural setting Supporting Standard	9.2(C)	X	X	X	X	X	
• analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry Supporting Standard	9.3(A)	X	X	X		X	X
• explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text Supporting Standard	9.4(A)			X			
• analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development Supporting Standard	9.5(A)	X				X	
• analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils Readiness Standard	9.5(B)	X		X	X	X	

English I, continued

Reporting Categories/TEKS Student Expectations	TEKS	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
• analyze the way in which a work of fiction is shaped by the narrator's point of view Supporting Standard	9.5(C)	X		X	X	X	
• analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event Supporting Standard	9.6(A)		X				X
• explain the role of irony, sarcasm, and paradox in literary works Supporting Standard	9.7(A)			X		X	
• compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts Supporting Standard	9.12(A)		X	X			
• evaluate changes in formality and tone within the same medium for specific audiences and purposes Supporting Standard	9.12(D)		X				X
• make complex inferences about text and use textual evidence to support understanding Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama)	9. Fig. 19(B)	X	X	X	X	X	X
Reporting Category 3: Understanding and Analysis of Informational Texts							
Students are expected to:							
• explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose Readiness Standard	9.8(A)		X				
• summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion Readiness Standard	9.9(A)	X		X	X	X	X
• differentiate between opinions that are substantiated and unsubstantiated in the text Supporting Standard	9.9(B)			X			
• make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns Readiness Standard	9.9(C)		X			X	
• analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience Supporting Standard	9.10(A)			X			X
• analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions Supporting Standard	9.10(B)		X		X		
• analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications) Supporting Standard	9.11(A)				X		X
• analyze factual, quantitative, or technical data presented in multiple graphical sources Supporting Standard	9.11(B)				X		
• compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts Supporting Standard	9.12(A)		X	X			
• evaluate changes in formality and tone within the same medium for specific audiences and purposes Supporting Standard	9.12(D)		X				X
• make complex inferences about text and use textual evidence to support understanding Readiness Standard (Expository) / Supporting Standard (Persuasive)	9. Fig. 19(B)	X		X		X	

English I, continued

Reporting Categories/TEKS Student Expectations	TEKS	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
Reporting Category 4: Composition							
Students are expected to:							
• structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning Readiness Standard	9.13(B)	X					
• revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed Readiness Standard	9.13(C)	X	X				X
• edit drafts for grammar, mechanics, and spelling Readiness Standard	9.13(D)	X	X			X	X
• write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot Readiness Standard	9.14(A)	X			X	X	
• write an [analytical] essay of sufficient length that includes: Readiness Standard	9.15(A)	X	X				X
• effective introductory and concluding paragraphs and a variety of sentence structures	9.15(A) (i)	X	X				X
• rhetorical devices, and transitions between paragraphs	9.15(A) (ii)	X	X				X
• a controlling idea or thesis	9.15(A) (iii)	X	X				X
• an organizing structure appropriate to purpose, audience, and context	9.15(A) (iv)	X	X				X
• relevant information and valid inferences	9.15(A) (v)	X	X				X
Reporting Category 5: Revision							
Students are expected to:							
• revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed Readiness Standard	9.13(C)	X	X				X
• write an [analytical] essay of sufficient length that includes	9.15(A)	X	X	X			X
• effective introductory and concluding paragraphs and a variety of sentence structures Supporting Standard	9.15(A) (i)	X	X	X			X
• rhetorical devices, and transitions between paragraphs Supporting Standard	9.15(A) (ii)	X	X	X			
• a controlling idea or thesis Supporting Standard	9.15(A) (iii)	X	X	X			
• an organizing structure appropriate to purpose, audience, and context Supporting Standard	9.15(A) (iv)	X	X	X			
• relevant information and valid inferences Supporting Standard	9.15(A) (v)	X	X	X			
• a clear thesis or position based on logical reasons supported by precise and relevant evidence Supporting Standard	9.16(A)				X		X

English I, continued

Reporting Categories/TEKS Student Expectations	TEKS	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
• counter-arguments based on evidence to anticipate and address objections Supporting Standard	9.16(C)				X		X
• an organizing structure appropriate to the purpose, audience, and context Supporting Standard	9.16(D)				X		X
• an analysis of the relative value of specific data, facts, and ideas Supporting Standard	9.16(E)				X		X
Reporting Category 6: Editing							
<i>Students are expected to:</i>							
• edit drafts for grammar, mechanics, and spelling Readiness Standard	9.13(D)	X	X			X	X
• use and understand the function of the following parts of speech in the context of reading, writing, [and speaking] Readiness Standard	9.17(A)				X		
• more complex active and passive tenses and verbals (gerunds, infinitives, participles) Supporting Standard	9.17(A) (i)				X		
• restrictive and nonrestrictive relative clauses Supporting Standard	9.17(A) (ii)				X		
• reciprocal pronouns (e.g., each other, one another) Supporting Standard	9.17(A) (iii)				X		
• use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) Readiness Standard	9.17(C)	X	X	X	X		
• use conventions of capitalization Readiness Standard	9.18(A)	X		X	X		
• use correct punctuation marks including Readiness Standard	9.18(B)	X		X	X		
• quotation marks to indicate sarcasm or irony Supporting Standard	9.18(B) (i)				X		
• comma placement in nonrestrictive phrases, clauses, and contrasting expressions Supporting Standard	9.18(B) (ii)	X			X		
• spell correctly, including using various resources to determine and check correct spellings Readiness Standard	9.19(A)	X	X	X			

English I Language Arts

Year at a Glance

First Semester		
<p>1st Six Weeks Big Idea: The Hero's Journey</p> <p>Genre Focus: Epic and Myth Resource: <i>Texas Treasures, and Mythology, Heroes, Gods and Monsters, or Myths and Folklore</i></p> <p>Writing Focus: Literary Text (story)—process</p>	<p>2nd Six Weeks Big Idea: Strength from Within</p> <p>Genre Focus: Literary Nonfiction Resource: <i>Farewell to Manzanar, Texas Treasures</i></p> <p>Writing Focus: Expository Text—process</p>	<p>3rd Six Weeks Big Idea: The Power of Love</p> <p>Genre Focus: Drama Resource: <i>Texas Treasures, Romeo and Juliet</i></p> <p>Writing Focus: Expository Text—timed or process Literary Text (script)—timed or process</p>
Second Semester		
<p>4th Six Weeks Big Idea: Going Against the Flow</p> <p>Genre Focus: Novel and related short stories Resource: <i>To Kill a Mockingbird, Texas Treasures</i></p> <p>Writing Focus: Expository Text—timed Literary Text—timed</p>	<p>5th Six Weeks Big Idea: Going Against the Flow</p> <p>Genre Focus: Novel and related expository pieces Resource: <i>To Kill a Mockingbird, Texas Treasures</i></p> <p>Writing Focus: Expository (begin Research Project)</p>	<p>6th Six Weeks Big Idea: Looking at the Lives Around Us</p> <p>Genre Focus: Nonfiction Resource: <i>Texas Treasures</i></p> <p>Writing Focus: Expository Text (continue Research Project, if necessary) Persuasive Text (introductory)</p>

Exit Requirements

Attachment E.2

Promotion Standards

In order for HPA Fort Worth students to move to the next grade level, they must show that they have reached HPA's "Promotion Standards" - what the State of Texas requires of all public school children. These standards generally include classroom grades and a local or state test.

In addition to local and state promotion requirements, the Texas Legislature created The Student Success Initiative (SSI) to ensure that students receive the instruction and support they need to be academically successful in reading and mathematics. Under SSI, students in 5th and 8th grade must pass the STAAR reading and math tests. For more information, contact your school

The High Point Academy Fort Worth (HPA) standards for promotion:

Grade Level	Promotion Standards
1 and 2	<ul style="list-style-type: none">• Students must pass High Frequency Word Test – Recognizing and reading words that appear very often in written and spoken language.• State requirement of overall yearly average of 70 or above and local requirement of an average of 70 or above in reading/language arts, mathematics, and science or social studies.• Students must have sufficient attendance*
3, 4 and 5	<ul style="list-style-type: none">• Students must pass STAAR (State of Texas Assessment of Academic Readiness) in reading and math.• State requirement of overall yearly average of 70 or above and local requirement of an average of 70 or above in reading, other language arts, mathematics, and science or social studies.• Students must have sufficient attendance*
6, 7 and 8	<ul style="list-style-type: none">• Students must pass STAAR in reading and math.• State requirement of overall yearly average of 70 or above and a local requirement of an average of 70 or above in three of the four core courses: Language arts (average of reading and English), mathematics,

	<p>science, and social studies.</p> <ul style="list-style-type: none"> • Students must have sufficient attendance*
9 12	<ul style="list-style-type: none"> • Students are promoted based on their total accumulated course credits prior to the beginning of the next school year. • Individual course credit is earned through a passing grade of 70% or above and sufficient attendance*

***Sufficient attendance:** A student's total number of unexcused absences cannot exceed 10% of class meetings

For English Language Learners, the Grade Placement Committee (GPC) in consultation with the Language Proficiency Assessment Committee (LPAC) will determine promotion standards.

For students with disabilities, the campus ARD/IEP committee will determine the promotion status based on mastery of IEP goals and objectives and /or course requirements.

If your child does not meet Promotion Standards, your school will contact you for further opportunities to receive additional instruction.

Student Success Initiative

The Student Success Initiative (SSI) was created by the Texas Legislature to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. High Point Academy participates in this initiative and will comply with all state standards.

Any student, not in grades 5th or 8th, can be considered for promotion based on

- 1) The students state assessment
- 2) The recommendation of the classroom teacher
- 3) The student's grades in each subject/course
- 4) Any other necessary information determined by High Point Academy

Adopted by the Board:

March 22, 2014

Graduation Credit Requirements for Students Entering Ninth Grade Beginning in 2012-2013

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
English Language Arts ♦	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, and III • English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. • The fourth credit of English may be selected from one full credit or a combination of two half credits of the following: <ul style="list-style-type: none"> ▪ English IV ▪ Research and Technical Writing ▪ Creative Writing ▪ Practical Writing Skills ▪ Literary Genres ▪ Business English (CTE) ▪ Journalism ▪ AP English Language and Composition ▪ AP English Literature and Composition 	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. 	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics ♦	<p>Three credits:</p> <ul style="list-style-type: none"> • Algebra I • Geometry • The final credit may be Algebra II. A student may not combine a half credit of Algebra II with a half credit from another mathematics course to satisfy the final mathematics credit requirement. • The final credit may be selected from one full credit or a combination of two half credits from any of the following: <ul style="list-style-type: none"> ▪ Precalculus ▪ Mathematical Models with Applications ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • The additional credit may be Mathematical Models with Applications and must be successfully completed prior to Algebra II. • The fourth credit may be selected from any of the following: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level • The additional credit may be selected from the following and may be taken after successful completion of Algebra I and Geometry and either after successful completion of or concurrently with Algebra II: <ul style="list-style-type: none"> ▪ Engineering Mathematics (CTE) ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) ▪ Statistics and Risk Management (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus ▪ AP Calculus ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level • The additional credit may be selected from the following after successful completion of Algebra I and Geometry and either after successful completion of or concurrently with Algebra II: <ul style="list-style-type: none"> ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)

High Point Academy

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

♦ College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.
* Distinguished Achievement Program requirements also include student achievement of four advanced measures. See TAC §74.74(d) for more information.

Graduation Credit Requirements for Students Entering Ninth Grade Beginning in 2012-2013

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
Science ♦	<p>Two credits:</p> <ul style="list-style-type: none"> • Biology • Integrated Physics and Chemistry (IPC) <p>May substitute a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry) or a physics credit (Physics, Principles of Technology, AP Physics, or IB Physics) for IPC but must use the other of these two courses as the academic elective credit.</p>	<p>Four credits:</p> <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics • The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following laboratory-based courses: <ul style="list-style-type: none"> ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems • The additional credit may be selected from the following laboratory-based courses and may be taken after successful completion of biology and chemistry and either after successful completion of or concurrently with physics: <ul style="list-style-type: none"> ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • The fourth credit may be selected from any of the following laboratory-based courses: <ul style="list-style-type: none"> ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems • The additional credit may be selected from laboratory-based courses and may be taken either after successful completion of biology and chemistry or after successful completion of or concurrently with physics: <ul style="list-style-type: none"> ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)
Social Studies ♦	<p>Three credits:</p> <ul style="list-style-type: none"> • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) • The final credit may be selected from the following: <ul style="list-style-type: none"> ▪ World History Studies (one credit) ▪ World Geography Studies (one credit) 	<p>Four credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) 	<p>Four credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit)

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

♦ College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.
* Distinguished Achievement Program requirements also include student achievement of four advanced measures. See TAC §74.74(d) for more information.

Graduation Credit Requirements for Students Entering Ninth Grade Beginning in 2012-2013

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
Academic Elective	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • World History Studies • World Geography Studies <ul style="list-style-type: none"> ▪ A student may not combine a half credit of either World History Studies or World Geography Studies with a half credit from another academic elective. • Any SBOE-approved science course • If substituting Chemistry or Physics for IPC, a student must use the other of these two courses as academic elective credit. 	None	None
Languages Other Than English †	None	Two credits: The credits must consist of any two levels in the same language.	Three credits: The in the same language insist of any three levels
Physical Education	<p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. • A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies). 	<p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. • A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies). 	<p>One credit:</p> <ul style="list-style-type: none"> • The required credit following one-half to one credit courses: <ul style="list-style-type: none"> ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. • A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies).
Speech	<p>One-half credit from either of the following:</p> <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	<p>One-half credit from either of the following:</p> <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	<p>One-half credit from either of the following:</p> <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE)

High Point Academy

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

• College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.
 • Distinguished Achievement Program requirements also include student achievement of four advanced measures. See TAC §74.74(d) for more information.

Graduation Credit Requirements for Students Entering Ninth Grade Beginning in 2012-2013

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
Fine Arts ♦	<p>One credit for students who entered Grade 9 in 2010-11 or later from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) • Digital Art and Animation (Technology Applications) • 3-D Modeling and Animation (Technology Applications) 	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) • Digital Art and Animation (Technology Applications) • 3-D Modeling and Animation (Technology Applications) 	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) • Digital Art and Animation (Technology Applications) • 3-D Modeling and Animation (Technology Applications)
Elective Courses ♦	<p>Six and one-half credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) <p>A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.</p>	<p>Five and one-half credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) <p>A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.</p>	<p>Four and one-half credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) <p>A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.</p>
Total Credits	22	26	26

High Point Academy

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

♦ College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.
* Distinguished Achievement Program requirements also include student achievement of four advanced measures. See [TAC §74.74\(d\)](#) for more information.

Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

APPROVED DURING CONTINGENCY PROCESS

Discipline	Foundation HSP
English Language Arts	Four credits: <ul style="list-style-type: none"> • English I • English II • English III • An advanced English course
Mathematics	Three credits: <ul style="list-style-type: none"> • Algebra I • Geometry • An advanced math course
Science	Three credits: <ul style="list-style-type: none"> • Biology • IPC or an advanced science course • An advanced science course
Social Studies	Three credits <ul style="list-style-type: none"> • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit) • World History or World Geography
Physical Education	One credit
Languages Other Than English	Two credits in the same language Two credits from Computer Science I, II, and III (other substitutions)
Fine Arts	One credit
Speech	<u>Demonstrated proficiency in speech skills</u>
Electives	Five credits
Total Credits	22

* Only available for students who entered grade 9 before the 2014-2015 school year

Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

Endorsements	<p>A student may earn an endorsement by successfully completing</p> <ul style="list-style-type: none"> • curriculum requirements for the endorsement • a total of four credits in mathematics • a total of four credits in science • two additional elective credits
STEM	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the STEM career cluster • Computer science • Mathematics • Science • A combination of no more than two of the categories listed above
Business and Industry	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster • The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook • Technology applications • A combination of credits from the categories listed above
Public Services	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster • JROTC
Arts and Humanities	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • Social studies • The same language in Languages Other Than English • Two levels in each of two language in Languages Other Than English • American Sign Language (ASL) • Courses from one or two categories (art, dance, music, and theater) in fine arts • English electives that are not part of Business and Industry
Multidisciplinary Studies	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence • Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics • Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts
Total Credits w/endorsement - 26	
Distinguished Level of Achievement	<ul style="list-style-type: none"> • A total of four credits in math, including credit in Algebra II • A total of four credits in science • Completion of curriculum requirements for at least one endorsement
Performance Acknowledgments	<ul style="list-style-type: none"> ▪ For outstanding performance <ul style="list-style-type: none"> • in a dual credit course • in bilingualism and biliteracy • on an AP test or IB exam • on the PSAT, the ACT-Plan, the SAT, or the ACT ▪ For earning a nationally or internationally recognized business or industry certification or license

APPROVED DURING CONTINGENCY PROCESS

Qualifications of Principal

Attachment E.3

High Point Academy has not yet determined the person for this position as of yet. The board will be making that decision in the near future.

As seen in our Supplemental HR Forms, Attachment O.7, the following qualifications are High Point Academy's expectations.

Education: Bachelor's Degree, Master preferred

Exp. Required: Combination of at least (10) years of successful experience as a classroom teacher and supervisor. A proven ability to relate to a variety of constituents, excellent written and verbal communication skills; Demonstrated leadership and management ability

Certification Required: Valid Texas Mid-Management Administrator or Principal Certification in process or completed. If certification is in process, it must be obtained within three years or at the discretion of the Board.

- Create a culture of high expectations for the school where students will be expected to succeed.
- Ensure compliance with all state and federal mandates within the educational staff
- Work with staff and CAO to develop curriculum and programs
- Responsible for Teacher and Support Staff Evaluations
- Focus the school on student performance results and require data driven decisions
- Demonstrate an awareness of community/school needs while articulating and seeking community support
- Work with COO/CAO to submit timely and accurate reports for TEA
- Promote relational importance in learning; support achievement in students and campus performance objectives
- Distribute information to parents and community in a timely and effective manner
- Directly oversee all teaching staff and support personnel
- Any other duties assigned by the CEO/Superintendent or CAO

Leadership Team

Attachment E.4

Chief Academic Officer

This Position has been filled by Connie Barnett

As seen in our Supplemental HR Forms, Attachment O.7, the following qualifications are High Point Academy's expectations.

Education: Bachelor's Degree, Master preferred

Exp. Required: Combination of at least (10) years of successful experience as a classroom teacher and supervisor. A proven ability to relate to a variety of constituents, excellent written and verbal communication skills; Demonstrated leadership and management ability

Certification Required: Valid Texas Mid-Management Administrator or Principal Certification in process or completed. If certification is in process, it must be obtained within three years or at the discretion of the Board.

- Create a culture of high expectations for the school where students will be expected to succeed.
- Provide instructional leadership to school officers and staff, including supervision of all school academic programming
- Manage educational personnel including hiring, supervision, evaluations, and professional development plans.
- Responsible for Principal and Teacher Evaluations
- Focus the school on student performance results and require data driven decisions
- Responsible for purchasing academic items with Title I, Federal grants and state designated funds
- Work with COO to submit timely and accurate reports for TEA
- Manage all STAAR, EOC compliance in the school

-Coordinate with Special Education.BE/ESL (LEP) meeting to have an administrative presence in all committee hearings

-Any other duties assigned by the Board or the CEO/Superintendent

High Point Academy

2014-2015 School Calendar

August 2014						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2015						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- Holiday
- Inservice (No school for students)
- Bad Weather Days
- First and Last Day of School
- Report Card
- Half Days End of Six Week Period

K-a	3-a	6-a
K-b	3-b	6-b
1-a	4-a	7-a
1-b	4-b	7-b
2-a	5-a	8-a
2-b	5-b	8-b

High Point Academy

High Point Academy

	English	History	Math	Science	PE/Dance	Piano	Sign	Choir	Theater	Art
1	8A	8B	7A	7B	4	6	6	Plan	Plan	Plan
2	Plan	STEAM	7B	Plan	1	PE 8	PE 8	6-7A	6-7A	6-7A
3	6A	6B	8A	8B	3	7	7	4/5	4/5	4/5
4 Elem Lunch	STEAM	Plan	Plan	7A	6	Lunch	Lunch	7B/8	7B/8	7B/8
5 Mid Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	K-1	K-1	K-1	K-1	K-1
6	7B	7A	6A	6B	5	8	8	Lunch	Lunch	Lunch
7	8B	7B	STEAM	8A	2	4/5	4/5	6-7A	6-7A	6-7A
8	6B	8A	8B	6A	7	2-3	2-3	2-3	2-3	2-3
9	7A	6A	6B	STEAM	Plan	Plan	Plan	7B-8	7B-8	7B-8

Admission and Enrollment

Attachment O.2

High Point Academy intends to recruit students and accept applications for the upcoming school year beginning on the first day of school after the New Year. We will use a lottery system at High Point with spill-over applicants being placed on a waiting list in the order their name was drawn. Below are the cut-off dates that will establish student admission into High Point Academy.

<u>DATE</u>	<u>ADMISSION ACTIVITY</u>
January 3 -March 1	Letters of Intent for Returning Students
January 3 -March 7 March 6	Prospective Student Applications Applications of Siblings and Staff Children
March 7	Admissions Lottery (if necessary)
March 15	Lottery Notification to Parents

All remaining applicants will be placed on the waiting list according to the order in which they were drawn. Any applications received after the lottery drawing will be placed on the waiting list in the order in which the application was received.

If High Point Academy has a grade or class that is oversubscribed, the following application process will be followed for that grade or class:

High Point Academy Lottery Process

1. A separate application must be completed for each student who wants to apply for admission to High Point Academy.
2. The application must be turned in to the High Point Academy office by March 6 midnight, electronically and paper by close of business day March 6.
3. Each application will be given an application number.
4. On the day of the Lottery (March 7), each application number will be placed into a secure container.
5. Numbers will be drawn randomly out of the container by a school official, witnessed by at least one other employee and a Notary Public, who will certify the results of the lottery.

6. All applicants will be notified in writing within six business days of the lottery regarding the results of the selection process.

Priority of enrollment will be given to the following classes of students, prior to the lottery. The classes are listed in order of priority:

1. Children and legal dependents of founders and current faculty/staff of High Point Academy
2. Siblings of currently enrolled students at High Point Academy

All founders, faculty/staff children, and siblings of students must fill out an application and turn it in by the appropriate deadlines. Prior to any lottery for oversubscribed grades, these students will be given open slots as long as they comprise only a small percentage of the enrollment. Parents will be notified by letter prior to the lottery date and they must return the acceptance letter to the office prior to the stated deadline.

The lottery will be held on March 7. If this day falls on a weekend, the lottery will occur on the first school day following the weekend. After the lottery has taken place on the designated date, students will receive notification by letter within six days regarding their application status. Remaining students will be placed on the waiting list, according to the order in which they were drawn.

- e) State whether a waiting list will be developed for the applicants who were not admitted through the lottery. If a waiting list will be used, describe the process.

A waiting list will be used at High Point Academy. A student will be placed on the waiting list, in order of the date in which their application was received. All lottery applicants will be placed on the waiting list in the order in which they were drawn, and the remaining applications will be placed in the order of receipt time stamped electronically and by school personnel in the office.

When a vacancy is created prior to or during the school year, the vacancy may or may not be filled, at the discretion of the school's Chief Academic Officer. If the school chooses to fill the vacancy, priority will be given as specified in the Priority for Enrollment section of this document. Students will be called and given 48 hours to verbally respond to an enrollment invitation. A student who fills a vacancy shall be deemed a currently enrolled student, and that student's enrollment shall continue beyond the current academic year, in accordance with the school's policies and procedures.

High Point Academy will accept applications outside the designated application period under two scenarios. If there are still open slots at the school, late applicants will fill these slots in the order in which their applications are received. If there are not open slots, the school will take

these late applicants and add them to the end of the waiting list based on the date in which their applications are filled.

High Point Academy will include in its admissions policy, a statement that the school *will not* discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic ability athletic ability or artistic ability or the district the child would otherwise attend. TEC 12.111(a)(6)

The High Point Academy is not a school for performing arts and therefore, applicants will not be required to demonstrate artistic ability for admission into the school.

The proposed school will exclude students who have a documented history of certain criminal offenses, including the following:

- Aggravated assault under Section 22.02, Penal Code, sexual assault under Section 22.011, Penal Code or aggravated sexual assault under section 22.021, Penal Code;
- Arson under Section 28.02, Penal Code;
- Murder under Section 19.02, Penal Code, capital murder under Section 19.03, Penal Code or criminal attempt, under Section 15.01, Penal Code, to commit murder or capital murder;
- Indecency with a child under Section 21.11, Penal Code;
- Aggravated kidnapping under Section 20.04, Penal Code;
- Aggravated robbery under Section 29.03, Penal Code;

- Manslaughter under Section 19.04, Penal Code;
- Criminally negligent homicide under Section 19.05, Penal Code;
- Selling, giving, or delivering to another persona, or possessing or using or is under the influence of marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C Section 801 et. sec; or a dangerous drug as defined by Chapter 483, Health and Safety Code if the conduct is punishable as a felony;
- Selling, giving, or delivering to another persona an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, committing a serious act or offense while under the influence of alcohol, or possessing, using or is under the influence of an alcoholic beverage if the conduct is punishable as a felony.

High Point Academy also reserves the right to exclude any student who has a documented history of a criminal offense, juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Texas Education Code.

A student application form must be filled out and submitted by the due date in order to be admitted to the school or included in the lottery process, if the school is oversubscribed. The information required on the application includes:

Student Information

Grade for upcoming year
Name
Date of Birth
Home Address
District of Residence
Telephone Number (cell)

Parent or Guardian Information

Name
Relationship to student
Home Address
Telephone Number(s)
Email Address
Language Preference

The student/parent/guardian will also be asked to attach to the application, a copy of the child's birth certificate or other document suitable to establish identity, social security card (not required), and proof of residency (utility bill, lease).

Identification will be required within 30 days of a child's enrollment in the charter school, in accordance with the Texas Education Code §25.002. The charter school will request the following documents:

- Documents that are suitable for identification shall be defined by the Commissioner of Education.
- The child's records include a minimum set of data and documentation established by the Commissioner of Education. The minimum set of data will include the child's social security number or a state-approved alternative identification number as assigned by the Public Education Information Management System (PEIMS).
- Immunization Records, previous school records including documents related to disciplinary history, juvenile court adjudications, or criminal offenses.

