

DELL Academy Charter School

Proposed Generation Twenty-One Charter Name
Dr. Sherry Lewis

Name of Sponsoring Entity

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 therein.

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: DELL Academy Charter School

CEO of Sponsoring Entity: Dr. Sherry Lewis

CEO/Superintendent of Proposed Charter School: Dr. Sherry Lewis

Contact Name: Dr. Sherry Lewis Contact E-mail Address: 1311 Prairie Dr. Lancaster, TX. 75146

Contact Phone #: 214-729-4672 Contact Fax #:

Board Member Who Attended an Applicant Conference: S. Lewis/C. Brown/K. Millender Date of Conference: 9/16/2015

Applicant Mailing Address (This address will be used for contact regarding this application.): 1311 Prairie Dr. Lancaster, TX. 75146
654 FM 633 Kerens, TX. 75144 and Kim Millender 211 Pine crest Seagoville, TX. 75159

Physical Address of Proposed Administrative Offices (if different from above): Dallas County, TX.

Number of Campuses Being Requested: 2

Physical Address of Each Proposed Campus (Please include street address, city, state, zip, and county.). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:

Dallas County, TX.

State the estimated enrollment and check all grade levels to be served for each school year. By Year 3, at least one grade in which the state assessments are administered must be offered.

Year 1: Estimated Enrollment: 300

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

Year 2: Estimated Enrollment: 370

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

Year 3: Estimated Enrollment: 420

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

Year 4: Estimated Enrollment: 490

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

Year 5: Estimated Enrollment: 560

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

At Capacity: Maximum Enrollment: 800

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

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school 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. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-One Open-Enrollment Charter Application Instructions and Guidelines document.

Signature of Chief Executive Officer of Sponsoring Entity

Date 10/30/15

Sherry Lewis Printed Name

Signature of Application Preparer

Date 10/30/15

Kim Millender Printed Name

With what company is the application preparer associated? N/A

Was preparer paid? Yes No

# APPLICATION TEAM PROFILE

**Names, roles, and current employment of all persons on applicant team:**

Full Name	Current Job Title and Employer	Position with Proposed School
Sherry Lewis	Dallas ISD LeadTeacher	Superintendent/Executive Director
Carolyn Brown	Aldine ISD Guidance Counselor	Director Counseling Services/PEIMS Coord.
Naomi Odum	Longview ISD Teacher	Principal/ESL Coordinator
Kim Millender	Lead Teacher/Dallas ISD	Business Manager/ Records

**Does this applicant team have charter school applications under consideration by any other authorizer(s)?**

Yes  No If yes, complete the table below.

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 2015-16 or 2016-17 school years?**

Yes  No If yes, complete the table below.

Proposed School Name	City	State	Opening Date

**Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2016-17?**

Yes  No If yes, complete the table below.

Authorizer	# of Schools	City or Cities	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.
- Currently operates a school or schools in Texas or another state.
- Will contract or partner with a charter management organization (CMO), management company, or other organization to provide school management services. *If yes, include the provider's portfolio in answering the above questions regarding pending applications and school openings.*

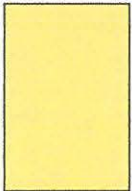
If contracting with a CMO, identify the provider:

- This provider currently manages schools in Texas or elsewhere in the US.

If currently managing, please state where:

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**APPLICANTS:**

**NARRATIVES**

**NARRATIVE (1)** - State the mission and vision of the proposed charter school.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Vision Statement: DELL Academy is committed to maintaining a conducive learning environment that advocates a positive professional climate. We embrace diversity and welcome all cultures; thus, accepting all people regardless of their race, color, sex, national origin and/or disability. Dell Academy seeks to promote a promising, nurturing, cooperative and collaborative environment where faculty and staff can achieve.

Mission Statement: The purpose of the Academy is to equip all students academically and socially to enhance their skills and knowledge to become productive leaders in society. DELL Academy strives to prepare students to comprehend, contribute, and become a competitive force of success in society, and lead the positive paradigm shift.

**NARRATIVE (2)** - Provide a succinct overview of how the school's mission will be aligned with program instruction. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

The vision and mission of DELL Academy will be implemented based on the selected curricula. The mission allows and promotes opportunities for success, whereas; the vision foresees success and development of a literate flourishing culture. The curricula selected for the population is based on the social economic background and factors that impede specific groups from achieving. Many of the students who will be enrolled in DELL Academy will be children from low-income families that live in the school's attendance zone. One factor that is very compelling information pertaining to the progress of children is in grades 6 through 8, 10 out of 5 students are reading below grade level. Many are non readers who did not master skills in primary grades and were socially promoted. These students are in middle school but at risks of dropping out because the curriculum is devastating and students are resorting to behavioral issues in order to hide their deficiency.

According to Mayor Rawlings, other compelling factors that contribute to the failure of our educational system is Dallas County has a high child poverty rate among cities larger than 1 million people. Two of every five kids grow up poor. Dallas has the third-highest overall poverty rate among large cities. More than half of Dallas' poor are Hispanic.

From 2000 to 2012, the median family income for single moms with kids in Dallas fell by 30 percent – from \$28,026 to \$19,559, when you adjust for inflation, the task force says "It's not acceptable for a city as full of wealth and opportunity as Dallas to be ranked third or fourth poorest urban center in the United States behind Detroit, Memphis and Philadelphia," said Larry James, CEO of social service. In his opinion base on data "Dallas County is experiencing an Epidemic. "

The mayor recommends establishing a minimum wage of \$10.25 an hour for city contractors' employees and improve early childhood education in Dallas. Encourage kids to read as soon as they can, encourage Pre-Kindergarten enrollment and more parental involvement. Create an Office of Community Opportunity at Dallas City Hall. The office would coordinate and evaluate efforts to combat poverty in the city.

When DELL Academy drafted and selected the curriculum, we considered the urgency of literacy and made literacy our number one priority. Learning to read, write and become mathematically inclined must be learned in the formative year and advanced throughout the educational life span.

Other research, (Oregon State University, 2015) indicate that school quality, includes a safe environment, involvement and satisfaction among individuals, student support, continuous improvement, standards-based learning and other features. The new trend being explored is what researchers call social-emotional and character development. The program used in this research includes K-12 classroom curricula, a school-wide climate development component, teacher and staff training, parent and community involvement, continued positive reinforcement and other techniques. The results have been impressive. Previously published results showed 72 percent fewer suspensions, 15 percent less absenteeism, and much better reading and math skills based on state tests. National tests showed a 9 percent improvement in these academic subjects. When climate are controlled and student feel a sense of safety and learning community collaborate with basic foundation methodologies everyone can achieve and educational programs can become a solution and end the epidemic. DELL Academy embraces the research and will implement the curriculum with the highest expectations.

Austin, B.J. & E. Assen. (Aug. 21, 2014) In Dallas, Poverty Has Skyrocketed Over The Past Decade

By BJ AUSTIN & ERIC AASEN • AUG 21, 2014



DIRECTIONS: ALL applicants who propose to open more-than-one campus during the initial contract period must provide information for the number of campuses requested. The term “costs/resource mobilization” refers to the process of assessing costs, linking funding sources to new campuses, and ensuring proper financial/budgetary allocations. The term “strategic choice area” refers to the topic areas that will be considered and applied to the decision-making process to determine if opening a new campus is viable.

Applicant proposes to open more -than-one