Children shall not be denied enrollment or be removed solely because they fail to meet the record requirements that are described above. Furthermore, students under an exchange program in this country are eligible to attend the charter school as well.

Discipline Policy

Attachment O.3

Purpose

The Student Code of Conduct is the school's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may-or must result in a range of specific disciplinary consequences including removal from a regular classroom or campus, suspension, or expulsion from school.

This Student Code of Conduct has been adopted by the High Point Academy Board of Trustees. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code will be posted at each school campus or will be available for review at the office of the campus principal. Parents will be notified of any conduct violation that may result in a student being suspended, or expelled.

Because the Student Code of Conduct is adopted by the school board of trustees it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code will prevail.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on or off school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
8. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity on another district in Texas;
9. When the student commits a felony, as provided by Texas Education Code 37.006 or 37.0081.

The school has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the High Point Academy.

High Point Academy has the right to search a student's locker when there is reasonable cause to believe it contains articles or materials prohibited by the school.

School administrators will report crimes as required by law and will call local law enforcement when an administrator suspects that a crime has been committed on campus.

Standards for Student Conduct

Each student is expected to:

- **Demonstrate courtesy, even when others do not.**
- **Behave in a responsible manner, always exercising self-discipline.**
- **Attend all classes, regularly and on time.**
- **Prepare for each class; take appropriate materials and assignment to class.**
- **Meet campus standard of grooming and dress.**
- **Obey all campus and classroom rules.**
- **Respect the rights and privileges of students, teachers, and other administrative staff and volunteers.**
- **Respect the property of others, including school property and facilities.**
- **Cooperate with and assist the school staff in maintaining safety, order, and discipline.**
- **Adhere to the requirements of the Student Code of Conduct.**

General Conduct Violations

The categories of conduct below are prohibited at school and all school-related activities, but the list does not include the most serious offenses. In the subsequent section on Suspension and Expulsion, severe offenses that require or permit specific consequences are listed. Any offense, however, may be serious enough to result in Removal from the Regular Educational Setting as detailed in that section. These violations are also divided into three categories representing the significance of the violation; Category 1, Category 2 and Category 3. The category of each offense will be listed alongside each violation in parentheses.

Category 1 Offenses

Category 1 offenses are offenses that are not listed in either Category 2 or Category 3. A Category 1 violation is considered a minor offense.

Minor transgressions shall first be remedied by using one or more discipline management techniques except suspension or expulsion. Teachers and the campus discipline person(s) shall have discretion to determine which techniques are reasonable and appropriate to the offense. Persistent, defined as two or more, violations of the code in general or repeated occurrences of the same violation shall result in Category 2 disciplinary procedures.

Category 2 Offenses

Category 2 offenses are more severe than Category 1 infractions but less significant than Category 3 offenses.

Students found guilty of Category 2 offenses will, as a minimum, be disciplined by one or more of the discipline management techniques and as a maximum be subject to suspension for up to three (3) school days in an unsupervised educational setting or assigned to an in-school suspension center for up to ten (10) school days.

Category 3 Offenses

Category 3 offenses are the most severe infractions in the Student Code of Conduct. Persistent violations of Category 2 offenses can be included as Category 3 offenses.

For a Category 3 offense, a student may be removed from class and expelled, without resort to an alternative education program. Any violation of the penal code may be subject to notification of the appropriate law enforcement officials and civil action. Students may be removed from school for up to three days under the emergency removal provision of this plan. Students violating the drug or alcohol provisions will be referred to appropriate programs and will be subject to follow-up by the campus director. Students found guilty of violating a Category 3 offense will be subject to one or more of the following disciplinary actions:

1. Suspension from school for up to six days.
2. Assignment in an Alternative Education Program (AEP).
3. Expulsion for the remainder of the semester. If the offense occurred during the last grading period the expulsion may be extended to the end of the next semester.

The school prohibits the following:

Disregard for Authority

- Failing to comply with directives given by school personnel (insubordination). (Category 2)
- Leaving school grounds or school-sponsored events without permission. (Category 1)
- Disobeying rules for conduct on school vans. (Category 1)
- Refusing to accept discipline management techniques assigned by a teacher or principal. (Category 2)

Mistreatment of Others

- Using profanity or vulgar language or making obscene gestures. (Category 1)
- Fighting or scuffling: (For assault see Expulsion) (Category 3)
- Threatening another student or school employee on or off school property. (Category 3)
- Engaging in bullying, harassment, and making hit lists. (See glossary for all three terms) (Category 2)
- Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, including requests for sexual favors directed toward another student or a district employee. (Category 3)
- Engaging in inappropriate or indecent exposure of private body parts. (Category 3)
- Hazing. (See glossary) (Category 3)
- Causing an individual to act through the use of or threat of force (coercion). (Category 2)

- Committing extortion or blackmail (obtaining money or an object of value from an unwilling person). (Category 2)
- Engaging in inappropriate verbal, physical, or sexual conduct directed toward another student or a school employee. (Category 3)

Property Offenses

- Damaging or vandalizing property owned by others. (For felony criminal mischief see Expulsion) (Category 2)
- Defacing or damaging school property-including textbooks, lockers, furniture, and other equipment-with graffiti or by other means. (Category 3)
- Stealing from students, staff, or the school. (Category 3)
- Committing or assisting in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery and theft see Expulsion) (Category 3)

Possession of Prohibited Items

- Possessing or using:
 - fireworks of any kind smoke or stink bombs, or any other pyrotechnic device; (Category 2)
 - a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person; (Category 2)
 - a “look-alike” weapon; (Category 1)
 - an air gun or BB gun; (Category 3)
 - ammunition; (Category 3)
 - a stun gun; (Category 3)
 - a pocketknife; (Category 3)
 - mace or pepper spray; (Category 3)

- pornographic material; (Category 1)
- tobacco products; (Category 2)
- matches or a lighter; (Category 3)
- a laser pointer for other than an approved use; (Category 1) or
- any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see Expulsion) (Category 2).

Illegal and Prescription Drugs

- Possessing or selling seed or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see Expulsion) (Category 3)
- Possessing, using, giving, or selling paraphernalia related to any prohibited substance. (See glossary for “paraphernalia”) (Category 3)
- Possessing or selling look-alike drugs or items attempted to be passes off as drugs or contraband. (Category 3)
- Abusing the student’s own prescription drug, giving a prescription drug or over the counter drug to another student, or possessing or being under the influence of another person’s prescription drug on school property or at a school-related event. (Category 3)
- Having or taking prescription drugs or over- the-counter drugs at school other than as provided by district policy. (Category 3)

Misuse of Computers and the Internet

- Violating computer use policies, rules, or agreements signed by the student and/or agreements signed by the student's parent. (Category 2)
- Using the Internet or other electronic communications to threaten students or employees or cause disruption to the educational program. (Category 3)
- Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. (Category 3)
- Using e-mail or Web sites at school to encourage illegal behavior or threaten school safety. (Category 3)

Safety Transgressions

- Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety. (Category 1)
- Engaging in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property. (Category 3)
- Making false accusation or perpetrating hoaxes regarding school safety. (Category 2)
- Engaging in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence. (Category 3)
- Throwing objects that can cause bodily injury or property damage. (Category 1)
- Discharging a fire extinguisher without valid cause. (Category 2)

Miscellaneous Offenses

- Violating dress and grooming standards as communicated in the student handbook. (Category 1)
- Cheating or copying the work of another. (Category 1)
- Gambling. (Category 2)
- Falsifying records, passes, or other school-related documents. (Category 3)
- Engaging in actions or demonstrations that substantially disrupt or materially interfere with school activities. (Category 1)

- Repeatedly violating other communicated campus or classroom standards of conduct.
(Category 2)

The School may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

In deciding whether to order suspension or expulsion, the district will take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used-alone or in combination-for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal (oral or written) correction.
- Cooling-off-time or "time-out".
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions as permitted by policy.

- Detention.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations, extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Out –of-school suspension, as specified in the Suspension section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.

Any other strategies deemed appropriate by school officials.

Notification

The principal or appropriate administrator will notify a student's parent by phone and/or in writing or email of any violation that may result in a suspension or expulsion. Notification will be made within two school days after the administrator becomes aware of the violation.

Appeals

Usually student or parent complaints or concerns can be addressed simply-by a phone call or a conference with the teacher. For those complaints and concerns that cannot be handled so easily, the Board has adopted a standard appeals policy in the School Board policy manual. A copy of this policy may be obtained from the CEO/Superintendent of Education's office.

In general, the student or parent should first discuss the complaint with the teacher and then the campus director. If needed, a written complaint and a request for a conference should be sent to the Chief Academic Officer. If still unresolved, the Board provides for the complaint to be presented to the CEO/Superintendent. Finally, if necessary, it can be presented to the School Board.

Consequences will not be deferred pending the outcome of a grievance.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the principal's office as a discipline management technique. The principal may then employ additional techniques.

Formal Removal

A teacher or administrator **may** remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom. A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be expelled. When removing for those reasons, the procedures in the subsequent sections on expulsion will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator will schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the appropriate administrator will inform the student of the misconduct for which he or she is charged and the consequences. The administrator will give the student an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

- Another appropriate classroom
- In-school suspension
- Out-of-school suspension

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent, if the placement review committee determines that the teacher's class is the best or only alternative available. The placement review committee will consist of the Principal, Chief Academic Officer, and the Special Education Director if applicable.

Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation or expellable offense.

In deciding whether to order suspension, the school will take into consideration:

1. Self-defense (see glossary)
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student will have an informal conference with the appropriate administrator who shall advise the student of the conduct of which he or she is accused. The student will be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension will be determined by the appropriate administrator, but will not exceed three school days.

The appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Expulsion

Discretionary Expulsion: Misconduct That May Result in Expulsion

In deciding whether to order expulsion, the school will take into consideration:

1. Self-defense (see glossary)
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

A student **may** be expelled for:

Any Location

- Engaging in the following no matter where it takes place:
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at School Event

- Committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony.
 - Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
 - Engaging in conduct that contains the elements of an offense relating to abuse of volatile chemicals.
 - Engaging in conduct that contains the elements of assault under Section 22.01(a) (1) against an employee or a volunteer.
 - Engaging in deadly conduct. (See glossary)

Within 300 Feet of School

- Engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line.
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson
 - Murder, capital murder, or criminal attempt to commit murder or capital murder
 - Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery
 - Felony drug-or alcohol-related offense
 - Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Property of another District

- Committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district/school in Texas.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Federal Law

- Bringing to school a firearm, as defined by federal law. “Firearm” under federal law includes:
 - Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
 - The frame or receiver of any such weapon.
 - Any firearm muffler or firearm weapon.
 - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Texas Penal Code

- Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use).
 - Any knife including a pocketknife.
 - A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
 - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, knuckles, armor-piercing ammunition, a chemical dispensing device, or a zip gun. (See glossary)

- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol, or committing a serious act or offense while under the influence of alcohol.
 - Retaliation against a school employee combined with one of the above-listed offenses on or off school property or at a school-related activity.

Emergency

In an emergency, the principal or the principal's designee may order the immediate expulsion of a student for any reason for which expulsion may be made on a non-emergency basis.

Process

If a student is believed to have committed an expellable offense, the principal or other appropriate administrator will schedule a hearing within a reasonable time. The student's parent will be invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

- Another appropriate classroom

- In-school suspension
- Out-of-school suspension

Hearing

A student facing expulsion will be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the High Point Academy.
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the school's witnesses.

After providing notice to the student and parent of the hearing, the school may hold the hearing regardless of whether the student or the student's parent attends.

The hearing will be conducted by the Chief Academic Officer and/or the Principal.

Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is a crime that involves starting a fire or causing an explosion with intent to destroy or damage:

1. Any vegetation, fence, or structure on open-space land; or
2. Any building habitation, or vehicle:
 - a. Knowing that it is within the limits of an incorporated city or town;
 - b. Knowing that it is insured against damage or destruction;
 - c. Knowing that it is subject to a mortgage or other security interest;
 - d. Knowing that it is located on property belonging to another;
 - e. Knowing that it is located within its property belonging to another; or
 - f. When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

Assault is defined in part by Texas Penal Code 22.01(a) (1) as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is written or oral expression or physical conduct that the board's designee determines:

1. To have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. To be sufficiently severe, persistent, or pervasive to create an intimidating; threatening, or abusive educational environment for a student.

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instruments specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violation of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Graffiti are markings with aerosol paint or an indelible pen or marker on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

1. Conduct that meets the definition established in district policies ; or
2. Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit List is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles is any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Persistent misbehavior is two or more violations of the Code in general or repeated occurrences of the same violation.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect him or herself.

Serious offenses include but are not limited to:

- Murder.
- Vandalism.
- Robbery or theft.
- Extortion, coercion, or blackmail.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Hazing.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Fighting, committing physical abuse, or threatening physical abuse.
- Possession or distribution of pornographic materials.
- Leaving school grounds without permission.
- Sexual harassment of a student or district employee.

- Possession of or conspiracy to possess any explosive or explosive device.
- Falsification of records, passes, or other school-related documents. Refusal to accept discipline assigned by the teacher or principal.
-

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that as altered has an overall length of less than 26 inches.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force.

Terroristic threat is a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the school).

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; sexual assault; unlawful restraint; coercing, soliciting, or inducing gang membership if it causes bodily injury to a child; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior or the presence of physical symptoms of drug or alcohol use. A student "under the influence" needs not to be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy

generated by an explosion or burning substance

High Point Academy

Employee Handbook

High Point Academy
Employee Handbook
March 23, 2014

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Section 1

Introduction

1.1 Welcome to High Point Academy

1.2 Employee Handbook

This Employee Handbook ("Handbook") is designed to summarize certain personnel policies and benefits of High Point Academy (the "Company") and to acquaint employees with many of the rules concerning employment with the Company. This Handbook applies to all employees, and compliance with the Company's policies is a condition of employment. This Handbook supersedes all previous employment policies, written and oral, express and implied. The Company reserves the right to modify, rescind, delete, or add to the provisions of this Handbook from time to time in its sole and absolute discretion. This Employee Handbook is not a binding contract between the Company and its employees, nor is it intended to alter the at-will employment relationship between the Company and its employees. The Company reserves the right to interpret the policies in this Handbook and to deviate from them when, in its discretion, it determines it is appropriate.

1.3 Changes in Policy

Since our business is constantly changing, the Company expressly reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment as described below. Nothing in this employee handbook or in any other document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee. Any changes to your at-will employment status, described below, must be in writing and must be signed by the Company.

With respect to all other changes to Company policies, we will notify you of these changes in writing. No oral statements or representations can in any way alter the provisions of this Handbook. Changes will be effective on dates determined by High Point Academy and you may not rely on policies that have been superseded.

If you are uncertain about any policy or procedure, please check with your manager or Human Resources.

1.4 Employment-At-Will

Employment with the Company is on an at-will basis, unless otherwise specified in a written employment agreement. You are free to resign at any time, for any reason, with or without notice. Similarly, the Company is free to conclude the employment relationship at any time for any lawful reason, with or without cause, and with or without notice.

Nothing in this Handbook will limit the right of either party to terminate an at-will employment. No section of this Handbook is meant to be construed, nor should be construed, as establishing anything other than an employment-at-will relationship. This Handbook does not limit management's discretion to make personnel decisions such as reassignment, change of wages and benefits, demotion, etc. No person other than the CEO, President, or CFO has the authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment other than at-will terms. Only the CEO, President, or CFO of the Company has the authority to make any such agreement, which is only binding if it is in writing and signed by the President of the Company.

1.5 Arbitration Policy

In consideration of your employment with High Point Academy, its promise to arbitrate all employment-related disputes, and your receipt of the compensation, pay raises, and other benefits paid to you by the company, at present and in the future, you agree that any and all controversies, claims, or disputes with anyone (including the company and any employee, officer, director, or benefit plan of the company, in their capacity as such or otherwise), whether brought on an individual, group, or class basis, arising out of, relating to, or resulting from your employment with High Point Academy or the termination of your employment with the company, including any breach of this agreement, shall be subject to binding arbitration under the terms and conditions set forth in the at-will employment, confidential information, invention assignment, and arbitration agreement between you and High Point Academy (or such other confidentiality agreement between you and the company, each the "confidentiality agreement"). In the event the confidentiality agreement between you and High Point Academy does not contain an arbitration provision, then you nevertheless agree to arbitrate any and all claims set forth above in a neutral, mutually agreeable forum according to the applicable minimum standards for arbitration.

Section 2 Employment Policies

2.1 Employee Classifications

The following terms are used to describe employees and their employment status:

Exempt Employees - Employees whose positions meet specific tests established by the Federal Labor Standards Act ("FLSA") and Texas state law. In general, exempt employees are those engaged in executive, managerial, high-level administrative and professional jobs who are paid a fixed salary and perform certain duties. In addition, certain commissioned sales employees and highly paid computer professionals are exempt. Exempt employees are not subject to the minimum wage and overtime laws.

Nonexempt Employees - Employees whose positions do not meet specific tests established by the FLSA and Texas state law. All employees who are covered by the federal or state minimum wage and overtime laws are considered nonexempt. Employees working in nonexempt jobs are entitled to be paid at least the minimum wage per hour and a premium for overtime.

Regular Employee - Employees who are hired to work on a regular schedule. Such employees can be either full-time or part-time. The distinction between full-time and part-time depends upon the number of hours that an employee works.

Full-Time - Employees who are not temporary employees, independent contractors, or independent consultants and who are regularly scheduled to work a schedule of 35 hours per work week.

Part-Time - Employees who are not temporary employees, independent contractors, or independent consultants and who are regularly scheduled to work less than 35 hours per work week.

Temporary Employees - Employees who are hired as interim replacements to temporarily supplement the workforce or to assist in the completion of a specific project. Employment assignments in this category are of limited duration and the temporary employee can be let go before the end of the defined period. Short term assignments generally are periods of three (3) months or less, however, such assignments may be extended. All Temporary employees are at-will regardless of the anticipated duration of the assignment (see Employment-at-Will Policy). Temporary employees retain that status unless and until notified in writing of a change.

Independent Contractor or Consultant - These individuals are not employees of the Company and are self-employed. An independent contractor or consultant is engaged to perform a task according to his/her own methods and is subject to control and direction only as to the results to be accomplished. Independent contractor or consultants are not entitled to benefits.

Each employee will be advised of his or her status at the time of hire and any change in status. Regardless of the employee's status, the employee is employed at-will and the employment relationship can be terminated by the Company or the employee at any time, with or without cause.

2.2 Equal Employment Opportunity & American with Disabilities Act.

It is the policy of the Company to provide equal employment opportunities to all employees and employment applicants without regard to unlawful considerations of race, religion, creed, color, national origin, sex, sexual orientation, gender identity, age, ancestry, physical or mental disability, medical condition including medical characteristics, marital status or any other classification protected by applicable local, state or federal laws. This policy prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. This policy applies to all aspects of employment, including, but not limited to, hiring, job assignment, working conditions, compensation, promotion, benefits, scheduling, training, discipline and termination. Reasonable accommodation is available for qualified individuals with disabilities, upon request.

The Company expects all employees to support our equal employment opportunity policy, and to

take all steps necessary to maintain a workplace free from unlawful discrimination and harassment.

In compliance with the Americans with Disabilities Act (ADA), the Company provides accommodation to the disabled to the full extent required by law. The Company may require medical certification of both the disability and the need for accommodation. Keep in mind that the Company can only seek to accommodate the known physical or mental limitations of an otherwise qualified disabled individual. Therefore, it is your responsibility to come forward if you are in need of an accommodation. The Company will engage in an interactive process with the employee to identify possible accommodations, if any will help the applicant or employee perform the job. We further recognize that employees with life threatening illnesses, including but not limited to cancer, heart disease and AIDS, may wish to continue engaging in as many of their normal pursuits as their condition allows, including work. As long as these employees are able to meet acceptable performance standards with or without reasonable accommodation, and medical evidence indicates that their working does not present a substantial threat to themselves or others, they will be permitted to do so.

2.3 Confidentiality.

In the course of employment with the Company, employees may have access to "Confidential Information" regarding the Company, which may include its business strategy, future plans, financial information, contracts, suppliers, customers, personnel information or other information that the Company considers proprietary and confidential. Maintaining the confidentiality of this information is vital to the Company's competitive position in the industry and, ultimately, to its ability to achieve financial success and stability. Employees must protect this information by safeguarding it when in use, using it only for the business of the Company and disclosing it only when authorized to do so and to those who have a legitimate business need to know about it. This duty of confidentiality applies whether the employee is on or off the Company's premises, and during and even after the end of the employee's employment with the Company. This duty of confidentiality also applies to communications transmitted by the Company's electronic communications. See Internet, Email and Computer Use policy, below.

As a condition of employment with the Company, all employees must sign a Non-Disclosure Agreement.

2.4 Employment of Minors.

The Company strictly adheres to the FLSA in regards to the employment of minors. Generally speaking, the FLSA sets the minimum age for employment (14 years for non-agricultural jobs), restricts the hours youth under the age of 16 may work, and prohibits youth under the age of 18 from being employed in hazardous occupations. In addition, the FLSA establishes subminimum wage standards for certain employees who are less than 20 years of age, full-time students, student learners, apprentices, and workers with disabilities. Employers generally must have authorization from the U.S. Department of Labor's Wage and Hour Division (WHD) in order to pay sub-minimum wage rates.

The FLSA's child labor provisions are designed to protect the educational opportunities of youth

and prohibit their employment in jobs that are detrimental to their health and safety.

2.5 Employment of Relatives.

The Company recognizes that the employment of relatives in certain circumstances, such as when they will work in the same department, or supervise or manage the other, or have access to confidential or sensitive information regarding the other, can cause problems related to supervision, safety, security or morale, or create conflicts of interest that materially and substantially disrupt the Company's operations. When the Company determines any of these problems will be present, it will decline to hire an individual to work in the same department as a relative of an existing employee. Relatives subject to this policy include: father, mother, sister, brother, current spouse or domestic partner, child (natural, foster, or adopted), current mother-in-law, current father-in-law, grandparent, or grandchild.

If present employees become relatives during employment, the Company should be notified so that we may determine whether a problem involving supervision, safety, security or morale, or a conflict of interest that would materially and substantially disrupt the Company's operations exists. If the Company determines that such a problem exists, the Company will take appropriate steps to resolve the problem, which may include reassignment of one relative (if feasible) or asking for the resignation of one of the relatives.

2.6 Personnel Records and Employee References.

The Company maintains a personnel file and payroll records for each employee as required by law. Personnel files and payroll records are the property of the Company and may not be removed from Company premises without written authorization. Because personnel files and payroll records are confidential, access to the records is restricted. Generally, only those who have a legitimate reason to review information in an employee's file are allowed to do so. Disclosure of personnel information to outside sources will be limited. However, the Company will cooperate with requests from authorized law enforcement or local, state, or federal agencies conducting official investigations and as otherwise legally required.

Employees may contact a Human Resources representative to request a time to review their payroll records and/or personnel file. With reasonable advance notice, an employee may review his or her own records in the Company's offices during regular business hours and in the presence of an individual appointed by the Company to maintain the records. No copies of documents in your file may be made, with the exception of documents that you have previously signed. You may add your comments to any disputed item in the file.

By policy, the Company will provide only the former or present employee's dates of employment and position(s) held with the Company and eligibility for rehire, if asked. Compensation information may also be verified if written authorization is provided by the employee.

2.7 Privacy.

The Company is respectful of employee privacy. All employee demographic and personal

information will be shared only as required in the normal course of business. Healthcare enrollment information is kept in a separate folder from other human resources forms. Workers' Compensation information is not considered private healthcare information; however, this information will be released only on a need-to-know basis.

The Company does not make or receive any private healthcare information through the course of normal work. If any employee voluntarily shares private healthcare information with a member of management, this information will be kept confidential. If applicable, the Company will set up guidelines for employees and management to follow to ensure that company employees conform to the requirements of the Health Insurance Portability and Accountability Act (HIPAA).

2.8 Immigration Law Compliance.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 on day of hire and present documentation establishing identity and employment eligibility within three business days of date of hire. Former employees who are rehired must also complete an I-9 form if they have not completed an I-9 form with the Company within the past three years, or if their previous I-9 form is no longer retained or valid. You may raise questions or complaints about immigration law compliance without fear of reprisal.

2.9 Religious Accommodation.

The Company will make reasonable accommodations for employees' observance of religious holidays and practices unless the accommodation would cause an undue hardship on the Company's operations. If you desire a religious accommodation, you are required to make the request in writing to your manager as far in advance as possible. You are expected to strive to find co-workers who can assist in the accommodation (e.g., trade shifts) and cooperate with the Company in seeking and evaluating alternatives.

2.10 Political Neutrality.

Maintenance of individual freedom and our political institutions necessitates broad scale participation by citizens concerning the selection, nomination and election of our public office holders. The Company will not discriminate against any employee because of identification with and support of any lawful political activity. Company employees are entitled to their own personal political position. The Company will not discriminate against employees based on their lawful political activity engaged in outside of work. If you are engaging in political activity, however, you should always make it clear that your actions and opinions are your own and not necessarily those of the Company, and that you are not representing the Company.

Section 3

Hours of Work and Payroll Practices

3.1 Pay Periods and Paydays.

Employees are paid on a bi-monthly basis. All employees will be paid The end of the month. All employees are paid by check or direct deposit on the above-mentioned payday. If the regular payday falls on a weekend or Company holiday, employees will be paid on the last business day before the holiday and/or weekend.

3.2 Overtime.

Nonexempt employees will be paid in accordance with federal and Texas state law.

All overtime work by non-exempt employees must be authorized in advance by their manager. Only hours actually worked will be used to calculate overtime pay.

3.3 Rest and Meal Periods.

All rest and meal periods will be in accordance with Texas state law.

To the extent Texas state law does not require rest and meal breaks, nonexempt employees will be provided a 10-minute rest break for every four hour period of work. This time is counted and paid as time worked. Nonexempt employees scheduled to work more than a five hour period will be provided a 30-minute unpaid meal period.

3.4 Time Cards.

Nonexempt employees are required to keep an accurate and complete record of their attendance and hours worked. Time cards are official business records and may not be altered without the employee's supervisor's approval and may not be falsified in any way.

3.5 Payroll Deductions.

Various payroll deductions are made each payday to comply with federal and state laws pertaining to taxes and insurance. Deductions will be made for the following: Federal and State Income Tax Withholding, Social Security, Medicare, State Disability Insurance & Family Temporary Disability Insurance, and other items designated by you or required by law (including a valid court order). You can adjust your federal and state income tax withholding by completing the proper federal or state form and submitting it to Accounting or Human Resources. At the start of each calendar year, you will be supplied with your Wage and Tax Statement (W-2) form for the prior year. This statement summarizes your income and deductions for the year.

3.6 Wage Garnishment.

A garnishment is a court order requiring an employer to remit part of an employee's wages to a third party to satisfy a just debt. Once the Company receives the legal papers ordering a garnishment, we are required by law to continue making deductions from your check until we have withheld the full amount or until we receive legal papers from the court to stop the garnishment. Even if you have already paid the debt, we still need the legal papers to stop the garnishment.

3.7 Direct Deposit.

All employees are encouraged, but not required, to use direct deposit and have their paychecks deposited into a bank account of an accredited participating bank or credit union.

Section 4 Standards of Conduct and Employee Performance

4.1 Anti- Harassment and Discrimination.

The Company is committed to providing a work environment free of sexual or any form of unlawful harassment or discrimination. Harassment or unlawful discrimination against individuals on the basis of race, religion, creed, color, national origin, sex, sexual orientation, gender identity, age, ancestry, physical or mental disability, medical condition including medical characteristics, marital status or any other classification protected by local, state or federal laws is illegal and prohibited by Company policy. Such conduct by or towards any employee, contract worker, customer, vendor or anyone else who does business with the Company will not be tolerated. Any employee or contract worker who violates this policy will be subject to disciplinary action, up to and including termination of his or her employment or engagement. To the extent a customer, vendor or other person with whom the Company does business engages in unlawful harassment or discrimination, the Company will take appropriate corrective action.

Prohibited Conduct:

Prohibited harassment or discrimination includes any verbal, physical or visual conduct based on sex, race, age, national origin, disability or any other legally protected basis if:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or engagement;
- b. submission to or rejection of such conduct by an individual is used as a basis for decisions concerning that individual's employment or engagement; or
- c. it creates a hostile or offensive work environment.

Prohibited harassment includes unwelcome sexual advances, requests for sexual favors and lewd, vulgar or obscene remarks, jokes, posters or cartoons, and any unwelcome touching, pinching or other physical contact. Other forms of unlawful harassment or discrimination may include racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons based on race, national origin, age, disability, marital status or other legally protected categories. Prohibited harassment might also be transmitted using the Company's electronic communications system, or through other on-line conduct.

Complaint Procedure:

Employees or contract workers who feel that they have been harassed or discriminated against, or

who witness any harassment or discrimination by an employee, contract worker, customer, vendor or anyone else who does business with the Company, should immediately report such conduct to their supervisor or any other member of management.

Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, customer, vendor or other person who does business with this organization is exempt from the prohibitions in this policy. In response to every complaint, the Company will conduct an investigation and, if improper conduct is found, take appropriate corrective action.

To the extent that an employee or contract worker is not satisfied with the Company's handling of a harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief.

4.2 Attendance.

Punctuality and regular attendance are essential to the successful operation of the Company's business. If an employee is unable to report to work (or to report to work on time) for any reason, the employee must notify his or her supervisor before his or her starting time. If an employee desires to leave work for any reason during the workday, the employee must obtain the approval of his or her supervisor prior to leaving. In the event that the employee fails to call his or her supervisor or report for work for 3 consecutive workdays, the employee will be deemed to have voluntarily resigned from his or her employment with the Company and will be removed from the payroll. Excessive absenteeism or tardiness may subject the employee to disciplinary action, up to and including termination.

4.3 Discipline and Standards of Conduct.

As an at-will employer, the Company may impose discipline whenever it determines it is necessary or appropriate. Discipline may take various forms, including verbal counseling, written warnings, suspension, demotion, transfer, reassignment or termination. The discipline imposed will depend on the circumstances of each case; therefore, discipline will not necessarily be imposed in any particular sequence. Moreover, at any time the Company determines it is appropriate, an employee may be discharged immediately.

Every organization must have certain standards of conduct to guide the behavior of employees. Although there is no possible way to identify every rule of conduct, the following is an illustrative list (not intended to be comprehensive or to limit the Company's right to impose discipline for any other conduct it deems inappropriate). Keep in mind that these standards of conduct apply to all employees whenever they are on Company property and/or conducting Company business (on or off Company property). Engaging in any conduct the Company deems inappropriate may result in disciplinary action, up to and including termination.

- a. Dishonesty;
- b. Falsification of Company records;

- c. Unauthorized use or possession of property that belongs to the Company, a coworker, or of the public;
- d. Possession or control of illegal drugs, weapons, explosives, or other dangerous or unauthorized materials;
- e. Fighting, engaging in threats of violence or violence, use of vulgar or abusive language, horseplay, practical jokes or other disorderly conduct that may endanger others or damage property;
- f. Insubordination, failure to perform assigned duties or failure to comply with the Company's health, safety or other rules;
- g. Unauthorized or careless use of the Company's materials, equipment or property;
- h. Unauthorized and/or excessive absenteeism or tardiness;
- i. Lack of teamwork, poor communication, unsatisfactory performance, unprofessional conduct, or conduct improper for the workplace;
- j. Sexual or other illegal harassment or discrimination;
- k. Unauthorized use or disclosure of the Company's confidential information;
- l. Violation of any Company policy.

4.4 Dress Code.

The dress code for staff is business casual, with the exception of Spirit Wear days, on which staff may wear school-approved Spirit Wear.

4.5 Safety.

The Company is committed to providing a safe workplace. Accordingly, the Company emphasizes "safety first." It is the employee's responsibility to take steps to promote safety in the workplace and work in a safe manner. By remaining safety conscious, employees can protect themselves and their coworkers. Employees are expected to promptly report all unsafe working conditions, accidents and injuries, regardless of how minor so that any potential hazards can be corrected.

4.6 Substance and Abuse.

The Company is committed to providing its employees with a safe and productive work environment. In keeping with this commitment, it maintains a strict policy against the use of alcohol and the unlawful use of drugs in the workplace. Consequently, no employee may consume or possess alcohol, or use, possess, sell, purchase or transfer illegal drugs at any time while on the

Company's premises or while using the Company vehicles or equipment, or at any location during work time.

No employee may report to work with illegal drugs (or their metabolites) or alcohol in his or her bodily system. The only exception to this rule is that employees may engage in moderate consumption of alcohol that may be served and/or consumed as part of an authorized Company social or business event. "Illegal drug" means any drug that is not legally obtainable or that is legally obtainable but has not been legally obtained. It includes prescription drugs not being used for prescribed purposes or by the person to whom it is prescribed or in prescribed amounts. It also includes any substance a person holds out to another as an illegal drug.

Any violation of this policy will result in disciplinary action, up to and including termination of employment.

Any employee who feels he or she has developed an addiction to, dependence upon, or problem with alcohol or drugs, legal or illegal, is strongly encouraged to seek assistance before a violation of this policy occurs. Any employee who requests time off to participate in a rehabilitation program will be reasonably accommodated. However, employees may not avoid disciplinary action, up to and including termination, by entering a rehabilitation program after a violation of this policy is suspected or discovered. When, in the Company's sole and absolute discretion, the Company determines it is appropriate, an employee may be offered the option of participating in and satisfactorily completing a Company-approved drug and/or alcohol rehabilitation program in lieu of termination.

4.7 Workplace Searches.

To protect Company property and to ensure the safety of all employees, the Company reserves the right to inspect and search any employee's office, desk, drawers, cabinets, files, locker, equipment, including computers, e-mail and voice mail, Company vehicles, and any area on Company premises. In this regard, it should be noted that all offices, desks, file drawers, cabinets, lockers, and other Company equipment and facilities are the property of the Company, and are intended for business use. Employees should have no expectation of privacy with respect to items brought onto Company property and/or stored in Company facilities. Inspection may be conducted at any time, without notice, at the discretion of the Company.

In addition, when the Company deems appropriate, employees may be required to submit to searches of their personal vehicles, parcels, purses, handbags, backpacks, brief cases, lunch boxes or any other possessions or articles brought on to the Company's property.

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy may not be permitted to enter the premises. All employees must cooperate in an inspection; failure to do so is insubordination and will result in disciplinary action, up to and including termination.

4.8 Internet, Email and Computer Use Policy.

The Company uses various forms of electronic communication including, but not limited to: computers, email, telephones, voicemail, instant message, text message, Internet, cell phones and smart phones (hereafter referred to as "electronic communications"). The electronic communications, including all software, databases, hardware, and digital files, remain the sole property of the Company and is to be used only for Company business and not for personal use.

The following rules apply to all forms of electronic communications and media that are: (1) accessed on or from the Company premises; (2) accessed using the Company computer or telecommunications equipment, or via Company-paid access methods; and/or (3) used in a manner which identifies the Company. The following list is not exhaustive and the Company may implement additional rules from time to time.

- a. Electronic communication and media may not be used in any manner that would be discriminatory, harassing, or obscene, or for any other purpose that is illegal, against Company policy, or not in the best interest of the Company. Employees who misuse electronic communications and engage in defamation, copyright or trademark infringement, misappropriation of trade secrets, discrimination, harassment, or related actions will be subject to discipline and/or immediate termination. Employees may not install personal software on Company computer systems.
- b. Employee's own electronic media may only be used during breaks. All other company policies, including the Company's no tolerance for discrimination, harassment, or retaliation in the workplace apply. The Company reserves the right to adjust this policy on a case by case basis as it deems appropriate.
- c. All electronic information created by any employee on Company premises or transmitted to Company property using any means of electronic communication is the property of the Company and remains the property of the Company. You should not assume that any electronic communications are private or confidential and should transmit personal sensitive information in other ways. Personal passwords may be used for purposes of security, but the use of a personal password does not affect the Company's ownership of the electronic information. The Company will override all personal passwords if necessary for any reason.
- d. The Company reserves the right to access and review electronic files, messages, internet use, blogs, "tweets", instant messages, text messages, email, voice mail, and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of Company policy or any law occurs. All such information may be used and/or disclosed to others, in accordance with business needs and the law. The Company reserves the right to keep a record of all passwords and codes used and/or may be able to override any such password system
- e. Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by Company management. No employee may install or use anonymous e-mail transmission programs or encryption of e-mail communications.

- f. Employees who use devices on which information may be received and/or stored, including but not limited to cell phones, cordless phones, portable computers, fax machines, and voice mail communications are required to use these methods in strict compliance with the Confidentiality section of this Handbook. These communications tools should not be used for communicating confidential or sensitive information or any trade secrets.
- g. Access to the Internet, websites, and other types of Company-paid computer access are to be used for Company-related business only. Any information about High Point Academy, its products or services, or other types of information that will appear in the electronic media about the Company must be approved before the information is placed on any electronic information resource that is accessible to others.

4.9 Cell Phone Policy.

The use of personal cell phones at work is discouraged because it can interfere with work and be disruptive to others. Therefore, employees who bring personal cell phones to work are required to keep the ringer shut off or placed on vibrate mode when they are in the office, and to keep cell phone use confined to breaks and meal periods. Conversations should be had away from areas where other employees are working. When cell phone use interferes with the satisfactory performance of an employee's duties or disturbs others, the privilege of using a personal cell phone at work may be taken away and other disciplinary action, up to and including termination, may be imposed.

The Company may provide cell phone allowances to employees in certain positions in an effort to improve efficiency and effectiveness. When cell phones are used for Company business, employees must comply with all Company policies governing conduct, including our policies prohibiting discrimination, harassment, and violence in the workplace. When using the cell phone in a public place, please remember to maintain the confidentiality of any private or confidential business information. As a courtesy to others, please shut cell phones off or place on vibrate mode during meetings.

Section 5 Employee Benefits and Services

5.1 Generally.

Aside from those benefits required by state and federal regulations, High Point Academy also offers additional benefits for its full-time employees. From time to time, benefits may be added or deleted from the benefits package. The Company reserves the right to make such changes.

This Handbook does not contain the complete terms and/or conditions of any of the Company's current benefit plans. It is intended only to provide general explanations. For information regarding employee benefits and services, employees should contact Human Resources.

5.2 Group Health Insurance.

High Point Academy offers a group health plan for eligible employees. The Company's group health insurance plan is offered through Blue Cross Blue Shield of Texas. For more information, refer to the Company's benefits booklet for complete details and benefits.

5.3 Group Life Insurance.

High Point Academy offers a group life insurance plan for eligible employees, including accidental death and dismemberment coverage. The Company's group life insurance plan is offered through Mutual of Omaha. For more information, refer to the Company's benefits booklet for complete details and benefits.

5.4 COBRA.

Under the provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1986, if you are covered under the Company's group health insurance plan(s) you are entitled to continue your coverage in the event that your employment with the Company ends. Under COBRA, the Company must offer each qualified beneficiary (the employee and any covered dependents) who would otherwise lose coverage under the plan as a result of a qualifying event an opportunity to continue their insurance coverage. A qualifying event is defined as termination of employment, a reduction in the number of hours of employment, death of covered employee, divorce or legal separation, a dependent child ceases to be dependent, eligibility of the covered employee for Medicare, or an employer's bankruptcy.

5.5 Worker's Compensation.

All states have Workers' Compensation laws whose purpose is to promote the general welfare of people by providing compensation for accidental injuries or death suffered in the course of employment. These laws are designed to provide protection to workers suffering occupational disabilities through accidents arising out of, and in the course of employment. High Point Academy carries Workers' Compensation Insurance for all employees and pays the entire cost of the insurance program. An employee who suffers an injury or illness in connection with the job is usually eligible to receive payment through the insurance company for lost wages. In addition to disability payments, necessary hospital, medical and surgical expenses are covered under Workers' Compensation, with payments being made directly to the hospital or physician. Workers' Compensation benefits to injured workers also includes assistance to help qualified injured employees return to suitable employment.

5.6 Social Security Benefits (FICA).

During your employment, you and the Company both contribute funds to the Federal government to support the Social Security Program. This program is intended to provide you with retirement benefit payments and medical coverage once you reach retirement age.

5.7 Unemployment Insurance.

The company pays a state and federal tax to provide employees with unemployment insurance coverage in the event they become unemployed through no fault of their own or due to circumstances described by law. This insurance is administered by applicable state agencies, who determine eligibility for benefits, the amount of benefits (if any), and duration of benefits.

5.8 Additional Benefits.

Disability through Mutual of Omaha. Dental through

Section 6 Employee Leaves of Absence and Time Off

6.1 Generally.

While regular attendance is crucial to maintain business operations, the Company recognizes that, for a variety of reasons, employees may need time off from work. The Company has available a number of types of leaves of absence. Some are governed by law and others are discretionary. For all planned leaves, however, employees must submit a request at least 5 days in advance; in case of emergencies, employees should submit the request as soon as they become aware of the need for leave. All leaves must have the approval of the Company management. If, during a leave, an employee accepts another job, engages in other employment or consulting outside of the Company, or applies for unemployment insurance benefits, the employee may be considered to have voluntarily resigned from employment with the Company.

All requests for a leave of absence will be considered in light of their effect on the Company and its work requirements, as determined by the Company management, which reserves the right to approve or deny such requests in its sole discretion, unless otherwise required by law. For disability-related leave requests, the Company will engage in an interactive process with the employee to determine if a leave is the most appropriate accommodation. The employee must provide a certification from his or her health care provider to the Company to support a leave for medical reasons. Failure to provide the required certification to the Company in a timely manner will result in delay or denial of leave. If an employee requires an extension of leave, the employee must request such extension and have it approved before the expiration of the currently approved leave.

While the Company will make a reasonable effort to return the employee to his or her former position or a comparable position following an approved leave of absence, there is no guarantee that the employee will be reinstated to his or her position, or any position, except as required by law.

6.2 Sick Days.

Eligible employees are entitled to 5 paid sick days per year. Sick days' pay for regular full-time employees will be calculated based on the employee's base pay rate times the number of hours the employee would otherwise have worked on that day. Regular part-time employees will be paid on a pro-rata basis. When employees eligible for paid sick days do not take the full amount of sick

time they could have taken in a year, that amount automatically carries over to the next year.

6.3 Personal Days.

Eligible employees are entitled to 3 paid personal days per year. Personal days' pay for regular full-time employees will be calculated based on the employee's base pay rate times the number of hours the employee would otherwise have worked on that day. Regular part-time employees will be paid on a pro-rata basis. When employees eligible for paid personal days do not take the full amount of personal time they could have taken in a year, that amount will be forfeited at the end of the year.

6.4 Holidays.

High Point Academy observes the following paid holidays:

- New Year's Day
- Martin Luther King Jr. Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Day After Thanksgiving
- Christmas Eve
- Christmas Day
- New Year's Eve

The Company will grant paid holiday time off to all eligible employees. Holiday pay for regular full-time employees will be calculated based on the employee's base pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day. Regular part-time employees will be paid on a pro-rata basis.

If an eligible non-exempt employee works on a recognized holiday with Company approval, he or she will receive holiday pay plus wages at his or her straight-time rate for the hours worked on the holiday.

6.5 Pregnancy-Disability Leave.

Employees who are disabled on account of pregnancy, childbirth, or a related medical condition may request an unpaid leave of absence. Such leave will be granted for the period of disability, up to a maximum of four months. Time off may be requested for prenatal care, severe morning sickness, doctor-ordered bed rest, childbirth, and recovery from childbirth.

Leave provided for pregnancy disability is treated separately from leaves required by the state family and medical leave law. However, the first 12 workweeks of a pregnancy disability leave will be treated concurrently as a leave pursuant to the federal Family and Medical Leave Act ("FMLA") for all eligible employees.

Employees who wish to take a pregnancy disability leave must notify Human Resources of the date the leave is expected to commence and the estimated duration of the leave. Notice should be given as indicated above. The employee must also provide a medical certification of disability to the Company. Failure to provide the required medical certification to the Company in a timely manner will result in delay or denial of leave. Before returning to work, the employee must provide a medical certification that she is able to resume her original job duties. Appropriate forms may be obtained from Human Resources.

Employees who return to work immediately following the expiration of an approved pregnancy disability leave will generally be reemployed in their former position or a comparable job, as required by law.

Employees who are affected by pregnancy may also be eligible to transfer to a less strenuous or hazardous position or duties, provided certain prerequisites are met. Reasonable accommodations may be requested with the advice of the employee's health care provider. In addition, lactation accommodation is also available, upon request. For more information on pregnancy disability leave or transfer and its effect on the terms, conditions or benefits of employment, please contact Human Resources.

6.6 Family and Medical Leave.

Eligible employees may request a family and medical leave of absence under the federal Family Medical Leave Act ("FMLA") in the circumstances described below. Eligible employees are those who have been employed by the Company for at least 12 months (not necessarily consecutive), have worked at least 1,250 hours during the 12 months immediately prior to the family and medical leave of absence and are employed at a worksite where there are 50 or more employees of the Company within 75 miles.

Employees must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, employees must request the leave as soon as he or she becomes aware of the need for leave. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

- a. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 2 months of the birth or placement of the child;
- b. the care of the employee's spouse or registered domestic partner, child, or parent with a "serious health condition";
- c. the "serious health condition" of the employee;
- d. because of any qualifying exigency arising out of the fact that the employee's spouse,

child, or parent is on active duty or has been notified of an impending call or order to active duty, in the Armed Forces in support of a contingency operation; or

- e. to care for a covered service member (who is the employee's spouse, child, parent or next of kin) with a serious illness or injury.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. A "covered service member" is a member of the Armed Forces (including National Guard or Reserves) who is the employee's spouse, child, parent or next of kin, and is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness incurred in the line of duty. A "serious illness or injury" is an injury or illness incurred in the line of duty while on active duty in the Armed Forces that may render the member medically unfit to perform the duties of the member's office, grade, rank or rating.

Medical Certification: When leave is requested for medical reasons, the employee must submit a medical certification from the health care provider that establishes the employee is eligible for family and medical leave. The certification must be provided as soon as is reasonably practical, and not later than the date leave begins or within 15 days of the Company's request, whichever is later. When the leave is requested because of the employee's own serious health condition, the certification must include: (1) the date the serious health condition commenced, (2) the probable duration of the serious health condition, and (3) a statement that, because of the serious health condition, the employee is unable to work or needs medical treatment.

When leave is requested to care for a family member who is ill or injured, the certification must contain: (1) verification the family member has a serious health condition or serious injury or illness, as defined above, and the date such condition began, (2) the probable duration of the condition, (3) an estimate of the amount of time the health care provider believes the employee will be needed to care for the family member or covered service member, and (4) a statement that the condition warrants the participation of the employee to provide care. The Company reserves the right to contact the health care provider to seek clarification of information in the certification, as needed, and may require recertification, as appropriate.

Before returning to work at the conclusion of a leave due to the employee's own serious health condition, the employee is required to provide a certification from his or her health care provider regarding the employee's fitness for duty. The employee must provide the required medical certification to the Company in a timely manner to avoid a delay or denial of leave.

Family and medical leave may be taken for up to 12 workweeks during the designated 12-month period for the purposes described in (a)-(d), above. The 12-month period will be calculated based on a calendar year. Leave for the purpose described in (e), above (to care for a covered service member), may be taken for up to twenty-six (26) workweeks in a single 12-month period. During the single 12-month period, an eligible employee shall be entitled to a combined total of 26 workweeks of leave for the reasons specified in paragraphs (a)-(d) and (e) above. In other words, any family and medical leave taken for reasons specified in paragraphs (a)-(d) above (up to 12 weeks), will be counted towards the total 26-week entitlement permitted for leave to care for a

covered service member with a serious illness or injury during the single 12-month period. All time off that qualifies as family and medical leave will be counted against the employees federal and, if applicable, state family and medical leave entitlement to the fullest extent permitted by law.

During a family and medical leave, group benefits will be maintained for up to 12 workweeks (or up to 26 weeks when leave is for the purpose of caring for a covered service member), as if the employee was continuously employed.

If the employee does not return to work on the first workday following the expiration of an approved family and medical leave, the employee will be deemed to have resigned from his or her employment. Upon returning from such a leave the employee will normally be reinstated to his or her original or an equivalent position and will receive pay and benefits equivalent to those the employee received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The Company will provide written notice to any "key" employee who is not eligible for reinstatement.

State Family and Medical Leave:

An employee with at least 12 consecutive months and 1000 hours worked with the company may qualify for state family and medical leave of 6 weeks per 12-month period for pregnancy/maternity, childbirth, or adoption. An additional 2 weeks per 12-month period of leave may be provided to care for a family member (including a domestic partner) with a serious health condition. An additional 2 weeks per 12-month period of leave may be provided to care for the employee's own serious health condition. All time off that qualifies as family and medical leave will be counted against the employee's federal and, if applicable, state family and medical leave entitlement to the fullest extent permitted by law.

6.7 Workers' Compensation Leave.

Any employee who is unable to work due to a work related injury or illness and who is eligible for Workers' Compensation benefits will be provided an unpaid leave for the period required. The first 12 weeks will be treated concurrently as a family and medical leave under the federal Family Medical Leave Act ("FMLA") for eligible employees.

6.8 Jury Duty.

U.S. citizens have a civic obligation to provide jury duty service when called.

The employee must bring in the jury duty notice as soon as it is received so that appropriate arrangements can be made to cover his or her duties. Employees are required to call in or report for work on those days or parts of days when their presence in court is not required.

6.9 Voting Time.

Employees who are registered voters and who lack two consecutive nonwork hour when polls are

open to vote in any local, state, and national election may take time off to vote with pay for this purpose.

6.10 Military Leave.

Military leaves are available to eligible employees who enter the Uniformed Services of the United States, including the National Guard and the Commissioned Corps of the Public Health Service, or the state military forces, or the reserve components of the same, to participate in active or inactive duty or training. Time off is also permitted for an examination to determine one's fitness for duty in any of the federal military forces. Such leave will be granted in accordance with the Texas state and federal laws, provided all legal requirements are satisfied and the employee returns to work or applies for reemployment within the time prescribed by law. The employee must provide advance notice of the need for leave whenever possible. The employee should give the employee's supervisor as much advance notice as possible to allow the Company to make arrangements to cover his or her position.

Employees on federal military leave may be entitled to continue health insurance benefits, at the employee's expense, for up to twenty-four months from the date of military departure.

6.11 Military Family Leave.

Employees with a spouse or registered domestic partner serving in the United States Armed Forces, National Guard or Reserves, may take up to ten (10) days of unpaid leave when their spouse or domestic partner is on a leave from deployment during a military conflict. In order to be eligible for this leave, the employee must work an average of at least 20 hours per week and have a spouse or domestic partner who is either (1) a member of the United States Armed Forces deployed during a military conflict to a designated combat theatre or combat zone; or (2) a member of the National Guard who has been deployed during a period of military conflict; or (3) a member of the Military Reserves who has been deployed during a period of military conflict. Eligible employees are required to notify the Company of their intention to take such leave within 2 days of receiving official notice that the spouse or domestic partner will be on a qualified leave and provide documentation certifying that the spouse or domestic partner will be on leave from deployment during the time the leave is requested.

At-Will Employment Agreement and Acknowledgement of Receipt of Employee Handbook

Employee: _____

I acknowledge that I have been provided with a copy of the High Point Academy (the "Company") Employee Handbook, which contains important information on the Company's policies, procedures and benefits, including the policies on Anti-Harassment/Discrimination, Substance Use and Abuse and Confidentiality. I understand that I am responsible for familiarizing myself with the policies in this handbook and agree to comply with all rules applicable to me.

I understand and agree that the policies described in the handbook are intended as a guide only and do not constitute a contract of employment. I specifically understand and agree that the employment relationship between the Company and me is at-will and can be terminated by the Company or me at any time, with or without cause or notice. Furthermore, the Company has the right to modify or alter my position, or impose any form of discipline it deems appropriate at any time. Nothing in this handbook is intended to modify the Company's policy of at-will employment. The at-will employment relationship may not be modified except by a specific written agreement signed by me and an authorized representative of the Company. This is the entire agreement between the Company and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded.

I understand that the Company reserves the right to make changes to its policies, procedures or benefits at any time at its discretion. However, the at-will employment agreement can be modified only in the manner specified above. I further understand that the Company reserves the right to interpret its policies or to vary its procedures as it deems necessary or appropriate.

I have received the Company Employee Handbook. I have read (or will read) and agree to abide by the policies and procedures contained in the Handbook.

By: _____
Chief Operating Officer

Date: _____

By: _____

Date: _____

Leadership Evaluations

Attachment O.5

High Point Academy has not developed any additional leadership evaluation tools at this time.

Teacher Evaluation

Attachment O.6

No additional criterion has been determined at this time. The High Point Academy board may, at a later date, determine more evaluation information will be needed in addition to PDAS

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Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$19,000-\$41,000"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$32,000-\$55,000"/>

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$39,400-\$50,000"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$39,000-\$48401"/>

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$51,000-\$78,000"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$72,000-\$99,000"/>

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$19,500-\$28,980"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$18,500-\$24,731"/>

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<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$72,000-\$99,000"/>

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$45,100-\$60,000"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$41,900-\$60,000"/>

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$54,500-\$80,500"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$44,500-\$71,000"/>

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$74,888-\$98,496"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$68,155-\$88,999"/>

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Godley ISD	126911	Godley	1,623	\$32,290-\$46,000
Krum ISD	061905	Krum	1,787	\$36,500-\$48,550

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

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Certification Required:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	\$79,000-\$102,000
Godley ISD	126911	Godley	1,623	\$86,000-\$108,000
Krum ISD	061905	Krum	1,787	\$72,000-\$98,000

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<input type="text" value="Pilot Point ISD"/>	<input type="text" value="061903"/>	<input type="text" value="Pilot Point"/>	<input type="text" value="1,529"/>	<input type="text" value="\$71,000-\$92,500"/>
<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$74,888-\$98,496"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$68,155-\$88,999"/>

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<input type="text" value="Pilot Point ISD"/>	<input type="text" value="061903"/>	<input type="text" value="Pilot Point"/>	<input type="text" value="1,529"/>	<input type="text" value="\$30,000-\$55,000"/>
<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$45,100-\$60,000"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$41,900-\$60,000"/>

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Pilot Point ISD	061903	Pilot Point	1,529	\$39,600-\$62,000
Godley ISD	126911	Godley	1,623	\$42,000-\$70,500
Krum ISD	061905	Krum	1,787	\$50,125-\$72,500

SAS 544-14
RFA 701-14-104

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<input type="text" value="Pilot Point ISD"/>	<input type="text" value="061903"/>	<input type="text" value="Pilot Point"/>	<input type="text" value="1,529"/>	<input type="text" value="\$42,000-\$54,500"/>
<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$50,000-\$58,450"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$46,700-\$56,020"/>

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$36,177-\$48,500"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$38,125-\$49,925"/>

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<input type="text" value="Pilot Point ISD"/>	<input type="text" value="061903"/>	<input type="text" value="Pilot Point"/>	<input type="text" value="1,529"/>	<input type="text" value="\$20,500-\$41,00"/>
<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$20,000-\$42,000"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$29,000-\$48,500"/>

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$34,225-\$48,800"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$33,000-\$45,500"/>

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$47,000-\$62,500"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$49,500-\$64,900"/>

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$17,500-\$41,000"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$19,500-\$44,000"/>

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$45,100-\$69,900"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$56,400-\$81,000"/>

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<input type="text" value="Pilot Point ISD"/>	<input type="text" value="061903"/>	<input type="text" value="Pilot Point"/>	<input type="text" value="1,529"/>	<input type="text" value="\$65-\$13,000"/>
<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$70-\$16,000"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$65-\$13,000"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
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Supplemental Human Resources Information Form
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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TCA.AskTED.Web/Forms.Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<input type="text" value="Pilot Point ISD"/>	<input type="text" value="061903"/>	<input type="text" value="Pilot Point"/>	<input type="text" value="1,529"/>	<input type="text" value="\$18,580-\$24,500"/>
<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$18,500-\$28,980"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$18,500-\$24,731"/>

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Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

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Education Required:

Experience Required:

Certification Required:

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<input type="text" value="Pilot Point ISD"/>	<input type="text" value="061903"/>	<input type="text" value="Pilot Point"/>	<input type="text" value="1,529"/>	<input type="text" value="\$30,000- \$40,000"/>
<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$32,290-\$46,000"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$36,500-\$48,550"/>

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Supplemental Human Resources Information Form
(MUST be typed)**

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Enter the name of the proposed charter school:

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Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TLA.AskTED.Web.Forms.Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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<input type="text" value="Godley ISD"/>	<input type="text" value="126911"/>	<input type="text" value="Godley"/>	<input type="text" value="1,623"/>	<input type="text" value="\$45,100-\$60,000"/>
<input type="text" value="Krum ISD"/>	<input type="text" value="061905"/>	<input type="text" value="Krum"/>	<input type="text" value="1,787"/>	<input type="text" value="\$41,900-\$60,000"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
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Mr. Ken Mercer
Chairman, SBOE Committee on School Initiatives
Austin, TX

I am writing this letter in support of High Point Academy and the right for parent choice in public education through the granting of a charter school in or around the Benbrook community. Our city is a suburb of Fort Worth and as such, does not have its own school district. I believe the prospect of an applied learning charter school that services grades PK- 12 is exciting and will provide innovative educational options for parents in the Benbrook community who desire to choose where their child attends school. We want the families who live in Benbrook to have the freedom and choice to attend a local school that provides exceptional academics and innovative learning opportunities, while instilling character values and community responsibility.

As a city representative, I believe High Point Academy will make an impact in our community in a very positive and permanent way through its educational programming and extracurricular involvement in the community.

Sincerely,

A handwritten signature in black ink that reads "Ron Rainey". The signature is written in a cursive style with a large, stylized "R" at the beginning.

Ron Rainey
City of Benbrook
Executive Director
PCED

State of Texas
House of Representatives



MARK SHELTON

CAPITOL OFFICE:
P.O. Box 2910
AUSTIN, TEXAS 78768-2910
PHONE: (512) 463-0608
FAX: (512) 463-8342
TOLL FREE: (888) 874-2707

DISTRICT OFFICE:
1050 FOREST PARK BLVD. STE. 200
FORT WORTH, TEXAS 76110
PHONE: (817) 927-0061
FAX: (817) 927-0042

October 26, 2012

Mr. Ken Mercer
Chairman, SBOE Committee on School Initiatives
Austin, TX

Mr. Mercer:

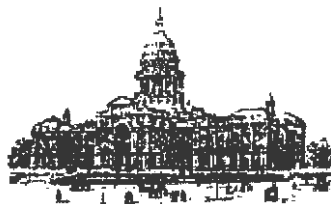
I am writing you today to express my support for High Point Academy and the granting of a charter school in Fort Worth. An applied learning charter school such as High Point Academy that serves grades PK-12 will provide educational opportunities and innovative options for parents in the Fort Worth/Benbrook/River Oaks area who desire to choose where their children go to school, as many parents desire additional educational opportunities outside of the local ISD.

I believe that High Point Academy will serve the needs of these parents and children in a very positive manner and respectfully ask that you carefully consider this request.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Shelton".

Rep. Mark Shelton



TARRANT COUNTY • DISTRICT 97
COMMITTEES: APPROPRIATIONS • PUBLIC EDUCATION
MARK.SHELTON@HOUSE.STATE.TX.US

Attachment O.9 Start Up Plan for High Point Academy

High Point Academy

CATERGORY FACILITY	COMPLETED By	Projected Timeline Due
Identify site/address/description/floor plans	Board	1-Mar-15
Hire Real Estate Company-Insight CSS	Katie Stellar/Lori Manning	25-Mar-14 x
Secure Financing	Board	
Preliminary inspection	Katie Stellar or CEO	
Signed lease/purchase & sales agreement	CEO	
Issuance/awards of bids for renovation	CEO	
Final inspection and occupancy certificate	CEO	
List of waivers, if any		
Completion of renovations	CEO/Board	
Ensure physical accessibility	Facilities Committee on Board	
Ramps	Facilities Committee on Board	
Restrooms	Facilities Committee on Board	
Adequate classroom space for wheelchairs	Facilities Committee on Board	
Acquisition of furniture and materials	Facilities Committee on Board	
Utilities:		
Electric, gas/oil	COO	1-Jul-15
Water/sewer	COO	1-Jul-15
Building Services:	COO/Contract services	After Mach 1
Trash/cleaning	COO/Contract services	
Local electrician/plumber	COO/Contract services	
HVAC contractor	COO/Contract services	
Locksmith	COO/Contract services	
Certification of Occupancy to TEA	Board, CEO,COO	
ADMINISTRATION		
Hire attorney	Katie Stellar Board	September 1 2014
Adopt Certificate of Incorporation and By-Laws	Board	Jan-11 x
School governing board contact info	Katie Stellar	12-Jan x
Establish board meeting schedule-12 meetings (2014-2015)	Katie Stellar/BK Myles	15-Jul-15
Adopt school policies:	Katie Stellar/Board	October Meeting
Uniforms (if any)/Student dress codes	Katie Stellar/Board	October Meeting
Code of Conduct	Katie Stellar/Board	October Meeting
Student calendar	Katie Stellar/Board	October Meeting
Identify and establish required policies-Fiscal, Board,Parent Communication, Grievance Policy	Board in Annual Meeting July15,2014	
Approve per State Guidelines:		
Hired CAO-Connie Barnett, March 1,2015 comes on staff	Board-March2014	Mar-14 x
Hire CEO/Superintendent	Board	September 1 2014

Attachment O.9

CATERGORY

COMPLETED By

Projected Timeline Due

Start up budget	Lori Manning-present to board 7/15	adopt: 7/15/15	
Bids for furniture		2/15/2015	
Bids for playground		2/15/2015	
Bids for computers		2/15/2015	
EDUCATIONAL/OPERATIONS PROGRAM			
Finalize curriculum adoption	CAO, Connie Barnett	1-Feb-15	
Determine assessment mechanism	CAO, Connie Barnett	March 1 2015	
Student orientation date & method	CAO, CEO, COO	1-May-15	
Parent curriculum night	CAO, Connie Barnett	1-May	
Administer baseline assessment	CAO, Connie Barnett	1-May	
Before?After-school program adoption if applicable	CAO, Connie Barnett, BK Myles	1-May	
Decide if school will use free textbook system through state	CAO, Connie Barnett	1-May	
Order:			
Curriculum materials	CAO, CEO, COO Ed Committee	April 1 2015	
Classroom/Office equipment	CAO/COO	April 1 Delievery July 1	
Computers	COO/CEO		
Playground equipment	Admin Team and Board	June 2015	
Consumables	CAO, COO, CEO, Educator Committee		
Telephones	COO		
Tutorial program	COO, Dana Yates	July 1 for Fall 2015	
Arrange:			
Nursing services if applicable-contreact to audit shot records	COO	1-Jul-15	
Public Relations			
Create a school logo	Katie Stellar	12-Jan	x
Website designed and functioning	Lori Manning	In process	x
Develop press release on approval with enrollment info	Dana Yates	1-May	
Schedule appointments with local media to establish relationship	Katie Stellar, Board Chair	1-May	
Take before and after pictures of your building	Lori Manning	March 1/July 1/Aug	
Update your website frequently	Lori Manning	Monthly	
Analysis costs for marketing	COO	1-May	
Contact city/county emergency mangement system make them aware of your school	COO	1-May	
Get school crossing section of street approved change of MPH on street through city/county	COO	1-May	
ADMISSIONS			
Establish an enrollment meeting schedule	Connie Barnett	September 1 2014	
Hold informational meetings-Recruiting Block Parties-5 parties	Board Meeting-July 2014		
Establish contact person and information	Dana Yates	September 1 2014	
Create a school brochure	Dana Yates/Connie Barnett	in process	
Adopt enrollment form	Board	Jul-14	

Attachment O.9

High Point Academy

CATERGORY	COMPLETED By	Projected Timeline Due
Implement marketing and public relations strategy	Katie Stellar	Oct-14
Adopt parent/student handbook	Board	October Meeting
Hold enrollment meetings	Sept 2014-Feb 2015	Board
Hold lottery	Board/CEO	7-Mar
After lottery send admission letters	Board/CEO	15-Mar
Establish waiting list	CEO	16-Mar
Confirm acceptances	CEO/CAO	1-May
Request student records	summer 2015	PEIMS
Receive student records	summer 2015	PEIMS
Gather student demographic information	summer 2015	PEIMS
Gather and make determination for free and reduced lunch info	summer 2015	OCC
Collect Home Language Surveys	summer 2015	OCC
STAFFING		
Hire receptionist	CEO/CAO	April 1 2015
Hire principal	CEO/CAO	Mar-15
Identify lead teachers/subject area heads	28-Mar-15	15-Mar
Start interviewing teachers	1-Mar-15	15-Mar
Extend offers to teachers:	21-Mar-15	April 1 2015
SLED Criminal background checks	HR upon hiring new staff	
Teacher training	August 13 CAO, Principal, COO, CEO	
Create an Employee Handbook	Katie Stellar	Mar-14 x
New Hires Insurance	Business Manager & COO	Aug-15
Ensure all Insurance Forms for all employees	Business Manager & COO	15-Aug
Payroll deductions for insurance premiums	Business Manager & COO	15-Aug
Sexual harrassment training for all staff	CAO, Principal, COO, CEO	15-Aug
FINANCIAL MANAGEMENT		
Decide if accounting will be handled internally or externally	Board	Mar-14
If internally		
Set up accounting system	Business Manager & COO	Jul-15
Set up chart of accounts	Business Manager	Jul-15
Contact the TEA finance department with contact information and banking information i.e. routing and account number for direct deposit of funds	CEO	TBA
Identify check signers (2-3)	CEO	Jan-15
Verification retirement and health insurance	COO	Mar-15
Identify and hire auditor	COO	March for pre school yr
Establish payroll	COO & Business Manager	1-Jul
Forms (purchase orders, expense forms, etc.)	Business Manager	1-Jul

Attachment O.9

High Point Academy

CATERGORY	COMPLETED By	Projected Timeline Due	
Copy of school operating budget (adopt)	COO	In process	
Produce financial reports	Business Manager	August 1 2015	
Establish credit for supplies	OCC	Jan 1 2015	
Copy machine lease	OCC	April 1 2015	
Operator information for computerized budgeting program TEA	Business Manager	1-May-15	
SPECIAL EDUCATION SERVICES			
services	CEO, CAO		
Specifically request disability records from the previous school district's director of special services	PEIMS, Special Education	August 1 2015	
Identify available personnel/service providers:	Special Education	July 1 for Fall 2015	
-special education teacher (most cases: searching for a multi-categorical /learning disabilities teacher)	CAO, COO, CEO	1-Mar	
-related service providers (occupational therapists, physical therapists, speech/language pathologists) (many school's contract with private companies instead of hiring staff)	Special Education	July 1 for Fall 2015	
-school psychologist (most cases: contracting as needed instead of hiring staff)	As needed Special ED teacher		
Plan to attend special education training and 504 training	Special Education	15-Jul	
HEALTH & SAFETY			
Adopt health/safety handbook	Nurse, OCC	1-Aug	
Send medical forms to parents and check for completeness	NURSE	15-Aug	
Identify medical resources	NURSE	July 1 for Fall 2015	
Traffic management (drop off/pick up)	COO,CAO, CEO Educa Team	July 1 for Fall 2015	
Building insurance	COO, COE	March 15	
Liability insurance	COO, CEO	15-Mar-15	
Workers compensation insurance	COO	Mar-15	
Health insurance	Business Manager/COO	Mar-15	
Student accident medical insurance	COO	August 1 2015	
Indemnity insurance	COO	Apr-15	
Defibrillator on site	NURSE	August 1 2015	
Collect student immunization records	PEIMS/Contract Nurse	Aug-15	

Qualification of CEO/Superintendent

Attachment O.10

High Point Academy has not yet determined the person for this position as of yet. The board will be making that decision in the near future.

As seen in our Supplemental HR Forms, Attachment O.7, the following qualifications are High Point Academy's expectations.

Education: Master degree

Exp. Required: Combination of at least (10) years of successful experience as a classroom teacher, educator and supervisor. Experience as a principal, administrator, or district level administrator is required. Demonstrated leadership and management ability

Certification Required: Principal Certification and/or a Superintendent Certification. If certification is in process, it must be obtained within three years or at the discretion of the Board.

- Ensure the Board, staff, and faculty are aware of and comply with all state and federal guidelines, including charter contract.
- Oversee all business operations
- Responsible for community relations and website development
- Lead the development, implementation and revision of the school's strategic plan
- Build unity for and communicate school's vision, mission, and goals
- Lead the development, implementation and revision of administrative procedures to manage school and facilities
- Build unity for and communicate school's vision, mission, and goals
- Approve all submissions to TEA
- Develop procedures for the school to report required information to students, parents, and the public
- Research and oversee the procurement of private, federally funded, and non-profit grants

Board Policies

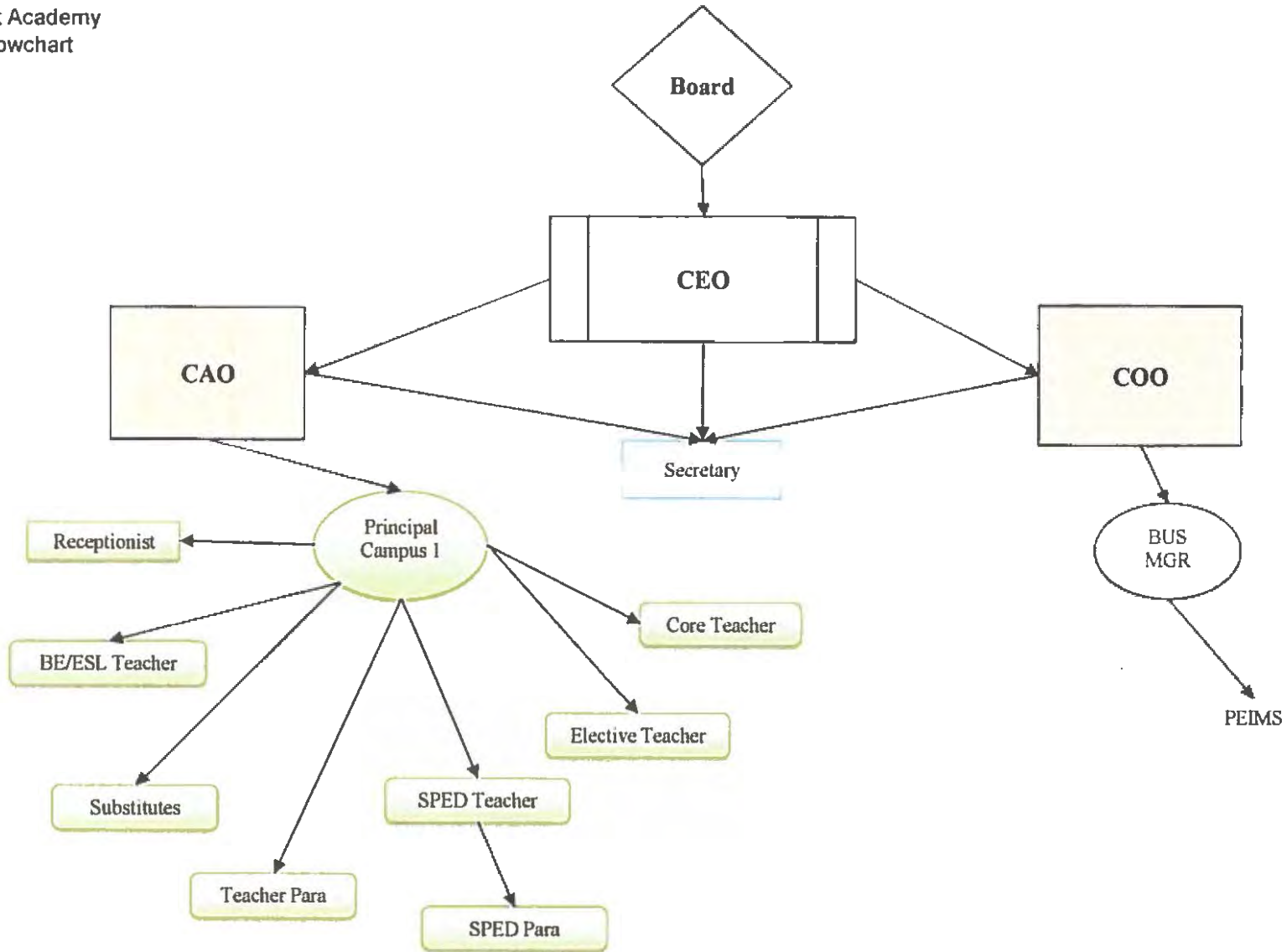
Attachment G.1

The High Point Academy Board is in the process of creating an operations manual for the Administrative staff to implement. The Board is preparing to adopt the following policies:

- Fiscal Management
- Human Resource
- Hiring and Firing
- Uniform
- Code of Conduct
- Official Teacher Handbook
- Official Discipline
- Security
- Technology

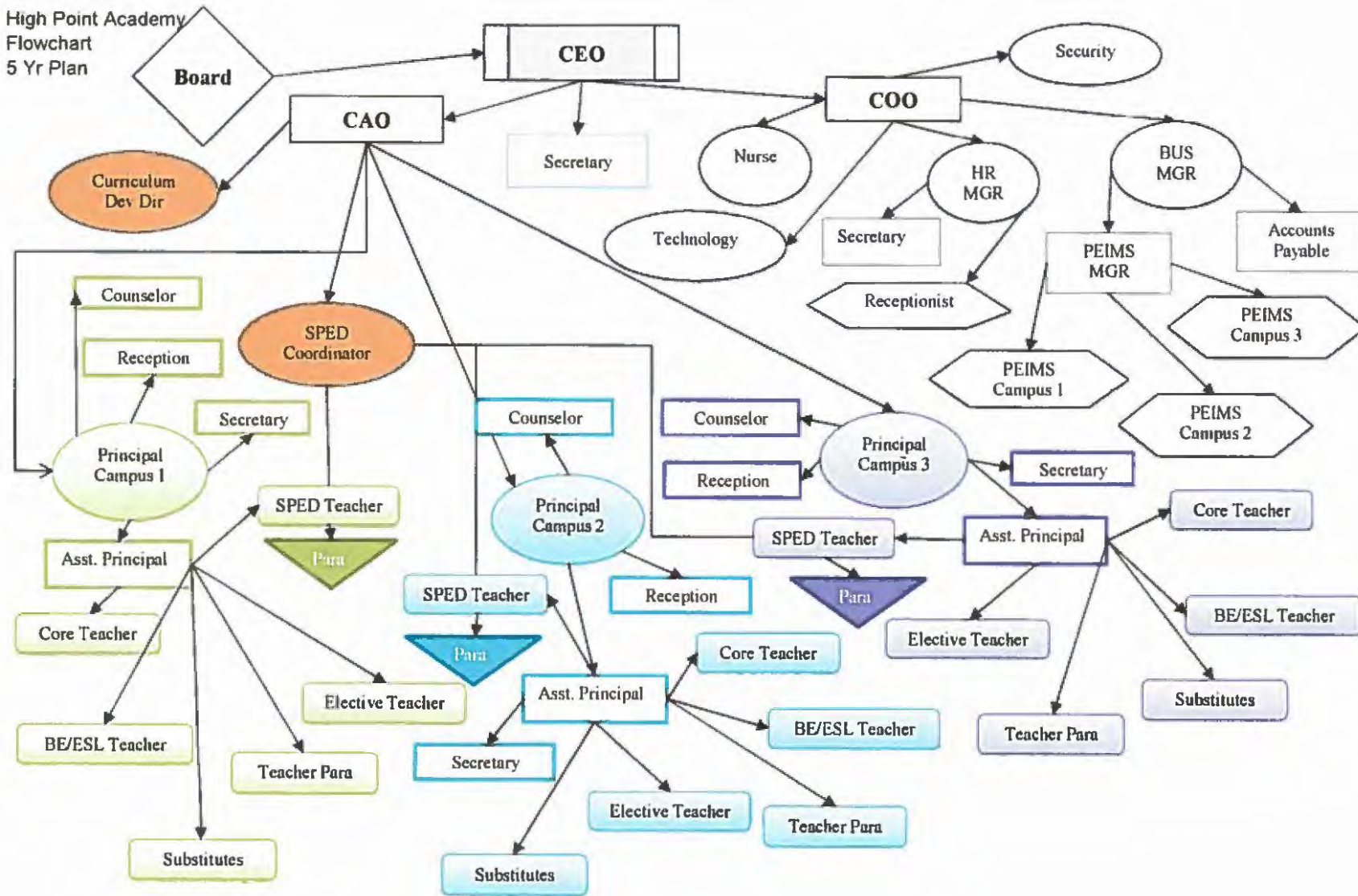
Additional policies will be added as determined.

High Point Academy
First Yr Flowchart



High Point Academy

High Point Academy
Flowchart
5 Yr Plan



High Point Academy

Board Code of Ethics and Conflict of Interest Policy

Attachment G.3

The High Point Academy Board is in the process of developing a Code of Ethics Policy.

The Conflict of Interest Policy is attached.

**CONFLICT OF INTEREST POLICY
OF
FLAFW, INC.**

ARTICLE I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings

ARTICLE V

Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Current Facility Information or MOU

Attachment F.1

High Point Academy does not have a facility determined at this time.



InSite
Educational Facility Services

3/25/2014

Katie Stellar
High Point Academy

Re: Services Agreement

Dear Katie:

Thank you for giving InSite CSS the opportunity to work with High Point Charter Academy. This letter confirms the Engagement (the "Engagement") of InSite Charter School Services (hereinafter, "InSite CSS") by High Point Academy, a Texas Charter School (hereinafter, "High Point"), to provide the following services to assist High Point with site evaluation and other services outlined in this engagement.

This Engagement is subject to the following terms and conditions:

1. **Authorization; Exclusivity.** During the term of this engagement neither High Point nor any one acting on its behalf shall contract with or retain the services of any other person or firm for any of the services to be rendered by InSite CSS pursuant to the terms of this Engagement.

2. **Term.** InSite CSS's engagement hereunder shall become effective on the later to occur of (i) the date by which High Point and InSite CSS shall have executed and delivered this letter to the other, and (ii) the final date on which the Services Contractor shall have delivered to InSite CSS any necessary information and/or materials required Insite CSS, and shall expire twelve (12) months thereafter. Either party, by giving written notice, may terminate this Agreement so that it will terminate at midnight 10 days from the date of receipt of such written notice. Such a termination shall not limit the Broker's right to collect any fees earned or owing as of the date of termination.

3. **Services Provided by InSite CSS.**

High Point retains InSite CSS to provide the following services (hereinafter, the "Services") including but not limited to:

- a) Assist High Point in evaluating possible locations for a school site. Services will include evaluating available land and existing buildings that are within the school district boundary.
- b) Take meetings with property owners and cities to discuss the viability of a potential site for High Point.
- c) Gather information and have initial discussions with potential banks and investors.

- d) Assist High Point in negotiating and structuring a lease or purchase agreement.

4. Fees.

(a) For providing the Services, InSite CSS shall be paid the following: Fees for services are based on an hourly rate. The total maximum fee for services is set at two thousand five hundred dollars (\$2,500.00). InSite CSS will require a retainer of five hundred dollars (\$500.00) that shall be paid upon execution of this agreement. In addition, a signature will execute this engagement. The retainer is not refundable if High Point cancels the project before the completion of proposed services. In the event High Point cancels the project prior to InSite CSS earning the retainer, InSite CSS shall provide service until the retainer is fully earned. Services by InSite CSS will be compensated at the hourly rate of \$95.00.

(b) High Point will be invoiced every two weeks after the initial deposit has been received. Invoices are due upon receipt and are considered past due thirty days after receipt. The invoices will reflect work completed. Past due accounts will force us to cease work until the account is made current. Amounts unpaid ninety days after receipt of invoice shall bear interest at eighteen percent (18%) per annum. High Point shall pay InSite CSS for all expenses (including reasonable attorney's fees) incurred in collecting any payments of interest thereon.

(c) Should InSite CSS be paid through commission dollars for completing a lease transaction, sale transaction or financing transaction and upon payment of said commission, InSite CSS will reimburse High Point for the full fee paid to InSite CSS for services.

(d) For providing the Services, InSite CSS shall be paid through commission dollars for the completion of a lease or sale transaction. In the event that InSiteCSS is the procuring broker of a successful transaction, and the landlord or seller is unwilling to pay a brokerage commission, High Point shall pay a brokerage commission equal to 3% of the purchase price or 3% of the total lease consideration, as long as the lease term is for a period not to exceed ten (10) years. In the event that InSiteCSS is the procuring broker for a long-term lease that is greater than 10 years, the commission shall be limited to the first ten year period of the long-term lease. Should InSite CSS be owed a commission directly from High Point, InSite CSS agrees to allow High Point to amortize the commission payment over a 5 year period or until High Point has sufficient cash reserves to cover the commission or balance of the commission owed.

(e) InSite CSS may, if requested by High Point, seek out project financing either through an equity partner, lender, bond, developer or other means. InSiteCSS will bring multiple financing choices to High Point for their consideration and approval. Should High Point close a purchase or acquisition as a result of a referral from InSiteCSS, InSiteCSS shall have the right to collect a 1% fee of the total project cost to be paid by the lender from the project costs.

5. Standard of Care; Claims.

InSite CSS shall use its best efforts in providing the Services to High Point. However, InSite CSS's liability hereunder for damages, regardless of the form of action, shall not exceed the total amount received by InSite CSS hereunder for rendering the Services. High Point further agrees that neither InSite CSS nor any of its representatives, officers or employees shall be liable for any claim, demand or judgment made against High Point by any other party. Additionally, InSite CSS will not be held liable for incidental or consequential damages even if InSite CSS has been advised of the possibility of such damages. No action related in any way to this agreement, regardless of form, may be brought by either party more than one year after the last date when Services are provided under this Agreement.

6. Obligations of the Services Contractor.

High Point acknowledges and agrees that it has performed or will perform the following undertakings, agreements and covenants in connection with the engagement:

(a) Make available or cause to be made available to InSite CSS (at High Point's expense) all documents, financial projections, management statements with respect to High Point, High Point's organizational documents and other information which in InSite CSS's sole discretion shall be necessary or appropriate for the proper performance of its duties hereunder.

(b) Cooperate fully with InSite CSS in the completion by InSite CSS of its duties and responsibilities hereunder and provide to InSite CSS all information that InSite CSS may require to fulfill its duties and provide the Services hereunder. All information provided by High Point and their agents shall be accurate and complete, in all material respects, and InSite CSS shall be entitled to rely thereon without verification and to include all or any portion thereof in any work or services it provides hereunder.

(c) Provide timely approvals of any items required pursuant to this Agreement.

(d) Take such other action as may be necessary or appropriate for the proper performance of its duties hereunder.

7. Modification of Agreement/Assignment.

This letter agreement contains the entire agreement between the parties and may be modified only in writing signed by the parties hereto. This letter agreement shall be binding upon and inure to the benefit of the parties hereto and may not be assigned by either, except InSite CSS may assign its responsibilities hereunder to an affiliate.

8. Arbitration.

Any and all claims, disputes, controversies or differences arising between the parties hereto in relation to or in connection with this letter agreement, except in respect of Paragraph 9, shall be determined by arbitration. This arbitration shall be held in Los Angeles, California and conducted in accordance with the rules of the American Arbitration Association before one arbitrator selected in accordance with such rules. The decision of such arbitrator

shall be final and binding upon the parties hereto and may be enforced by any court having jurisdiction so to do.

Subject to the limitations of Paragraph 5 hereof, the prevailing party shall be awarded all of its filing fees and related administrative costs and other costs of obtaining an arbitration award, including the costs of subpoenas, depositions, transcripts and the like, witness fees, payment of reasonable attorneys' fees and similar costs related to obtaining, enforcing and collecting an arbitrator's award and all such amounts shall be added to, and become part of, the amounts due pursuant to this agreement.

9. Indemnity.

High Point agrees to indemnify and hold harmless InSite CSS and its affiliates, the respective directors, officers, controlling persons, if any, agents, employees, brokers and attorneys of InSite CSS and its affiliates (hereinafter, the Indemnified Party) from and against all claims, liabilities, losses, damages, proceedings or actions (whether pending or threatened) related to or arising out of this engagement or InSite CSS's role in connection therewith, and will reimburse InSite CSS, InSite CSS's affiliates and any Indemnified Party for all reasonable costs and expenses, including counsel fees, as they are incurred in connection with investigating, preparing for and defending any such claim, proceeding or action (whether pending or threatened). High Point will not, however, be responsible for any claims, liabilities, losses, damages or expenses which have resulted from InSite CSS's gross negligence or intentional or reckless misconduct. The foregoing shall survive the Termination Date.

10. Governing Law; Forum.

This letter agreement shall be interpreted under and governed by the laws of the state of California; and in the event of any dispute hereunder, the Services Contractor hereby consents to the exclusive jurisdiction of the courts of California for the adjudication of such dispute.

11. Authority.

High Point represents and warrants to InSite CSS that this letter agreement has been duly authorized by all requisite action, and that High Point is duly authorized to execute this letter agreement and perform all of its obligations hereunder. InSite CSS represents and warrants to the High Point that its entry and delivery of this letter agreement has been duly authorized by all requisite action.

12. Confidentiality.

High Point, on its own behalf and on behalf of its partners, shareholders, officers, employees and agents, and InSite CSS, on its behalf and on behalf of its affiliates, partners, shareholders, officers, employees and agents, hereby acknowledge that the contents of this letter agreement, the contents of all documents, instruments and other materials which may become available to them during the Engagement (the "Confidential Materials") are of a

confidential nature, and such Confidential Materials may (except as may be required to accomplish the purposes of this Agreement) not be disseminated, distributed, discussed or otherwise made available to any person other than High Point or InSite CSS or their respective counsel. Notwithstanding the foregoing, the following are excluded from the confidentiality provisions of this Section 12: (i) public information, (ii) disclosures required by law, judicial process or litigation between the parties and (iii) disclosures made to an affiliate of a party if the affiliate is advised of and agrees in writing to the confidentiality provisions hereof.

If the foregoing reflects our mutual understanding, please execute the enclosed duplicate of this letter agreement in the space provided below and return it to us.

Very truly yours,



InSite Charter School Services

By: Benson P. Sainsbury

Title: President

Accepted and Agreed,

High Point Academy
FIAFW Inc., dba High Point Academy

By: [Handwritten Signature]

Title: Board Chair

Date: 3/25/2014

TEXAS EDUCATION AGENCY
 School Financial Audits Division

Special Supplement to the Financial Accountability System Resource Guide, Charter Schools

FIAFW, Inc.
 Statement of Financial Position
 As of January 1, 2013 to March 25, 2014

	<u>2013</u>	<u>2014</u>
<u>Assets</u>		
Current Assets		
Cash and cash equivalents	\$14,304.51	\$250,130
Accounts receivable		
Prepaid expenses		
Total current assets	<u>\$14,304.51</u>	<u>\$250,130</u>
Property and Equipment, net	<u>\$54,930.00</u>	<u>\$54,930</u>
Total Assets	<u>\$69,234.51</u>	<u>\$305,060</u>
<u>Liabilities and Net Assets</u>		
Current Liabilities		
Accounts payable	\$0	\$0
Accrued liabilities		
Deferred revenue		
Current portion of long-term debt		
Total current liabilities	<u>\$0</u>	<u>\$0</u>
Long-Term Debt		
Total Liabilities	<u>\$0</u>	<u>\$0</u>
Net Assets		
Unrestricted		
Temporarily restricted		
Total Net Assets	<u>\$69,234.51</u>	<u>\$305,060</u>
Total Liabilities and Net Assets	<u>\$69,234.51</u>	<u>\$305,060</u>

FIAFW, Inc Balance Sheet

As of March 25, 2014

	Total
ASSETS	
Current Assets	
Bank Accounts	
Checking	130.40
High Point Academy	250,000.00
Total Checking	250,130.40
Total Bank Accounts	\$250,130.40
Other current assets	
Note	50,000.00
Total Other current assets	\$50,000.00
Total Current Assets	\$300,130.40
Fixed Assets	
RV	
Depreciation	-870.00
Original Cost	5,800.00
Total RV	4,930.00
Total Fixed Assets	\$4,930.00
TOTAL ASSETS	\$305,060.40
LIABILITIES AND EQUITY	
Total Liabilities	
Equity	
Opening Balance Equity	250,000.00
Retained Earnings	55,060.40
Net Income	
Total Equity	\$305,060.40
TOTAL LIABILITIES AND EQUITY	\$305,060.40

Tuesday, Mar 25, 2014 05:26:53 PM PDT GMT-5 - Cash Basis

High Point Academy

FIAFW, Inc
Statement of Cash Flows

January 1 - March 25, 2014

	Total
OPERATING ACTIVITIES	
Net Income	
Adjustments to reconcile Net Income to Net Cash provided by operations:	
Net cash provided by operating activities	\$0.00
Net cash increase for period	\$0.00
Cash at beginning of period	250,130.40
Cash at end of period	<u>\$250,130.40</u>

Tuesday, Mar 25, 2014 05:32:21 PM PDT GMT-5

High Point Academy

FIAFW, Inc Profit and Loss

January 1, 2013 - March 25, 2014

	Total
Income	
Total Income	
Expenses	
Advertising	248.07
Bank Charges	7.50
Dues & Subscriptions	1,055.09
Insurance	132.00
Legal & Professional Fees	8,980.00
Meals and Entertainment	60.66
Office Expenses	344.51
Promotional	395.00
Rent or Lease	600.00
Stationery & Printing	486.75
Supplies	48.99
Telecommunications	403.59
Training	350.00
Travel	1,306.63
Travel Meals	55.03
Uncategorized Expense	50.29
Total Expenses	\$14,524.11
Net Operating Income	\$ -14,524.11
Other Income	
Reimbursed Expenses	350.00
Total Other Income	\$350.00
Net Other Income	\$350.00
Net Income	\$ -14,174.11

Tuesday, Mar 25, 2014 05:36:53 PM PDT GMT-5 - Cash Basis

High Point Academy

March 25, 2014

To the best of our knowledge these financial statements' are true and accurate

BK Myles
BK Myles, Board Treasurer

Katie P Stellar
Katie P Stellar, Board Chair

Verification

State of Texas

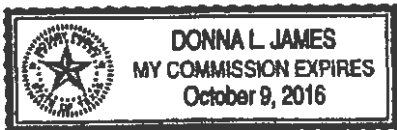
County of Tarrant

On this day BK Myles Katie P. Stellar (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 25 day of March, 20 14

Donna L. James

Notary Public



Seal

My commission expires 10/9/16

COPYRIGHT MATERIAL

3 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.state.tx.us to schedule an appointment.

IRS E-postcard submittal information

The following information was submitted to IRS on February 13, 2013

EIN: 27-3936300

Tax Year: 2012

Legal Name and Mailing Address: FIAFW, Inc. 1609 N. Riverside Drive, Fort Worth, Texas, 76111

Name and Address of Principle Officer: Katie Stellar, 1609 N. Riverside Dr., Fort Worth, Texas, 76111

Website: thehighpointdifference.com

The organization's gross receipts for 2012 were less than \$50,000.

FIAFW, Inc. is not going out of business.

- * Last original filed 990 N. Filed electronically on 2/13/2013. (As previously submitted in HPA app 2013)
- * The attached 990EZ is being filed before April 15, 2014.



BOARD CHAIR
FIAFW, INC.

3/25/2014



Form 990-N E-filing Receipt - IRS Status: Accepted

1 message

epostcard@urban.org <epostcard@urban.org>
To: [REDACTED]

Wed, Feb 13, 2013 at 7:42 PM

Organization: FIAFW INC
EIN: 27-3936300
Submission Type: Form 990-N
Year: 2012
Submission ID: 7800582013044dy74965
e-File Postmark: 2/13/2013 8:34:05 PM
Accepted Date: 2/13/2013

The IRS has accepted the e-Postcard described above. Please save this receipt for your records.

Thank you for filing.

e-Postcard technical support
Phone: 866-255-0654 (toll free)
email: ePostcard@urban.org

FIAFW INC
1609 N Riverside Dr
Fort Worth, TX 76111

Internal Revenue Service - Form 990

8 page(s) have been withheld

PLEASE NOTE: Internal Revenue Service (IRS) Form 990 documents have been removed from the responsive material. These documents have been withheld under Sections 6103 and 6104 of U.S. Code Title 26. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.

High Point Academy

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:

Katie Stellar

Contact Email:

catchfia@gmail.com

Contact Phone:

817.456.7261

Year One Fiscal Year End:

2015

School Days:

180

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

A	B		
1	High Point Academy		
3	Estimate of State Aid Entitlement Input	3/27/2014 1:47	
4		Total - Per Grades - First Year	
5	Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)		
6	Kindergarten	40.00	
7	1st Grade	44.00	
8	2nd Grade	48.00	
9	3rd Grade	48.00	
10	4th Grade	48.00	
11	5th Grade	48.00	
12	6th Grade	48.00	
13	7th Grade	48.00	
14	8th Grade	48.00	
15	9th Grade	-	
16	10th Grade	-	
17	11th Grade	-	
18	12th Grade	-	
19		Total - All Grades	
20	Total Number of Students Enrolled	420.0	
21	Total Number of High School Students Enrolled	-	
22	Percentage Rate of Attendance	80%	
24	Special Education Data:		Extended Year Service
25	Number Enrolled in Homebound	-	-
26	Number Enrolled in Hospital Class	-	-
27	Number Enrolled in Speech Therapy	10.00	-
28	Number Enrolled in Resource Room	-	-
29	Number Enrolled in Self-Contained Mild/Mod/Sev	-	-
30	Number Enrolled in Full-Time Early Childhood	-	-
31	Number Enrolled in Off-Home Campus	-	-
32	Number Enrolled in VAC	-	-
33	Number Enrolled from State Schools	-	-
34	Number Enrolled in Residential Care & Treatment	-	-
35	Number Enrolled in Mainstream	30.00	-
36	Career and Technology (C&T) Data:		Advanced C&T FTE
37	Number Enrolled in One-hour Class	-	-
38	Number Enrolled in Two-hour Class	-	-
39	Number Enrolled in Three-hour Class	-	-
40	Number Enrolled in Four-hour Class	-	-
41	Number Enrolled in Five-hour Class	-	-
42	Number Enrolled in Six-hour Class	-	-
43	Gifted and Talented Enrolled	15.00	
44	Number of Pregnancy Related Students Enrolled	-	
45	Number Enrolled in Bilingual/ESL	15.00	
46	Special Education Error Check		
47	Career and Technology Error Check		
48	Available School Fund ADA	-	
49	Compensatory Education Enrollment	-	
50	Regular Program Transportation Allotment	-	
51	Special Education Program Transportation Allotment	-	
52	Career and Technology Program Transportation Allotment	-	
53	Transportation Total	\$	-
54			

High Point
ENROLLMENT and ST

**REVISED DURING CONTINGENCY PROCESS
SEE INSERT**

ENROLLMENT FISCAL YEAR END

	Data for following fiscal years must be based on reasonable estimates and projections.				
	2015	2016	2017	2018	2019
Pre-Kindergarten (Only 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	-	-	-	-
Kindergarten	40.00	60.00	120.00	140.00	200.00
1st Grade	44.00	66.00	132.00	154.00	220.00
2nd Grade	48.00	72.00	144.00	168.00	240.00
3rd Grade	48.00	72.00	144.00	168.00	240.00
4th Grade	48.00	72.00	144.00	168.00	240.00
5th Grade	48.00	72.00	144.00	168.00	240.00
6th Grade	48.00	72.00	144.00	168.00	240.00
7th Grade	48.00	72.00	144.00	168.00	240.00
8th Grade	48.00	72.00	144.00	168.00	240.00
9th Grade	-	48.00	96.00	168.00	192.00
10th Grade	-	-	48.00	168.00	192.00
11th Grade	-	-	-	168.00	192.00
12th Grade	-	-	-	168.00	192.00
Total Number of High School Students Enrolled	-	48.00	144.00	672.00	768.00
Total Number of All Students Enrolled (Average Membership)	420.00	678.00	1,404.00	2,142.00	2,868.00
Average Daily Attendance (ADA)	126.00	610.20	1263.60	1927.80	2581.20
Average Daily Attendance %	80%	90%	90%	90%	90%
Percent change YOY	-	82%	107%	53%	34%

STUDENT POPULATION

	Data for following fiscal years must be based on reasonable estimates and projections.									
	2015	EYS 2015	2016	EYS 2016	2017	EYS 2017	2018	EYS 2018	2019	EYS 2019
Special Education Data:										
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	10.00	-	20.00	-	40.00	-	50.00	-	70.00	-
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	30.00	-	45.00	-	90.00	-	150.00	-	195.00	-
Special Education Student Count (SPED)	40.00	-	65.00	-	130.00	-	200.00	-	265.00	-
Special Education Student Count %	9.52%	-	9.58%	-	9.26%	-	9.34%	-	9.24%	-
Percent change YOY	-	63%	8%	100%	0%	54%	0%	33%	0%	
Career and Technology (C&T) Data:	2015	Advanced C&T FTE 2015	2016	Advanced C&T FTE 2016	2017	Advanced C&T FTE 2017	2018	Advanced C&T FTE 2018	2019	Advanced C&T FTE 2019
Number Enrolled in One-hour Class	-	-	48.00	-	192.00	-	240.00	-	192.00	-
Number Enrolled in Two-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-	-
Career & Technology Students Enrolled	-	-	48.00	-	192.00	-	240.00	-	192.00	-
% of Career & Technology Students	-	-	7.08%	-	13.68%	-	11.20%	-	6.69%	-
Percent change YOY	-	0%	0%	300%	0%	25%	0%	-20%	0%	

	Data for following fiscal years must be based on reasonable estimates and projections.				
	2015	2016	2017	2018	2019
Number Gifted and Talented Students Enrolled	15.00	25.00	45.00	70.00	95.00
% of Gifted and Talented Students Enrolled	3.57%	3.69%	3.21%	3.27%	3.31%
Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled	-	-	-	-	-
Number of Students Enrolled in Bilingual/ESL	15.00	25.00	45.00	70.00	95.00
% of Students Enrolled in Bilingual/ESL	3.57%	3.69%	3.21%	3.27%	3.31%
Special Education Error Check	-	-	-	-	-
Career and Technology Error Check	-	-	-	-	-
Available School Fund ADA	-	-	-	-	-
Comensatory Education Enrollment	-	-	-	-	-

Transportation

	2015	2016	2017	2018	2019
Regular Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Total	\$ -	\$ -	\$ -	\$ -	\$ -
Percent change YOY	-	0%	0%	0%	0%

High Point Academy Estimate of State Aid Entitlement Output	
Template Date 08/21/2013-Preliminary	TOTAL
Refined ADA	336,000

3/27/2014 2:25

Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.

**REVISED DURING CONTINGENCY PROCESS
SEE INSERT**

SPECIAL EDUCATION FTE	
Number Enrolled in Homebound	
Hospital Class	
Speech Therapy	
Resource Room	0.000
Self-Contained Mild/Mod/Sev	0.000
Full-Time Early Childhood	0.000
Off-Home Campus	0.000
VAC	0.000
State Schools	0.000
Residential Care & Treatment	0.000
TOTAL SPECIAL EDUCATION FTE	0.333
TOTAL SPECIAL EDUCATION WEIGHTED FTE	1.667
Career & Technology FTES	0.000
Advanced Career & Technology FTES	0.000
Regular Program ADA	336,667
Mainstream ADA	24,000
Gifted & Talented Enrollment	15,000
Compensatory Ed Enrollment	-
Pregnancy-related FTES	0,000
Bilingual ADA	12,000
Adjusted GYA	0.9731
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)	456,934
FUNDING DATA:	
State Average Basic Allotment	\$ 4,805
State Average Adjusted Basic Allotment	\$ 5,078
State Average Adjusted Allotment	\$ 6,152
State Average DTR- Level II	0.05355
State Average DTR- Level III	0.04686
Available School Fund Rate	\$ -
FUNDING BREAKDOWN BY PROGRAM	
Regular Program Block Grant	\$ 2,086,021
Special Education Block Grant (Spend 92% of Amount as proposed)	\$ 10,253
Mainstream Special Education (Spend 82% of Amount as proposed)	\$ 162,413
Residential Care & Treatment (Spend 92% of Amount as proposed)	\$ -
State Schools (Spend 92% of Amount as proposed)	\$ -
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as proposed)	\$ -
TOTAL SPECIAL EDUCATION	\$ 172,666
Career & Technology Grant (Spend 88% of Amount as proposed)	\$ -
Gifted & Talented Op Grant (Spend 88% of Amount as proposed)	\$ 11,074
Regular Compensatory Ed (Spend 82% of Amount as proposed)	\$ -
Pregnancy Related Services Allocation (Spend 92% of Amount as proposed)	\$ -
Military Allotment	\$ -
Bilingual Education Block Grant (Spend 82% of Amount as proposed)	\$ 7,382
TRANSPORTATION	
Regular Program	\$ -
Special Education	\$ -
Career and Technology	\$ -
TOTAL TRANSPORTATION	\$ -
High School Allotment	\$ -
State Share of Tier I	\$ 2,256,143
Tier II Level 1	\$ 146,727
Tier II Level 2	\$ 68,409
TOTAL TIER II	\$ 215,136
TOTAL FOUNDATION	\$ 2,471,279
OTHER PROGRAMS	
Staff Salary Allotment	\$ -
Additional State Aid for Tax Reduction (ASATR)	\$ -
TOTAL OTHER PROGRAMS	\$ -
TOTAL	\$ 2,471,279
TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)	\$ -
TOTAL FOUNDATION SCHOOL FUND (FSF)	\$ 2,471,279

1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604,638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604,637
3	2013-2014 WADA		456,934
4	2013-2014 Base Target Revenue (Greater of Line 1 x Line 3 or Line 2 x Line 3)	\$	2,104,016
5	2013-2014 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	50,791
6	2013-2014 Minimum Revenue (Line 4 + Line 5)	\$	2,154,807
7	Transportation Adjustment	\$	-
8	2013-2014 New Instructional Facility Allotment	\$	-
9	2008-2009 Educator Salary Increase (\$23.63 x 2008-2009)	\$	-
10	2013-2014 Adjusted Minimum Revenue (Line 6 + Line 7 - Line 8 - Line 9)	\$	2,154,807
11	2013-2014 Tier I State Aid	\$	2,256,143
12	Additional State Aid For Transportation (Line 10 - Line 11)	\$	-
13	2013-2014 Revenue (Line 10 + Line 12)	\$	2,256,143
14	2013-2014 Revenue (Line 11 + Line 12)	\$	2,256,143
	Proposed Tax Rate (RACR/WADA) (Line 13/Line 3)	\$	4,938

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

3/27/2014 1:47

High Point Academy

REVENUE AND EXPENSE ASSUMPTIONS

2015 2016 2017 2018 2019 NOTES

REVENUE

TOTAL STATE REVENUES

2,471,279.07

TOTAL FEDERAL REVENUES

-

TOTAL LOCAL & OTHER

TOTAL REVENUE

Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tax

0.00%	61.00%	107.00%	53.00%	34.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

2017 is the opening of campus 2. The year 2019 is the add

**REVISED DURING CONTINGENCY PROCESS
SEE INSERT**

EXPENSES

PAYROLL TAXES AND BENEFITS

Social Security	
Medicare	
State Unemployment	
Worker's Compensation Insurance	
Custom Other Tax #1	
Custom Other Tax #2	
Health Insurance	
Dental Insurance	
Vision Insurance	
Life Insurance	
Retirement Contribution	
Custom Fringe #1	
Custom Fringe #2	

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent

8.25%	8.25%	8.25%	8.25%	8.25%
1.45%	1.45%	1.45%	1.45%	1.45%
0.05%	0.05%	0.05%	0.05%	0.05%
1.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
10.00%	10.00%	10.00%	10.00%	10.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
6.00%	6.00%	6.00%	6.00%	6.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

CONTRACTED SERVICES

Accounting / Audit	5,000
Legal	5,000
Management Company Fee	
Nurse Services	1,000
Food Service / School Lunch	
Payroll Services	
Special Ed Services	3,000
Titlement Services (i.e. Title I)	
Professional Services	20,000
Staff Tuition and Related Fees-Higher Ed	10,000
Education Service Center Services	3,000

Enter the % increase below for which the amount entered in column F should increase each year

0.00%	25.00%	25.00%	0.00%	20.00%
0.00%	25.00%	25.00%	0.00%	20.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	20.00%	20.00%	20.00%	20.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	3.00%	75.00%	3.00%	50.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	20.00%	0.00%	0.00%	0.00%
0.00%	20.00%	20.00%	20.00%	20.00%
0.00%	20.00%	20.00%	20.00%	20.00%

Necessary supplies
 No Food Service yrs 1-5
 SPED Contracted services Speech
 WebSmart and any other contract service
 Necessary Training

**REVISED DURING CONTINGENCY PROCESS
 SEE INSERT**

SCHOOL OPERATIONS

Board Expenses	3,500
Classroom / Teaching Supplies & Materials	65,000
Special Ed Supplies & Materials	12,000
Textbooks / Workbooks	12,000
Supplies & Materials other	31,000
Equipment / Furniture	43,000
Telephone	6,000
Technology	10,000
Student Testing & Assessment	11,000
Field Trips	1,500
Transportation (student)	5,000
Student Services - other	2,000
Office Expense	21,000
Staff Development	5,000
Staff Recruitment	1,000
Student Recruitment / Marketing	7,000
School Meals / Lunch	
Travel (Staff)	6,000
Fundraising	2,500
Miscellaneous Operating Costs	30,000
Memberships and Dues	3,000
APEX Program after school/tutors	40,000
TOTAL SCHOOL OPERATIONS	

0.00%	10.00%	10.00%	10.00%	10.00%
0.00%	50.00%	75.00%	50.00%	75.00%
0.00%	20.00%	50.00%	20.00%	50.00%
0.00%	50.00%	75.00%	50.00%	75.00%
0.00%	50.00%	100.00%	50.00%	30.00%
0.00%	50.00%	100.00%	50.00%	30.00%
0.00%	50.00%	100.00%	25.00%	50.00%
0.00%	50.00%	100.00%	50.00%	75.00%
0.00%	20.00%	20.00%	20.00%	20.00%
0.00%	20.00%	20.00%	20.00%	20.00%
0.00%	25.00%	25.00%	25.00%	25.00%
0.00%	15.00%	15.00%	15.00%	15.00%
0.00%	20.00%	75.00%	20.00%	50.00%
0.00%	50.00%	50.00%	50.00%	50.00%
0.00%	10.00%	10.00%	10.00%	10.00%
0.00%	10.00%	10.00%	10.00%	10.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	20.00%	20.00%	20.00%	20.00%
0.00%	50.00%	100.00%	50.00%	25.00%
0.00%	10.00%	50.00%	10.00%	50.00%
0.00%	20.00%	20.00%	20.00%	20.00%

Board Development and Training Expense
 IPADS 144@5300pp, 3 carts w/24 IPADS K-5th
 SPED supplies and manipulatives, 1.1 technology
 Sattler Oxford, Singapore workbook
 22 sets @5500 reading materials, elect textbooks, core kn
 Sci Lab, 10K Comp lab, 15K Piano lab, Fine Art SK, PE/Dance
 telephone, internet, \$500monthly
 Technology Wireless LAN, networking, expense
 Iowa Basic Skills, STAAR, EOC, LEP tests, TPRJ
 Student Field trips
 Buses Durham
 Promo Awards, Special attendance, ect
 Copying, Postage, yr3 new school, yr5 new school
 Staff Development
 Banners, Ads, ect
 Promo Materials, Licensing, Banners
 Conferences and Travel/State Meetings
 For Events to raise funds
 Double asterisk

FACILITY OPERATION & MAINTENANCE

Insurance	4,000
Janitorial Services	15,000
Building and Land Rent / Lease	144,000
Repairs & Maintenance	18,000
Security Services	4,000
Utilities	84,000
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-
TOTAL FACILITY OPERATION & MAINTENANCE	

0.00%				
0.00%				
0.00%				
0.00%	20.00%	20.00%	20.00%	20.00%
0.00%	0.00%	100.00%	0.00%	50.00%
0.00%	30.00%	30.00%	30.00%	30.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

Contracted Janitorial
 \$12K monthly Yr1, yr3 2 buildings 24K, Yr5 3 Buildings
 repairs and maintenance
 Security monitoring ADP
 utility increase

**REVISED DURING CONTINGENCY PROCESS
 SEE INSERT**

RESERVES / CONTINGENCY

TOTAL EXPENSES	
NET OPERATING INCOME (before Depreciation)	
DEPRECIATION & AMORTIZATION	
NET OPERATING INCOME (including Depreciation)	

0.00%	15.00%	15.00%	15.00%	15.00%
0.00%	0.00%	0.00%	0.00%	0.00%

**High Point Academy
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY					
Total Revenue	2,471,279	3,978,759	8,236,032	12,601,129	16,885,512
Total Expenses	2,364,539	3,549,756	7,124,159	10,477,589	15,853,316
Net Operating Income (before Depreciation)	106,740	429,003	1,111,872	2,123,540	992,197
Revenue Per Pupil	5,884	5,868	5,866	5,883	5,888
Expenses Per Pupil	5,630	5,236	5,074	4,871	5,542
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2015	2016	2017	2018	2019

Description of Assumptions and Variances:

REVENUE					
TOTAL STATE REVENUES	\$ 2,471,279	\$ 3,978,759	\$ 8,236,032	\$ 12,601,129	\$ 16,885,512
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 2,471,279	\$ 3,978,759	\$ 8,236,032	\$ 12,601,129	\$ 16,885,512

High Point Academy Fort Worth

**REVISED DURING CONTINGENCY PROCESS
SEE INSERT**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	113,000	116,390	155,952	160,631	165,450
Instructional Management	99,500	189,520	317,209	435,998	578,512
Deans, Directors & Coordinators			99,725	102,716	162,073
CFO / Director of Finance					
Operation / Business Manager	55,000	56,650	58,350	60,100	61,903
Administrative Staff	49,000	73,130	176,109	207,618	320,770
Other - Administrative					
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 316,500	\$ 485,690	\$ 807,345	\$ 967,063	\$ 1,288,708

CEO Yrs1-5, CDO Yrs 1-2 p/t, 3-5/f
Principal, Chief Academic Officer, Asst. Princ-mult campuses
SPED Teacher, PARAS, SPED Coord yr3, HR yr3, Curni Yr3, data
Business Manager
Yr1 =2support, 3 campuses Yr5=12support

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	640,000	1,071,200	2,376,416	4,021,235	6,572,971
Teachers - SPED	45,000	46,350	143,222	196,691	253,239
Substitute Teachers	14,000	14,420	29,705	30,596	47,271
Teaching Assistants	46,000	71,070	170,805	226,194	310,640
Specialty Teachers	281,000	413,030	808,406	1,138,622	1,579,089
Aides	24,000	49,440	76,385	157,353	216,098
Therapists & Counselors			44,558	45,895	94,543
Other Instructional					
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 1,050,000	\$ 1,665,510	\$ 3,649,496	\$ 5,816,506	\$ 9,073,852

Ave 40K, 16 Core and 6 Elect, Yr 1, 3M raise/yr
SPED Teacher, add campus Y3 and Y5, add staff
585 pp per day
2 asst Yr1 1.3 teaching assts Yr3 campus
Fine Arts, Electives, Business, ect...
SPED AIDES
Guidance Counselor, Yr 3

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse		37,080	38,192	78,676	81,037
Librarian					
Custodian					
Security		42,230	86,594	85,604	158,438
Other Non-Instructional					
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$	\$ 79,310	\$ 125,186	\$ 164,280	\$ 219,474

Yr2 (1 officer) yr 3 (2 officers), yr 1

TOTAL PERSONNEL EXPENSES

TOTAL PERSONNEL EXPENSES	\$ 1,366,500	\$ 2,180,510	\$ 4,382,027	\$ 6,851,829	\$ 10,382,634
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PAYROLL TAXES AND BENEFITS

Social Security	112,736	179,892	378,017	573,534	873,018
Medicare	19,814	31,617	66,439	100,803	153,439
State Unemployment	683	1,090	2,291	3,476	5,291
Worker's Compensation Insurance	13,685	21,805	45,820	69,519	105,820
Custom Other Tax #1					
Custom Other Tax #2					
Health Insurance	136,650	218,051	458,203	695,193	1,058,203
Dental Insurance					
Vision Insurance					
Life Insurance					
Retirement Contribution	81,990	130,831	274,922	417,176	638,922
Custom Fringe #1					
Custom Fringe #2					
TOTAL PAYROLL TAXES AND BENEFITS	\$ 365,599	\$ 583,296	\$ 1,225,692	\$ 1,839,641	\$ 2,830,694

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 1,732,099	\$ 2,763,796	\$ 5,607,719	\$ 8,691,470	\$ 13,213,328
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CONTRACTED SERVICES

Accounting / Audit	5,000	6,250	7,813	7,813	9,375
Legal	5,000	6,250	7,813	7,813	9,375
Management Company Fee					
Nurse Services	1,000	1,200	1,440	1,728	2,074
Food Service / School Lunch					
Payroll Services					
Special Ed Services	7,000	7,210	12,618	12,996	19,494
Titlement Services (i.e. Title I)					
Professional Services	20,000	24,000	24,000	24,000	24,000
Staff, Tuition and Related Fees-Higher Ed	10,000	12,000	14,400	17,280	20,736
Education Service Center Services	3,000	3,600	4,320	5,184	6,211
TOTAL CONTRACTED SERVICES	\$ 51,000	\$ 60,510	\$ 72,483	\$ 76,813	\$ 91,274

Audit Services yr1, yr3 (2 schools), yr 5 (3 school)
Legal Services and Fees
Necessary Supplies-Bandaids ect...
Contract Services, SPEECH ect... Yr1, Yr3 (2), Yr5 (3)
WebSmart and Contract Services
Reimbursement for staff Ed
Necessary Training

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

High Point Academy
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	250,000
Total Expenses	222,200
Net Operating Income (before Depreciation)	27,800

Description of Assumptions and Variances

Start-Up
Period

REVENUE	
TOTAL STATE REVENUES	
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	\$ 250,000
TOTAL REVENUE	\$ 250,000

Private Gifting from Karl Buckman See Documentation

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	32,000
Instructional Management	
Deans, Directors & Coordinators	30,000
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	4,000
Other - Administrative	-

Contract Labor Mar-Aug
July, Aug
Contract Labor Mar-Aug

June, July 2015 Secretary

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

\$ 66,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	-

**REVISED DURING CONTINGENCY PROCESS
SEE INSERT**

TOTAL INSTRUCTIONAL PERSONNEL COSTS

\$ -

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

\$ -

TOTAL PERSONNEL EXPENSES

\$ 66,000

PAYROLL TAXES AND BENEFITS

Social Security	-
Medicare	-
State Unemployment	-
Worker's Compensation Insurance	-
Custom Other Tax #1	-
Custom Other Tax #2	-
Health Insurance	-
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	-
Custom Fringe #1	-
Custom Fringe #2	-

TOTAL PAYROLL TAXES AND BENEFITS

\$ -

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$ 66,000

CONTRACTED SERVICES

Accounting / Audit	2,500
Legal	3,500
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Professional Services	-
Staff Tuition and Related Fees-Higher Ed	-
Education Service Center Services	600

yr end audit to start school
contracts, other legal items

TOTAL CONTRACTED SERVICES

\$ 6,600

training for personnel

SCHOOL OPERATIONS

Board Expenses	1,500
Classroom / Teaching Supplies & Materials	36,000
Special Ed Supplies & Materials	5,000
Textbooks / Workbooks	
Supplies & Materials other	25,000
Equipment / Furniture	33,000
Telephone	1,600
Technology	8,000
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	6,400
Staff Development	-
Staff Recruitment	2,000
Student Recruitment / Marketing	4,000
School Meals / Lunch	-
Travel (Staff)	8,000
Funeral Expenses	-

**REVISED DURING CONTINGENCY PROCESS
SEE INSERT**

TOTAL:

FACILITY OPERATION & MAINTENANCE

Insurance	1,000
Janitorial Services	1,500
Building and Land Rent / Lease	6,500
Repairs & Maintenance	-
Security Services	-
Utilities	3,600
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-

TOTAL FACILITY OPERATION & MAINTENANCE

\$ 12,600

RESERVES / CONTINGENCY

-

TOTAL EXPENSES

\$ 222,200

NET OPERATING INCOME (before Depreciation)

\$ 27,800

DEPRECIATION & AMORTIZATION

-

NET OPERATING INCOME (including Depreciation)

\$ 27,800

SPED C.O.W. 1:1 lapto/ IPAD (12) w/cart, games, manipulatives

Necessary School Items: Digital Elmos, STEM KITS, Legos, SCI Items Bookcases and Extra Classroom furniture 22 classes(\$1500) & Books Jan-Aug Server and Wifi Beaowulf Technologies for Apple Booster

Computers/Printers for Admin office(3), desks (3) chairs (3) Off. Exp

Marketing and Advertisements
6 Block Parties and Events for student recruitment-Food, space, Activity

Exp. for travel Austin Tx, Region Centers, Shadowing, School Mentoring Budget for Family Events to Raise funds expected expense ID and TCSA

Fidelity Bond for grant cleaning supplies and contract labor as needed Rent for June, July, August (2200)

\$1200 monthly for utilities June, July, August

Total FSP from latest Summary of Finances (SOF)	\$	2,471,279	
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$	-	
Current Year FSP Payments Year to Date from FSP Ledger	\$	-	
FSP Remaining Balance	\$	2,471,279	
Number of Remaining FSP Payments		12	
Remaining Balance to be Paid this Month		8.3%	
Payment	\$	205,116	

Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 205,116
October	11	9.1%	\$ 206,221
November	10	10.1%	\$ 208,054
December	9	11.1%	\$ 205,560
January		12.4%	\$ 204,145
February			207,674
March			
April			
May	4		
June	3	33.2%	\$ -
July	2	49.7%	\$ 205,073
August	1	100.0%	\$ 207,548
			\$ 2,471,279

**REVISED DURING CONTINGENCY PROCESS
SEE INSERT**

3/27/2014 1:47

3/27/2014 1:47

High Point Academy

PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY

Total Revenue	41,667	41,667	41,667	41,667	41,667	41,665	250,000
Total Expenses	40,144	39,140	37,040	35,615	35,115	35,146	222,300
Net Operating Income (before Depreciation)	1,523	2,527	4,627	6,052	6,552	6,519	27,800
CASH FLOW ADJUSTMENTS							
BEGINNING CASH BALANCE (cash and cash equivalents)		1,523	4,050	8,677	14,729	21,281	
ENDING CASH BALANCE (cash and cash equivalents)	1,523	4,050	8,677	14,729	21,281	27,800	

CHECK vs. Budget
(Must Be Zero)

Description of Assumptions and Variances

Enter the months period prior to opening day of school.

March	April	May	June	July	August	TOTAL
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REVENUE

TOTAL STATE REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ 41,667	\$ 41,667	\$ 41,667	\$ 41,667	\$ 41,667	\$ 41,665	\$ 250,000
TOTAL REVENUE	\$ 41,667	\$ 41,667	\$ 41,667	\$ 41,667	\$ 41,667	\$ 41,665	\$ 250,000

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	5,333	5,333	5,333	5,333	5,333	5,335	32,000
Instructional Management							
Deans, Directors & Coordinators	5,000	5,000	5,000	5,000	5,000	5,000	30,000
CFD / Director of Finance							
Operation / Business Manager							
Administrative Staff			1,000	1,000	1,000	1,000	4,000
Other - Administrative							
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 10,333	\$ 10,333	\$ 11,333	\$ 11,333	\$ 11,333	\$ 11,335	\$ 66,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular							
Teachers - SPED							
Substitute Teachers							
Teaching Assistants							
Specialty Teachers							
Aides							
Therapists & Counselors							
Other - Instructional							
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse							
Librarian							
Custodian							
Security							
Other - Non Instructional							
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL PERSONNEL EXPENSES

\$ 10,333	\$ 10,333	\$ 11,333	\$ 11,333	\$ 11	\$ 66,000
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PAYROLL TAXES AND BENEFITS

Social Security							
Medicare							
State Unemployment							
Worker's Compensation Insurance							
Custom Other Tax #1							
Custom Other Tax #2							
Health Insurance							
Dental Insurance							
Vision Insurance							
Life Insurance							
Retirement Contribution							
Custom Fringe #1							
Custom Fringe #2							
TOTAL PAYROLL TAXES AND BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$ 10,333	\$ 10,333	\$ 11,333	\$ 11,333	\$ 11	\$ 66,000
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CONTRACTED SERVICES

Accounting / Audit				1,250		2,500
Legal	875	875	875		875	3,500
Management Company Fee						
Nurse Services						
Food Service / School Lunch						
Payroll Services						
Special Ed Services						
Titlement Services (i.e. Title I)						
Professional Services						
Staff Tuition and Related Fees Higher Ed						
Education Service Center Services				200		600
TOTAL CONTRACTED SERVICES	\$ 875	\$ 875	\$ 875	\$ 1,450	\$ 1,075	\$ 6,600

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

SCHOOL OPERATIONS

Board Expenses		1,500					1,500
Classroom / Teaching Supplies & Materials	6,000	6,000	6,000	6,000	6,000	6,000	36,000
Special Ed Supplies & Materials		1,000	1,000	1,000	1,000	1,000	5,000
Textbooks / Workbooks							
Supplies & Materials other	4,166	4,166	4,166	4,166	4,166	4,170	25,000
Equipment / Furniture	5,500	5,500	5,500	5,500	5,500	5,500	33,000
Telephone			400	400	400	400	1,600
Technology	4,000	2,000	2,000				8,000
Student Testing & Assessment							
Field Trips							
Transportation (Student)							
Student Services - other							
Office Expense	1,070	1,066	1,066	1,066	1,066	1,066	6,400
Staff Development							
Staff Recruitment	500	500	500	500			2,000
Student Recruitment / Marketing	2,000	2,000					4,000
School Meals / Lunch							
Travel (Staff)	1,600	1,600	1,600	1,600	1,600		8,000
Fundraising	500	500	500	500	500		2,500
Miscellaneous Operating Costs						1,000	1,000
Memberships and Dues	1,500					1,500	3,000
APEX Program-after school/tutors							
TOTAL SCHOOL OPERATIONS	\$ 26,836	\$ 25,992	\$ 22,792	\$ 20,792	\$ 20,332	\$ 20,436	\$ 137,000

FACILITY OPERATION & MAINTENANCE

Insurance	167	167	167	167	167	165	1,000
Janitorial Services	250	250	250	250	250	250	1,500
Building and Land Rent / Lease	1,083	1,083	1,083	1,083	1,083	1,085	6,500
Repairs & Maintenance							
Security Services							
Utilities	600	600	600	600	600	600	3,600
Custom Facilities Operations #1							
Custom Facilities Operations #2							
Custom Facilities Operations #3							
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100	\$ 12,600

RESERVES / CONTINGENCY

TOTAL EXPENSES	\$ 40,144	\$ 39,140	\$ 37,040	\$ 35,615	\$ 35,115	\$ 35,146	\$ 222,200
NET OPERATING INCOME (before Depreciation)	\$ 1,523	\$ 2,527	\$ 4,627	\$ 6,052	\$ 6,552	\$ 6,519	\$ 27,800
DEPRECIATION & AMORTIZATION							
NET OPERATING INCOME (including Depreciation)	\$ 1,523	\$ 2,527	\$ 4,627	\$ 6,052	\$ 6,552	\$ 6,519	\$ 27,800

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

**High Point Academy
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

													CHECK vs Budget (Must Be Zero)	Description of Assumptions and Variances
205,116	206,221	208,054	205,560	204,145	207,674	204,929	204,887	206,998	205,075	205,073	207,547	2,471,279	(0)	
197,044	197,042	197,043	197,042	197,042	197,033	197,034	197,034	197,034	197,035	197,035	197,119	2,364,537	(2)	
8,072	9,179	11,011	8,518	7,103	10,641	7,895	7,853	9,964	8,040	8,038	10,428	106,742	2	
27,800	35,872	45,051	56,062	64,580	71,683	82,324	90,219	98,072	108,036	116,076	124,114			
35,872	45,051	56,062	64,580	71,683	82,324	90,219	98,072	108,036	116,076	124,114	134,542			
September	October	November	December	January	February	March	April	May	June	July	August	TOTAL		
\$ 205,116	\$ 206,221	\$ 208,054	\$ 205,560	\$ 204,145	\$ 207,674	\$ 204,929	\$ 204,887	\$ 206,998	\$ 205,075	\$ 205,073	\$ 207,547	\$ 2,471,279	(0)	
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	(0)	
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	(0)	
\$ 205,116	\$ 206,221	\$ 208,054	\$ 205,560	\$ 204,145	\$ 207,674	\$ 204,929	\$ 204,887	\$ 206,998	\$ 205,075	\$ 205,073	\$ 207,547	\$ 2,471,279	(0)	

**REVISED DURING CONTINGENCY PROCESS
SEE INSERT**

9,417	9,417	9,417	9,417	9,417	9,417	9,417	9,417	9,417	9,417	9,417	9,417	113,000
8,288	8,292	8,292	8,292	8,294	8,292	8,292	8,292	8,292	8,292	8,292	8,290	99,500
4,583	4,582	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,587	55,000
4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,087	49,000
\$ 26,871	\$ 26,875	\$ 26,875	\$ 26,875	\$ 26,877	\$ 26,875	\$ 26,875	\$ 26,875	\$ 26,875	\$ 26,875	\$ 26,875	\$ 26,877	\$ 316,800

53,333	53,333	53,333	53,333	53,333	53,333	53,333	53,333	53,333	53,333	53,333	53,337	640,000
3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
1,166	1,166	1,166	1,166	1,166	1,166	1,166	1,166	1,166	1,166	1,166	1,174	14,000
3,837	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	46,000
23,417	23,417	23,417	23,417	23,417	23,417	23,417	23,417	23,417	23,417	23,417	23,413	281,000
2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
\$ 87,583	\$ 87,499	\$ 87,499	\$ 87,499	\$ 87,499	\$ 87,499	\$ 87,499	\$ 87,499	\$ 87,499	\$ 87,499	\$ 87,499	\$ 87,587	\$ 1,838,000

\$ 118,874	\$ 118,874	\$ 118,874	\$ 118,874	\$ 118,874	\$ 118,874	\$ 118,874	\$ 118,874	\$ 118,874	\$ 118,874	\$ 118,874	\$ 118,874	\$ 1,346,500

9,394	9,394	9,394	9,394	9,394	9,394	9,394	9,394	9,394	9,394	9,394	9,402	112,736
1,651	1,651	1,651	1,651	1,651	1,651	1,651	1,651	1,651	1,651	1,651	1,653	19,814
57	57	57	57	57	57	57	57	57	57	57	56	683
1,139	1,139	1,139	1,139	1,139	1,139	1,138	1,138	1,138	1,138	1,138	1,141	13,665
11,387	11,387	11,387	11,387	11,387	11,387	11,387	11,387	11,387	11,387	11,387	11,393	136,650
6,832	6,832	6,832	6,832	6,832	6,832	6,832	6,832	6,832	6,832	6,832	6,838	81,990
\$ 30,460	\$ 30,468	\$ 30,468	\$ 30,468	\$ 30,468	\$ 30,468	\$ 30,459	\$ 30,459	\$ 30,459	\$ 30,459	\$ 30,459	\$ 30,483	\$ 365,500
\$ 144,934	\$ 144,934	\$ 144,934	\$ 144,934	\$ 144,936	\$ 144,934	\$ 144,933	\$ 144,933	\$ 144,933	\$ 144,933	\$ 144,933	\$ 144,967	\$ 1,732,000

416	416	416	416	416	416	417	417	417	417	417	419	
416	416	416	416	416	416	417	417	417	417	417	419	
83	83	83	83	83	83	83	83	83	83	83	87	
583	583	583	583	583	583	583	583	583	583	583	587	
1,666	1,666	1,666	1,666	1,666	1,666	1,667	1,667	1,667	1,667	1,667	1,669	
834	833	834	834	834	833	833	833	833	833	833	833	
250	250	250	250	250	250	250	250	250	250	250	250	
\$ 4,248	\$ 4,247	\$ 4,248	\$ 4,248	\$ 4,248	\$ 4,247	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,264	

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

291	291	291	291	291	291	291	291	291	291	291	291	299	3,500
5,417	5,417	5,417	5,417	5,417	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,419	65,000
1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
2,584	2,584	2,584	2,584	2,584	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,582	31,000
3,984	3,584	3,584	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,584	43,000
500	500	500	500	500	500	500	500	500	500	500	500	500	6,000
833	833	833	833	833	833	833	833	833	833	833	833	837	10,000
917	917	917	917	917	917	916	916	916	916	916	916	918	11,000
125	125	125	125	125	125	125	125	125	125	125	125	125	1,500
417	417	417	417	417	416	416	416	416	416	416	416	419	5,000
167	167	167	167	167	166	166	166	166	166	166	166	169	2,000
1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	21,000
417	417	417	417	417	416	416	416	416	416	416	416	419	5,000
83	83	83	83	83	83	83	83	83	83	83	83	87	1,000
167	166	166	166	167	167	166	166	166	166	167	167	169	2,000
500	500	500	500	500	500	500	500	500	500	500	500	500	6,000
208	208	208	208	208	208	208	208	208	208	208	208	212	2,500
2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
250	250	250	250	250	250	250	250	250	250	250	250	250	3,000
3,334	3,334	3,334	3,334	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
\$ 26,044	\$ 26,043	\$ 26,043	\$ 26,043	\$ 26,042	\$ 26,036	\$ 26,035	\$ 26,035	\$ 26,035	\$ 26,035	\$ 26,036	\$ 26,036	\$ 26,072	\$ 112,500

334	334	334	333	333	333	333	333	333	333	333	333	333	3,999
1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	144,000
1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,400	18,000
334	334	334	334	333	333	333	333	333	333	333	333	333	4,000
7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	84,000
\$ 22,418	\$ 22,418	\$ 22,418	\$ 22,417	\$ 22,416	\$ 22,416	\$ 22,416	\$ 22,416	\$ 22,416	\$ 22,416	\$ 22,416	\$ 22,416	\$ 22,416	\$ 268,999
\$ 197,044	\$ 197,042	\$ 197,043	\$ 197,042	\$ 197,042	\$ 197,039	\$ 197,034	\$ 197,034	\$ 197,034	\$ 197,034	\$ 197,035	\$ 197,035	\$ 197,119	\$ 2,364,537
\$ 8,072	\$ 8,179	\$ 11,011	\$ 8,518	\$ 7,103	\$ 10,641	\$ 7,895	\$ 7,853	\$ 9,964	\$ 8,040	\$ 8,038	\$ 10,428	\$ 106,742	
\$ 8,072	\$ 9,179	\$ 11,011	\$ 8,518	\$ 7,103	\$ 10,641	\$ 7,895	\$ 7,853	\$ 9,964	\$ 8,040	\$ 8,038	\$ 10,428	\$ 106,742	

REVISED DURING CONTINGENCY PROCESS
SEE INSERT

**XYZ Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY					
	YEAR 1 2015	YEAR 2 2016	YEAR 3 2017	YEAR 4 2018	YEAR 5 2019
Total Revenue	2,761,611	4,446,194	9,203,621	14,081,540	18,869,264
Total Expenses	2,684,843	3,908,952	7,692,226	11,328,358	17,359,073
Net Operating Income (before Depreciation)	76,769	537,241	1,511,395	2,753,183	1,510,191
Revenue Per Pupil	6,573	6,554	6,555	6,574	6,573
Expenses Per Pupil	6,392	5,765	5,475	5,285	6,053

Description of Assumptions and Variances

REVENUE					
	YEAR 1 2015	YEAR 2 2016	YEAR 3 2017	YEAR 4 2018	YEAR 5 2019
TOTAL STATE REVENUES	\$ 2,761,611	\$ 4,446,194	\$ 9,203,621	\$ 14,081,540	\$ 18,869,264
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 2,761,611	\$ 4,446,194	\$ 9,203,621	\$ 14,081,540	\$ 18,869,264



APPROVED DURING CONTINGENCY PROCESS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	84,000	86,520	89,116	166,095	171,077
Instructional Management	65,000	189,520	317,209	435,998	522,236
Deans, Directors & Coordinators	50,000	51,500	152,770	157,353	218,349
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	55,000	56,650	58,350	60,100	61,903
Administrative Staff	71,000	73,130	176,109	207,618	320,770
Other - Administrative	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 325,000	\$ 457,320	\$ 793,553	\$ 1,027,163	\$ 1,294,335

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	640,000	1,112,400	2,376,416	3,977,526	6,572,971
Teachers - SPED	45,000	46,350	143,222	196,691	253,239
Substitute Teachers	14,000	14,420	29,705	30,596	47,271
Teaching Assistants	46,000	71,070	170,805	226,194	310,640
Specialty Teachers	281,000	371,830	765,970	1,138,622	1,579,089
Aides	24,000	49,440	76,385	157,353	189,085
Therapists & Counselors	-	-	44,558	45,895	94,543
Other - Instructional	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 1,050,000	\$ 1,665,510	\$ 3,607,060	\$ 5,772,877	\$ 9,046,840

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	36,000	37,080	38,192	78,676	81,037
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	42,230	86,994	89,604	138,438
Other - Non-Instructional	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 36,000	\$ 79,310	\$ 125,186	\$ 168,280	\$ 219,474

TOTAL PERSONNEL EXPENSES

	\$ 1,411,000	\$ 2,202,140	\$ 4,525,799	\$ 6,968,320	\$ 10,560,649
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PAYROLL TAXES AND BENEFITS

Social Security	116,408	181,677	373,378	574,886	871,254
Medicare	20,460	31,931	65,624	101,041	153,129
State Unemployment	706	1,101	2,263	3,484	5,280
Worker's Compensation Insurance	14,110	22,021	45,258	69,683	105,606
Custom Other Tax #1	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-
Health Insurance	141,100	220,214	452,580	696,832	1,056,065
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	84,660	132,128	271,548	418,099	633,639
Custom Fringe #1	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 377,443	\$ 589,072	\$ 1,210,651	\$ 1,864,026	\$ 2,824,974

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

	\$ 1,788,443	\$ 2,791,212	\$ 5,736,451	\$ 8,832,346	\$ 13,385,623
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CONTRACTED SERVICES

Accounting / Audit	5,000	6,250	7,813	7,813	9,375
Legal	10,000	12,500	15,625	15,625	18,750
Management Company Fee	-	-	-	-	-
Nurse Services	1,000	1,200	1,440	1,728	2,074
Food Service / School Lunch	-	-	-	-	-
Payroll Services	-	-	-	-	-
Special Ed Services	7,000	7,210	12,618	12,996	19,494
Titlment Services (i.e. Title I)	-	-	-	-	-
Professional Services	20,000	24,000	24,000	24,000	24,000
Staff Tuition and Related Fees-Higher Ed	10,000	12,000	14,400	17,280	20,736
Education Service Center Services	3,000	3,600	4,320	5,184	6,221
TOTAL CONTRACTED SERVICES	\$ 56,000	\$ 66,760	\$ 80,215	\$ 84,626	\$ 100,649

CEO Yrs 1-5, CDO Yrs 4-5
Principal, Chief Academic Officer, Asst. Princ-mult campuses
SPED Teacher, PARAS, SPED Coord yr3, HR yr3, Curr1 Yr3, data

Business Manager
Yr1 =2support, 3 campuses Yrs=12support

Ave 40K,16 Core and 6 Elect,Yr 1, 3% raise yrly
SPED Teacher ; add campus Y3 and Y5 : add staff
\$85 pp per day-
2 asst Yr1 1-3 teaching assts W5 3 campus'
Fine Arts, Electives, Business, ect...
SPED AIDES
Guidance Counselor Yr 3

Yr2 (1 officer) yr 3 (2 officers), yr 5 (3 officers) 1 p campus

Audit Services yr1, yr3 (2 schools), yr 5 (3 schools)
Legal Services and Fees

Necessary Supplies-Band-aids ect...

Contract Services, SPEECH ect...Yr1,Yr3 (2), Yr5 (3)

PowerSchool and Contract Services
Reimbursement for staff Ed
Necessary Training

APPROVED DURING CONTINGENCY PROCESS

SCHOOL OPERATIONS					
Board Expenses	3,500	3,850	4,235	4,659	5,124
Classroom / Teaching Supplies & Materials	65,000	97,500	170,625	255,938	447,891
Special Ed Supplies & Materials	12,000	14,400	21,600	25,920	38,880
Textbooks / Workbooks	12,000	18,000	31,500	47,250	82,688
Supplies & Materials other	31,000	46,500	93,000	139,500	181,350
Equipment / Furniture	83,000	124,500	249,000	373,500	485,550
Telephone	6,000	9,000	18,000	22,500	33,750
Technology	10,000	15,000	30,000	45,000	78,750
Student Testing & Assessment	11,000	13,200	15,840	19,008	22,810
Field Trips	6,000	7,200	8,640	10,368	12,442
Transportation (student)	6,000	7,500	9,375	11,719	14,648
Student Services - other	2,000	2,300	2,645	3,042	3,498
Office Expense	21,000	25,200	44,100	52,920	79,380
Staff Development	15,000	22,500	33,750	50,625	75,938
Staff Recruitment	1,000	1,100	1,210	1,331	1,464
Student Recruitment / Marketing	4,000	4,400	4,840	5,324	5,856
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	6,000	7,200	8,640	10,368	12,442
Fundraising	2,500	3,750	7,500	11,250	14,063
Miscellaneous Operating Costs	30,000	33,000	49,500	54,450	81,675
Memberships and Dues	3,000	3,600	4,320	5,184	6,221
APEX Program-after school/tutors 5	233,400	280,080	560,160	700,200	1,400,400
TOTAL SCHOOL OPERATIONS	\$ 563,400	\$ 739,780	\$ 1,368,480	\$ 1,850,055	\$ 3,084,818

FACILITY OPERATION & MAINTENANCE					
Insurance	12,000	14,400	21,600	23,760	35,640
Janitorial Services	15,000	18,000	21,600	25,920	31,104
Building and Land Rent / Lease	144,000	144,000	288,000	288,000	432,000
Repairs & Maintenance	18,000	21,600	25,920	31,104	37,325
Security Services	4,000	4,000	8,000	8,000	12,000
Utilities	84,000	109,200	141,960	184,548	239,912
Custom Facilities Operations #1	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 277,000	\$ 311,200	\$ 507,080	\$ 561,332	\$ 787,981

RESERVES / CONTINGENCY

TOTAL EXPENSES	\$ 2,684,843	\$ 3,908,952	\$ 7,692,226	\$ 11,978,358	\$ 17,359,071
NET OPERATING INCOME (before Depreciation)	\$ 76,769	\$ 537,241	\$ 1,511,395	\$ 2,753,183	\$ 1,510,193
DEPRECIATION & AMORTIZATION	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 76,769	\$ 537,241	\$ 1,511,395	\$ 2,753,183	\$ 1,510,193

Training, conferences, meeting space	5,124
IPADS (144)@\$300, 3 rolling carts w 24 IPADS each K-5 (yr 1)	447,891
SPED Materials and Supplies, manipulatives, 1:1 technology	38,880
Sadlier Oxford, Singapore Workbook ect.	82,688
22 sets @\$500 reading Superbooks, elect textbooks ,CK Curriculum	181,350
Furn40K	485,550
Building Telephones Y1-Y5	33,750
Wireless LAN, Networking, Boosters	78,750
Iowa Basic Skills, EDC, STAAR,LEP, TPR	22,810
Student Field trips -2000 for GT student use	12,442
Buses-Durham	14,648
Student Awards, Promo Attendance	3,498
Copying, Postage, yr3 new school, yr5 new school	79,380
Staff Development	75,938
	1,464
	5,856
	-
Conferences and Travel & State Meetings	12,442
For events to raise funds Yr2 2 campuses. Yr5 3 campuses	14,063
Desks, class set-up, computer labY1, YR2,Y3,Y4,Y5	81,675
ASCD Membership, TCSA Membership	6,221
After school prog(200 kids@\$22wkly for 36 wks & tutor costs)[5]	1,400,400
	3,084,818
Liability and Fidelity Bond	35,640
Contracted Janitorial	31,104
\$12K monthly Yr1, yr3 2 buildings 24K, Yr5 3 Buildings	432,000
repairs and maintenance	37,325
Security Monitoring ADP-firn alarms and 911 calls	12,000
utilities \$7000 monthly@12 months	239,912

APPROVED DURING CONTINGENCY PROCESS

APPROVED DURING CONTINGENCY PROCESS

A	B	C	D	E
1	XYZ Charter School			
3	Estimate of State Aid Entitlement Input	10/14/2014 16:06		
4	Total - Per Grades - First Year			
5	Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)			
6	Kindergarten	40.00		
7	1st Grade	44.00		
8	2nd Grade	48.00		
9	3rd Grade	48.00		
10	4th Grade	48.00		
11	5th Grade	48.00		
12	6th Grade	48.00		
13	7th Grade	48.00		
14	8th Grade	48.00		
15	9th Grade	-		
16	10th Grade	-		
17	11th Grade	-		
18	12th Grade	-		
19	Total - All Grades			
20	Total Number of Students Enrolled	420.0		
21	Total Number of High School Students Enrolled	-		
22	Percentage Rate of Attendance	80%		
24	Special Education Data:		Extended Year Service	
25	Number Enrolled in Homebound	-	-	
26	Number Enrolled in Hospital Class	-	-	
27	Number Enrolled in Speech Therapy	10.00	-	
28	Number Enrolled in Resource Room	-	-	
29	Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	
30	Number Enrolled in Full-Time Early Childhood	-	-	
31	Number Enrolled in Off-Home Campus	-	-	
32	Number Enrolled in VAC	-	-	
33	Number Enrolled from State Schools	-	-	
34	Number Enrolled in Residential Care & Treatment	-	-	
35	Number Enrolled in Mainstream	30.00	-	
38	Career and Technology (C&T) Data:		Advanced C&T FTE	
37	Number Enrolled in One-hour Class	48.00	-	
38	Number Enrolled in Two-hour Class	-	-	
39	Number Enrolled in Three-hour Class	-	-	
40	Number Enrolled in Four-hour Class	-	-	
41	Number Enrolled in Five-hour Class	-	-	
42	Number Enrolled in Six-hour Class	-	-	
43	Gifted and Talented Enrolled	15.00		
44	Number of Pregnancy Related Students Enrolled	-		
45	Number Enrolled in Bilingual/ESL	15.00		
46	Special Education Error Check			
47	Career and Technology Error Check			
48	Available School Fund ADA	-		
49	Compensatory Education Enrollment	204.00		
50	Regular Program Transportation Allotment			
51	Special Education Program Transportation Allotment	-		
52	Career and Technology Program Transportation Allotment	-		
53	Transportation Total	\$	-	
54				

1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604,638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604,637
3	2013-2014 WADA		510,615
4	2013-2014 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	\$	2,351,197
5	2013-2014 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	56,758
6	2013-2014 Minimum Revenue (Line 4 + Line 5)	\$	2,407,955
7	Transportation Adjustment	\$	-
8	2013-2014 New Instructional Facility Allotment	\$	-
9	2008-2009 Educator Salary Increase (\$23.63 x 2008-2009 WADA*0.9263)	\$	-
10	2013-2014 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	\$	2,407,955
11	2013-2014 Tier I State Aid	\$	2,521,201
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	\$	-
13	2013-2014 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	\$	2,521,201
14	2013-2014 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	\$	4,938

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APPROVED DURING CONTINGENCY PROCESS

XYZ Charter School ENROLLMENT and STUDENT POPULATION

APPROVED DURING CONTINGENCY PROCESS

ENROLLMENT FISCAL YEAR END	Data for following fiscal years must be based on reasonable estimates and projections.				
	2015	2016	2017	2018	2019
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	-	-	-	-
Kindergarten	40.00	60.00	120.00	140.00	200.00
1st Grade	44.00	66.00	132.00	154.00	220.00
2nd Grade	48.00	72.00	144.00	168.00	240.00
3rd Grade	48.00	72.00	144.00	168.00	240.00
4th Grade	48.00	72.00	144.00	168.00	240.00
5th Grade	48.00	72.00	144.00	168.00	240.00
6th Grade	48.00	72.00	144.00	168.00	240.00
7th Grade	48.00	72.00	144.00	168.00	240.00
8th Grade	48.00	72.00	144.00	168.00	240.00
9th Grade	-	48.00	96.00	168.00	192.00
10th Grade	-	-	48.00	168.00	192.00
11th Grade	-	-	-	168.00	192.00
12th Grade	-	-	-	168.00	192.00
Total Number of High School Students Enrolled	-	48.00	144.00	672.00	768.00
Total Number of All Students Enrolled (Average Membership)	420.00	678.00	1,404.00	2,142.00	2,866.00
Average Daily Attendance (ADA)	336.00	610.20	1263.60	1927.80	2581.20
Average Daily Attendance %	80%	90%	90%	90%	90%
Percent change YOY	-	82%	107%	53%	34%

STUDENT POPULATION	Data for following fiscal years must be based on reasonable estimates and projections.									
	2015	EYS 2015	2016	EYS 2016	2017	EYS 2017	2018	EYS 2018	2019	EYS 2019
Special Education Data:										
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	10.00	-	20.00	-	40.00	-	50.00	-	70.00	-
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Med/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	30.00	-	45.00	-	90.00	-	150.00	-	195.00	-
Special Education Student Count (SPED)	40.00	-	65.00	-	130.00	-	200.00	-	285.00	-
Special Education Student Count %	9.52%	-	9.59%	-	9.28%	-	9.34%	-	9.24%	-
Percent change YOY	-	-	63%	0%	100%	0%	54%	0%	33%	0%
Career and Technology (C&T) Data:										
Number Enrolled in One-hour Class	48.00	Advanced C&T FTE 2015	48.00	Advanced C&T FTE 2016	192.00	Advanced C&T FTE 2017	240.00	Advanced C&T FTE 2018	192.00	Advanced C&T FTE 2019
Number Enrolled in Two-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-	-
Career & Technology Students Enrolled	48.00	-	48.00	-	192.00	-	240.00	-	192.00	-
% of Career & Technology Students	11.43%	-	7.08%	-	13.68%	-	11.20%	-	6.69%	-
Percent change YOY	-	-	0%	0%	300%	0%	25%	0%	-20%	0%

	Data for following fiscal years must be based on reasonable estimates and projections.				
	2015	2016	2017	2018	2019
Number Gifted and Talented Students Enrolled	15.00	25.00	45.00	70.00	95.00
% of Gifted and Talented Students Enrolled	3.57%	3.69%	3.21%	3.27%	3.31%
Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled	-	-	-	-	-
Number of Students Enrolled in Bilingual/ESL	15.00	25.00	45.00	70.00	95.00
% of Students Enrolled in Bilingual/ESL	3.57%	3.69%	3.21%	3.27%	3.31%
Special Education Error Check					
Career and Technology Error Check					
Available School Fund ADA	-	-	-	-	-
Comensatory Education Enrollment	204.00	-	-	-	-

Transportation	2015	2016	2017	2018	2019
	Regular Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -
Special Education Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Total	\$ -	\$ -	\$ -	\$ -	\$ -
Percent change YOY	-	0%	0%	0%	0%

XYZ Charter School Estimate of State Aid Entitlement Output Template Date 06/21/2013-Preliminary		TOTAL
Refined ADA		338,000
HS ADA		0.000
ASF ADA		0.000
SPECIAL EDUCATION FTE		
Number Enrolled in Homebound	0.000	
Hospital Class	0.000	
Speech Therapy	0.333	
Resource Room	0.000	
Self-Contained Mild/Mod/Sev	0.000	
Full-Time Early Childhood	0.000	
Off-Home Campus	0.000	
VAC	0.000	
State Schools	0.000	
Residential Care & Treatment	0.000	
TOTAL SPECIAL EDUCATION FTE	0.333	0.000
TOTAL SPECIAL EDUCATION WEIGHTED FTE	1.867	0.000
Career & Technology FTEs	8.528	
Advanced Career & Technology FTES	0.000	
Regular Program ADA	329,198	
Mainstream ADA	24,000	
Gifted & Talented Enrollment	15,000	
Compensatory Ed Enrollment	204,000	
Pregnancy-related FTEs	0.000	
Bilingual ADA	12,000	
Adjusted GYA	0.9731	
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)	818.818	
FUNDING DATA:		
State Average Basic Allotment	\$ 4,805	
State Average Adjusted Basic Allotment	\$ 5,078	
State Average Adjusted Allotment	\$ 8,152	
State Average DTR- Level II	0.03355	
State Average DTR- Level III	0.04886	
Available School Fund Rate	\$ -	
FUNDING BREAKDOWN BY PROGRAM		
Regular Program Block Grant	#####	
Special Education Block Grant (Spend 82% of Amount as proposed)	\$ 10,253	
Mainstream Special Education (Spend 82% of Amount as proposed)	\$ 162,413	
Residential Care & Treatment (Spend 82% of Amount as proposed)	\$ -	
State Schools (Spend 82% of Amount as proposed)	\$ -	
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as proposed)	\$ -	
TOTAL SPECIAL EDUCATION	\$ 172,666	
Career & Technology Grant (Spend 86% of Amount as proposed)	\$ 54,218	
Gifted & Talented Op Grant (Spend 89% of Amount as proposed)	\$ 11,074	
Regular Compensatory Ed (Spend 82% of Amount as proposed)	\$ 251,002	
Pregnancy Related Services Allocation (Spend 82% of Amount as proposed)	\$ -	
Military Allotment	\$ -	
Bilingual Education Block Grant (Spend 82% of Amount as proposed)	\$ 7,382	
TRANSPORTATION		
Regular Program	\$ -	
Special Education	\$ -	
Career and Technology	\$ -	
TOTAL TRANSPORTATION	\$ -	
High School Allotment	\$ -	
State Share of Tier I	#####	
Tier II Level 1	\$ 183,985	
Tier II Level 2	\$ 78,445	
TOTAL TIER II	\$ 248,410	
TOTAL FOUNDATION	#####	
OTHER PROGRAMS		
Staff Salary Allotment	\$ -	
Additional State Aid for Tax Reduction (ASATR)	\$ -	
TOTAL OTHER PROGRAMS	\$ -	
TOTAL	#####	
TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)	\$ -	
TOTAL FOUNDATION SCHOOL FUND (FSF)	#####	

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Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.

APPROVED DURING CONTINGENCY PROCESS

XYZ Charter School

REVENUE AND EXPENSE ASSUMPTIONS

		2015	2016	2017	2018	2019	NOTES
REVENUE							
TOTAL STATE REVENUES	2,761,611.06	0.00%	61.00%	107.00%	53.00%	34.00%	2017 is the opening of campus 2. The year 2019 is the ad
TOTAL FEDERAL REVENUES	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL LOCAL & OTHER REVENUES	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL REVENUE	2,761,611.06						

APPROVED DURING CONTINGENCY PROCESS

EXPENSES

PAYROLL TAXES AND BENEFITS

Social Security	
Medicare	
State Unemployment	
Worker's Compensation Insurance	
Custom Other Tax #1	
Custom Other Tax #2	
Health Insurance	
Dental Insurance	
Vision Insurance	
Life Insurance	
Retirement Contribution	
Custom Fringe #1	
Custom Fringe #2	
TOTAL PAYROLL TAXES AND BENEFITS	

	8.25%	8.25%	8.25%	8.25%	8.25%
	1.45%	1.45%	1.45%	1.45%	1.45%
	0.05%	0.05%	0.05%	0.05%	0.05%
	1.00%	1.00%	1.00%	1.00%	1.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	10.00%	10.00%	10.00%	10.00%	10.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	6.00%	6.00%	6.00%	6.00%	6.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL PERSONNEL TAX & BENEFIT EXPENSES

CONTRACTED SERVICES

Accounting / Audit	5,000
Legal	10,000
Management Company Fee	-
Nurse Services	1,000
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	7,000
Titlement Services (i.e. Title I)	-
Professional Services	20,000
Staff Tuition and Related Fees-Higher Ed	10,000
Education Service Center Services	3,000
TOTAL CONTRACTED SERVICES	

	0.00%	25.00%	25.00%	0.00%	20.00%
	0.00%	25.00%	25.00%	0.00%	20.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	20.00%	20.00%	20.00%	20.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	3.00%	75.00%	3.00%	50.00%
	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	20.00%	0.00%	0.00%	0.00%
	0.00%	20.00%	20.00%	20.00%	20.00%
	0.00%	20.00%	20.00%	20.00%	20.00%

Necessary supplies
 No Food Service yrs 1-5
 SPED Contracted services-Speech
 Powerschool and any other contract service
 Necessary Training

APPROVED DURING CONTINGENCY PROCESS

SCHOOL OPERATIONS

Board Expenses	3,500
Classroom / Teaching Supplies & Materials	65,000
Special Ed Supplies & Materials	12,000
Textbooks / Workbooks	12,000
Supplies & Materials other	31,000
Equipment / Furniture	83,000
Telephone	6,000
Technology	10,000
Student Testing & Assessment	11,000
Field Trips	6,000
Transportation (student)	8,000
Student Services - other	2,000
Office Expense	21,000
Staff Development	15,000
Staff Recruitment	1,000
Student Recruitment / Marketing	4,000
School Meals / Lunch	6,000
Travel (Staff)	2,500
Fundraising	30,000
Miscellaneous Operating Costs	3,000
Memberships and Dues	3,000
APEX Program - after school/tutors 5	233,400

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance	12,000
Janitorial Services	15,000
Building and Land Rent / Lease	144,000
Repairs & Maintenance	18,000
Security Services	4,000
Utilities	84,000
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-

TOTAL FACILITY OPERATION & MAINTENANCE

RESERVES / CONTINGENCY

TOTAL EXPENSES	-
NET OPERATING INCOME (before Depreciation)	-

DEPRECIATION & AMORTIZATION

NET OPERATING INCOME (including Depreciation)	-
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0.00%	10.00%	10.00%	10.00%	10.00%
0.00%	50.00%	75.00%	50.00%	75.00%
0.00%	20.00%	50.00%	20.00%	50.00%
0.00%	50.00%	75.00%	50.00%	75.00%
0.00%	50.00%	100.00%	50.00%	30.00%
0.00%	50.00%	100.00%	50.00%	30.00%
0.00%	50.00%	100.00%	25.00%	50.00%
0.00%	50.00%	100.00%	50.00%	75.00%
0.00%	20.00%	20.00%	20.00%	20.00%
0.00%	20.00%	20.00%	20.00%	20.00%
0.00%	25.00%	25.00%	25.00%	25.00%
0.00%	15.00%	15.00%	15.00%	15.00%
0.00%	20.00%	75.00%	20.00%	50.00%
0.00%	50.00%	50.00%	50.00%	50.00%
0.00%	10.00%	10.00%	10.00%	10.00%
0.00%	10.00%	10.00%	10.00%	10.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	20.00%	20.00%	20.00%	20.00%
0.00%	50.00%	100.00%	50.00%	25.00%
0.00%	10.00%	50.00%	10.00%	50.00%
0.00%	20.00%	20.00%	20.00%	20.00%
0.00%	20.00%	100.00%	25.00%	100.00%

0.00%	20.00%	50.00%	10.00%	50.00%
0.00%	20.00%	20.00%	20.00%	20.00%
0.00%	0.00%	100.00%	0.00%	50.00%
0.00%	20.00%	20.00%	20.00%	20.00%
0.00%	0.00%	100.00%	0.00%	50.00%
0.00%	30.00%	30.00%	30.00%	30.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

0.00%	15.00%	15.00%	15.00%	15.00%
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0.00%	0.00%	0.00%	0.00%	0.00%
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Board Development and Training Expense
 1PADS 144@5300pp, 3 carts w/24 IPADS K-5th
 SPED supplies and manipulatives, 1:1 technology
 Sadlier Oxford, Singapore workbook
 22 sets @9500 reading materials, elect textbooks, Core Kn
 Sci Lab, 10K Comp lab, 15K Plano lab, Fine Art 5K, PE/Dance
 telephone, internet, \$500/monthly
 Technology Wireless LAN, networking, expense
 Iowa Basic Skills, STAAR, EOC, LEP tests, TPRI, GT test
 Student Field trips/GT Field trip 2000
 Buses-Durham
 Promo Awards, Special attendance, ect
 Copying, Postage, yr3 new school, yr3 new school
 Staff Development /Curriculum training
 Banners, Ads, ect
 Promo Materials, Licensing, Banners
 Conferences and Travel:State Meetings
 For Events to raise funds
 Desks, class set-up, computer lab YK2,Y3,Y4,Y5
 ASCD Membership, TCSA Membership
 After school 200 kids@522 w/dly for 36 wks, tutors (5)
 Building Insurance: Liability; fidelity bond
 Contracted Janitorial
 \$12K monthly Yr1, yr3 2 buildings 24K, Yr5 3 Buildings
 repairs and maintenance
 Security monitoring ADP
 utility increase

APPROVED DURING CONTINGENCY PROCESS

**XYZ Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY					
	YEAR 1 2015	YEAR 2 2016	YEAR 3 2017	YEAR 4 2018	YEAR 5 2019
Total Revenue	2,761,611	4,446,194	9,203,621	14,081,540	18,869,264
Total Expenses	2,684,843	3,908,952	7,692,224	11,328,354	17,359,071
Net Operating Income (before Depreciation)	76,768	537,242	1,511,397	2,753,186	1,510,193
Revenue Per Pupil	6,579	6,554	6,554	6,574	6,579
Expenses Per Pupil	6,391	5,765	5,479	5,285	6,053

Description of Assumptions and Variances

REVENUE					
	YEAR 1 2015	YEAR 2 2016	YEAR 3 2017	YEAR 4 2018	YEAR 5 2019
TOTAL STATE REVENUES	\$ 2,761,611	\$ 4,446,194	\$ 9,203,621	\$ 14,081,540	\$ 18,869,264
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 2,761,611	\$ 4,446,194	\$ 9,203,621	\$ 14,081,540	\$ 18,869,264



APPROVED DURING CONTINGENCY PROCESS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	84,000	86,520	89,116	166,095	171,077
Instructional Management	65,000	189,520	317,209	435,998	522,236
Deans, Directors & Coordinators	50,000	51,500	152,770	157,353	218,349
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	55,000	56,650	58,350	60,100	61,903
Administrative Staff	71,000	73,130	176,109	207,618	320,770
Other - Administrative	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 325,000	\$ 457,320	\$ 793,553	\$ 1,027,163	\$ 1,294,335

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	640,000	1,112,400	2,376,416	3,977,526	6,572,971
Teachers - SPED	45,000	46,350	143,222	196,691	253,289
Substitute Teachers	14,000	14,420	29,705	30,596	47,271
Teaching Assistants	46,000	71,070	170,805	276,194	310,640
Specialty Teachers	281,000	371,830	765,970	1,138,622	1,579,089
Aides	24,000	49,440	76,385	157,353	189,085
Therapists & Counselors	-	-	44,558	45,895	94,543
Other - Instructional	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 1,050,000	\$ 1,665,510	\$ 3,607,060	\$ 5,772,877	\$ 9,046,840

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	36,000	37,080	38,192	78,676	81,037
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	42,230	86,994	89,604	138,438
Other - Non-Instructional	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 36,000	\$ 79,310	\$ 125,186	\$ 168,280	\$ 219,474

TOTAL PERSONNEL EXPENSES

TOTAL PERSONNEL EXPENSES	\$ 1,411,000	\$ 2,202,140	\$ 4,525,799	\$ 6,968,320	\$ 10,560,649
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PAYROLL TAXES AND BENEFITS

Social Security	116,408	181,677	373,378	574,886	871,254
Medicare	20,460	31,931	65,624	101,041	153,129
State Unemployment	706	1,101	2,263	3,484	5,280
Worker's Compensation Insurance	14,110	22,021	45,258	69,683	105,606
Custom Other Tax #1	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-
Health Insurance	141,100	220,214	452,580	696,832	1,056,065
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	84,660	132,128	271,548	418,099	633,639
Custom Fringe #1	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 377,443	\$ 589,072	\$ 1,210,651	\$ 1,864,026	\$ 2,824,974

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 1,788,443	\$ 2,791,212	\$ 5,736,451	\$ 8,832,346	\$ 13,385,623
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CONTRACTED SERVICES

Accounting / Audit	5,000	6,250	7,813	7,813	9,375
Legal	10,000	12,500	15,625	15,625	18,750
Management Company Fee	-	-	-	-	-
Nurse Services	1,000	1,200	1,440	1,728	2,074
Food Service / School Lunch	-	-	-	-	-
Payroll Services	-	-	-	-	-
Special Ed Services	7,000	7,210	12,618	12,996	19,494
Titlement Services (i.e. Title I)	-	-	-	-	-
Professional Services	20,000	24,000	24,000	24,000	24,000
Staff Tuition and Related Fees-Higher Ed	10,000	12,000	14,400	17,280	20,736
Education Service Center Services	3,000	3,600	4,320	5,184	6,221
TOTAL CONTRACTED SERVICES	\$ 56,000	\$ 66,760	\$ 80,215	\$ 84,626	\$ 100,649

CEO Yrs1-5, COO Yrs 4-5
Principal, Chief Academic Officer, Ass. Prino-mulit campuses
SPED Teacher, PARAS, SPED Coord yr3, HR yr3, Curri W3, data

Business Manager
Yr1 = 2support, 3 campuses Yr5= 12support

Ave 40K, 16 Core and 6 Elect, Yr 1, 3% raise yrly
SPED Teacher, add campus Y3 and Y5 : add staff
\$85 pp per day-
2 asst Yr1 - 13 teaching assts Yr5 3 campus'
Fine Arts, Electives, Business, ect...
SPED AIDES
Guidance Counselor Yr 3

Yr2 (1 officer) yr 3 (2 officers), yr 5 (3 officers) 1 p campus

APPROVED DURING CONTINGENCY PROCESS

SCHOOL OPERATIONS

Board Expenses	3,500	3,850	4,235	4,659	5,124
Classroom / Teaching Supplies & Materials	65,000	97,500	170,625	255,938	447,891
Special Ed Supplies & Materials	12,000	14,400	21,600	25,920	38,880
Textbooks / Workbooks	12,000	18,000	31,500	47,250	82,688
Supplies & Materials other	31,000	46,500	93,000	139,500	181,350
Equipment / Furniture	83,000	124,500	249,000	373,500	485,550
Telephone	6,000	9,000	18,000	22,500	33,750
Technology	10,000	15,000	30,000	45,000	78,750
Student Testing & Assessment	11,000	13,200	15,840	19,008	22,810
Field Trips	6,000	7,200	8,640	10,368	12,442
Transportation (student)	6,000	7,500	9,375	11,719	14,648
Student Services - other	2,000	2,300	2,645	3,042	3,498
Office Expense	21,000	25,200	44,100	52,920	79,380
Staff Development	15,000	22,500	33,750	50,625	75,938
Staff Recruitment	1,000	1,100	1,210	1,331	1,464
Student Recruitment / Marketing	4,000	4,400	4,840	5,324	5,856
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	6,000	7,200	8,640	10,368	12,442
Fundraising	2,500	3,750	7,500	11,250	14,063
Miscellaneous Operating Costs	30,000	33,000	49,500	54,450	81,675
Memberships and Dues	3,000	3,600	4,320	5,184	6,221
APEX Program-after school/tutors 5	233,400	280,080	560,160	700,200	1,400,400
TOTAL SCHOOL OPERATIONS	\$ 563,400	\$ 739,780	\$ 1,368,480	\$ 1,850,055	\$ 3,084,818

FACILITY OPERATION & MAINTENANCE

Insurance	12,000	14,400	21,600	23,760	35,640
Janitorial Services	15,000	18,000	21,600	25,920	31,104
Building and Land Rent / Lease	144,000	144,000	288,000	288,000	432,000
Repairs & Maintenance	18,000	21,600	25,920	31,104	37,325
Security Services	4,000	4,000	8,000	8,000	12,000
Utilities	84,000	109,200	141,960	184,548	239,912
Custom Facilities Operations #1	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 277,000	\$ 311,200	\$ 507,080	\$ 561,332	\$ 787,981
RESERVES / CONTINGENCY	-	-	-	-	-
TOTAL EXPENSES	\$ 2,684,843	\$ 3,908,952	\$ 7,692,226	\$ 11,328,358	\$ 17,358,071
NET OPERATING INCOME (before Depreciation)	\$ 76,769	\$ 537,241	\$ 1,511,395	\$ 2,753,183	\$ 1,510,193
DEPRECIATION & AMORTIZATION	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 76,769	\$ 537,241	\$ 1,511,395	\$ 2,753,183	\$ 1,510,193

Training, conferences, meeting space
 IPADS (144)@\$300, 3 rolling carts w 24 IPADS each K-5 (yr 1)
 SPED Materials and Supplies, manipulatives, 1:1 technology
 Sadlier Oxford, Singapore Workbook ect
 22 sets @\$500 reading Superkids, elect textbooks ,CK Curriculum
 Furn49K
 Building Telephones Y3-Y5
 Wireless LAN, Networking, Boosters
 Iowa Basic Skills, EDC, STAAR,LEP, TPR
 Student Field trips - 2000 for GT student use
 Busco-Durham
 Student Awards, Promo Attendance
 Copying, Postage, yr3 new school, yr5 new school
 Staff Development
 Conferences and Travel & State Meetings
 For events to raise funds Yr2 2 campuses- Yr5 3 campuses
 Desks, class set-up, computer lab#1, YR2,Y3,Y4,Y5
 ASCD Membership, TCSA Membership
 After school prog|200 kids@\$2.2wtdly for 36 wks & tutor costs(5)

Liability and Fidelity Bond
 Contracted Janitorial
 \$12K monthly Yr1, yr3 2 buildings 24K, Yr5 3 Buildings
 repairs and maintenance
 Security Monitoring ADP-fire alarms and 911 calls
 utilities \$7000 monthly@12 months

APPROVED DURING CONTINGENCY PROCESS

XYZ Charter School
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	250,000
Total Expenses	222,200
Net Operating Income (before Depreciation)	27,800

Description of Assumptions and Variances

Start-Up
Period

REVENUE	
TOTAL STATE REVENUES	
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	\$ 250,000
TOTAL REVENUE	\$ 250,000



APPROVED DURING CONTINGENCY PROCESS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	32,000
Instructional Management	
Deans, Directors & Coordinators	30,000
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	4,000
Other - Administrative	-

Contract Labor Jan-Aug
July, Aug
Contract Labor Jan-Aug

June, July 2015 Secretary

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS \$ **66,000**

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	-

TOTAL INSTRUCTIONAL PERSONNEL COSTS \$ -

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS \$ -

TOTAL PERSONNEL EXPENSES

\$ **66,000**

PAYROLL TAXES AND BENEFITS

Social Security	-
Medicare	-
State Unemployment	-
Worker's Compensation Insurance	-
Custom Other Tax #1	-
Custom Other Tax #2	-
Health Insurance	-
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	-
Custom Fringe #1	-
Custom Fringe #2	-

TOTAL PAYROLL TAXES AND BENEFITS \$ -

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$ **66,000**

CONTRACTED SERVICES

Accounting / Audit	2,500
Legal	3,500
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Professional Services	-
Staff Tuition and Related Fees-Higher Ed	-
Education Service Center Services	600

TOTAL CONTRACTED SERVICES \$ **6,600**

yr end audit to start school
contracts, other legal items

training for personnel

APPROVED DURING CONTINGENCY PROCESS

SCHOOL OPERATIONS

Board Expenses	1,500
Classroom / Teaching Supplies & Materials	36,000
Special Ed Supplies & Materials	5,000
Textbooks / Workbooks	
Supplies & Materials other	25,000
Equipment / Furniture	33,000
Telephone	1,600
Technology	8,000
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	6,400
Staff Development	-
Staff Recruitment	2,000
Student Recruitment / Marketing	4,000
School Meals / Lunch	-
Travel (Staff)	8,000
Fundraising	2,500
Miscellaneous Operating Costs	1,000
Memberships and Dues	3,000
APEX Program-after school/tutors S	-
TOTAL SCHOOL OPERATIONS	\$ 137,000

FACILITY OPERATION & MAINTENANCE

Insurance	1,000
Janitorial Services	1,500
Building and Land Rent / Lease	6,500
Repairs & Maintenance	-
Security Services	-
Utilities	3,600
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 12,600

RESERVES / CONTINGENCY

	-
--	---

TOTAL EXPENSES

	\$ 222,200
--	------------

NET OPERATING INCOME (before Depreciation)

	\$ 27,800
--	-----------

DEPRECIATION & AMORTIZATION

	-
--	---

NET OPERATING INCOME (including Depreciation)

	\$ 27,800
--	-----------

SPED C.O.W. 1:1 lapto/ IPAD (12) w/cart, games, manipulatives

Necessary School Items: Digital Elmos, STEM KITS, Legos, SCI Items
Bookcases and Extra Classroom furniture 22 classes(\$1500) & Books
Jan-Aug
Server and Wifi Beaowulf Technologies for Apple Booster

Computers/Printers for Admin office(3), desks (3) chairs (3) Off. Exp

Marketing and Advertisements
6 Block Parties and Events for student recruitment-Food, space, Activity

Exp. for travel Austin Tx, Region Centers, Shadowing, School Mentoring
Budget for Family Events to Raise funds
Unexpected expense
ASCD and TCSA

Fidelity Bond for grant
cleaning supplies and contract labor as needed
Rent for June, July, August (2200)

\$1200 monthly for utilities June, July, August

APPROVED DURING CONTINGENCY PROCESS

Total FSP from latest Summary of Finances (SOF)	\$	2,761,611	
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$	-	
Current Year FSP Payments Year to Date from FSP Ledger	\$	-	
FSP Remaining Balance	\$	2,761,611	
Number of Remaining FSP Payments	\$	12	
Remaining Balance to be Paid this Month		8.3%	
Payment	\$	228,214	

Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 229,214
October	11	8.1%	\$ 230,448
November	10	10.1%	\$ 232,497
December	9	11.1%	\$ 229,709
January	8	12.4%	\$ 228,128
February	7	14.4%	\$ 232,073
March	6	16.6%	\$ 229,004
April	5	19.9%	\$ 226,957
May	4	25.1%	\$ 231,317
June	3	38.2%	\$ 229,168
July	2	49.7%	\$ 229,165
August	1	100.0%	\$ 231,932
			\$ 2,761,611

10/14/2014 16:07

APPROVED DURING CONTINGENCY PROCESS

10/14/2014 16:07

XYZ Charter School
 PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY	CHECK vs. Budget (Must Be Zero)												
	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	TOTAL	
Total Revenue													(250,000)
Total Expenses													(222,200)
Net Operating Income (before Depreciation)													(27,800)
CASH FLOW ADJUSTMENTS													
BEGINNING CASH BALANCE (cash and cash equivalents)													
ENDING CASH BALANCE (cash and cash equivalents)													
Enter the months period prior to opening of school.													
REVENUE													
TOTAL STATE REVENUES													
TOTAL FEDERAL REVENUES													
TOTAL LOCAL & OTHER REVENUES													
TOTAL REVENUE													(250,000)

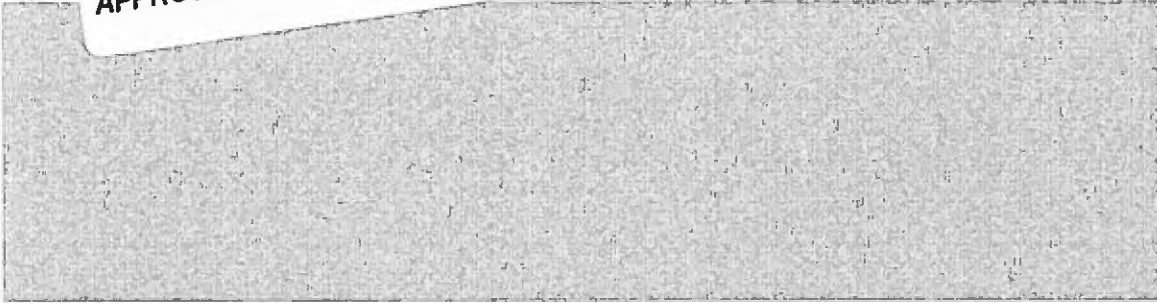
Description of Assumptions and Variances



APPROVED DURING CONTINGENCY PROCESS

APPROVED DURING CONTINGENCY PROCESS

EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management		(37,000)
Instructional Management		
Deans, Directors & Coordinators		(30,000)
CFO / Director of Finance		
Operation / Business Manager		(4,000)
Administrative Staff		
Other - Administrative		(66,000)
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS		
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular		
Teachers - SPED		
Substitute Teachers		
Teaching Assistants		
Specialty Teachers		
Aides		
Therapists & Counselors		
Other - Instructional		
TOTAL INSTRUCTIONAL PERSONNEL COSTS		
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse		
Librarian		
Custodian		
Security		
Other - Non-Instructional		
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS		
TOTAL PERSONNEL EXPENSES		(66,000)
PAYROLL TAXES AND BENEFITS		
Social Security		
Medicare		
State Unemployment		
Worker's Compensation Insurance		
Custom Other Tax #1		
Custom Other Tax #2		
Health Insurance		
Dental Insurance		
Vision Insurance		
Life Insurance		
Retirement Contribution		
Custom Fringe #1		
Custom Fringe #2		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES		(66,000)
CONTRACTED SERVICES		
Accounting / Audit		(2,500)
Legal		(3,500)
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titement Services (i.e., Title I)		
Professional Services		
Staff Tuition and Related Fees-Higher Ed		(600)
Education Service Center Services		
TOTAL CONTRACTED SERVICES		(6,600)



**XYZ Charter School
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

CHECK vs. Budget
(Must Be Zero)

	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	Enter Month	TOTAL
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	(2,761,611)
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	(2,804,843)
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	(76,769)
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	(2,761,611)
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	(2,761,611)

Description of Assumptions and Variances



APPROVED DURING CONTINGENCY PROCESS

Budget Narrative

Attachment F.4

The budget narrative for High Point Academy is listed with several variables.

High Point Academy plans to begin the start-up year with \$250,000. We have received and placed in our banking institution the money for this endeavor. \$240,000 is in a CD with the release date September 2014. We also have currently, \$10,418 in cash assets in reserve for the school.

The budget for start-up includes a reduced salary for two lead administrators. High Point is currently writing for an additional \$80,000 fine arts grant, however, by receiving that money we are simply adding extra funds that can go towards specific projects. We will also be applying for the Planning and Implementation grant, if it becomes available this December. But again, we are not dependent on either item. Our budgets (Start-up and First Year) are based on what have currently. We are committed to and have fully included into our first year and start up budget the following items:

- 1) A piano Lab
- 2) Computer Lab
- 3) 1:1 IPADs for grades 6-8th (200 items)
- 4) Teachers with Mac Book Pros to sync across the board
- 5) Every class receiving start-up costs, including desks, books, chairs, and digital elmos.
- 6) Every class will have the necessary STEAM kits
- 7) Three Additional IPAD carts for the younger grades to share (12 classes)
- 8) Art Classroom
- 9) APEX (After school program) Funding Included in budget
- 10) Core Knowledge Curriculum, Singapore Math curriculum, Sadlier Oxford vocabulary disposable curriculum, Super Kids by Rowland Reading
- 11) A Special Education Para to assist the Special Education teacher
- 12) Two Teacher assistants first year
- 13) Complete audits and financial transparency
- 14) Four developers are receiving a STEAM certification May 2014: Lori Manning, Katie Stellar, Dana Yates, and Connie Barnett
- 15) Math Manipulatives
- 16) Science supplies
- 17) PE Supplies
- 18) Dance Classroom (Marley Floor Committed by Anonymous Donor)
- 19) Professional Development and Training

We currently have over 415 children who have submitted interested forms and are excited about the prospect of High Point coming to town. We understand that to meet our budget variables, we need the enrollment.

Our budget was figured on 90% ADA, due to the comparison of eight schools listed in the application that carried all together an average ADA over 94%. Each of these schools had over 51% Economically Disadvantaged as well. Our budget projections did not carry the amount of Title I students because we did not want to over anticipate.

We have budgeted for 16 core teachers and six fine arts teachers which will allow us to coordinate the type of education we have written about. High Point intends to have two classes for each grades level (K-8th grade). This is a total of 18 core classes. We are hiring 12 elementary teachers and four Core Middle School certified staff members. Math, Science, ELA, and History will service the middle school, along with an Art teacher, Choir Teacher, PE, Dance Teacher, Sign Language/Theater, and Technology. We have a surplus at the end of our start-up year in the amount of \$27,000. This is our built in contingency fund. Our first year of operations leaves a contingency fund of \$106,740. As High Point becomes fiscally stable, this additional unallocated money will be moved into a capital building program to allow us to purchase and make necessary repairs on a local property.

Frost Bank has partnered with our non-profit and been very instrumental in helping all of our endeavors. We have a verbal commitment from Frost Bank that a line of credit would be extended in case of a delayed payment from the state of Texas (month of August/September). We also have a grant pending that requires expenditures and then provides reimbursements. Frost Bank has agreed to offer a line of credit to help us meet the upfront capital necessary and never use our original \$250,000 from the start-up budget. This grant is pending but not required, as mentioned before in this application. Any extra money received will allow us to move ahead on the timeline for rollout with additional training, curriculum, and technology for our students and teachers.

Katie Stellar
To: Dana Yates

Wed, Feb 27, 2013 at 5:00 PM

On Wed, Feb 27, 2013 at 1:11 PM, Dana Yates wrote:

Sent from my iPhone

Begin forwarded message:

From: Karl Buckman
Date: February 27, 2013, 10:45:27 AM CST
To:
Subject: Fwd: Deposit into the High Point Academy Account
Reply-To: Karl Buckman

This should be processed today. It is a gift with no repayment expectations for High Point Academy.

Nelda is the contact for any questions:

Karl

Sent via the Samsung Galaxy S™ III, an AT&T 4G LTE smartphone

----- Original message -----

From: Karl Buckman
Date:
To: "Millard, Lucy"
Subject: Deposit into the High Point Academy Account

Lucy,

Please deposit the gift of \$250,000.00 into the following account:

Frost Bank
FIAFW, Inc. DBA High Point Academy Fort Worth
Katie Stellar or Lori Manning

Thanks,

Karl J Buckman

The screenshot shows the Frost Online Banking interface. At the top, there is a navigation bar with the Frost logo, contact information (800) 513-7470, and links for PERSONAL, BUSINESS, ABOUT FROST, and HELP & SUPPORT. A user is logged in as FIAFW INC. The main heading is "MY FROST ONLINE BANKING" with a date indicator "Today is Wednesday, March 26, 2014" circled in orange. Below this are tabs for ACCOUNTS, TRANSFERS, BILL PAY, and ACCOUNT SERVICES. The "ACCOUNTS" tab is active, showing two tables. The first table, "CHECKING AND SAVINGS ACCOUNTS", lists two Frost Business Checking accounts with available and current balances. The second table, "CERTIFICATES OF DEPOSIT AND IRAS", lists a Certificate of Deposit with a 0.10% interest rate and a maturity date of 10/01/2014. The total balance for the CD is \$240,000.00. A sidebar on the left contains links like "View Your Accounts" and "Make a Deposit". A right sidebar has links for "Change Language" and "Your Contact Information". A promotional banner on the right asks "Concerned about the data compromise at Target? You're protected at Frost." The footer contains links for "VIEW PRIVACY STATEMENT", "VIEW FROST AGREEMENTS", and "VIEW CONSUMER COMPLAINT NOTICE".

Today is Wednesday, March 26, 2014

ACCOUNTS TRANSFERS BILL PAY ACCOUNT SERVICES

View Your Accounts
Make a Deposit
Download Transactions
View Statements
View Non-Sufficient Funds
Manage Alerts
Activate Text Banking

CHECKING AND SAVINGS ACCOUNTS

Account Name	Account Number	Available Balance	Current Balance
Frost Business Checking	[REDACTED]	\$2,975.00	\$2,975.00
Frost Business Checking	[REDACTED]	\$2,960.64	\$2,960.64
Total:		\$5,935.64	\$5,935.64

CERTIFICATES OF DEPOSIT AND IRAS

Account Name	Account Number	Interest Rate	Maturity Date	Current Balance
Certificate of Deposit	[REDACTED]	0.10%	10/01/2014	\$240,000.00
Total:				\$240,000.00

Change Language
Your Contact Information
Customize Display
Interest Earned Information

Concerned about the data compromise at Target?
You're protected at Frost.
Learn more »

VIEW PRIVACY STATEMENT VIEW FROST AGREEMENTS VIEW CONSUMER COMPLAINT NOTICE

Frost BANKING INVESTMENTS INSURANCE

(800) 513-7678 LOCATIONS

Welcome HIGH POINT ACADEMY INC

PERSONAL BUSINESS ABOUT FROST HELP & SUPPORT

MY ACCOUNTS Other Logins 100.00%

MY FROST ONLINE BANKING

Today is Wednesday, March 26, 2014

ACCOUNTS TRANSFERS BILL PAY ACCOUNT SERVICES

CHECKING AND SAVINGS ACCOUNTS

Account Name	Account Number	Available Balance	Current Balance
Frost Business Checking	[REDACTED]	\$10,418.82	\$10,418.82
Total:		\$10,418.82	\$10,418.82

- Change Language
- Your Contact Information
- Customize Display
- Interest Earned Information

Concerned about the data compromise at Target?
You're protected at Frost.
[Learn more >](#)

[VIEW PRIVACY STATEMENT](#) [VIEW FROST AGREEMENTS](#) [VIEW CONSUMER COMPLAINT NOTICE](#)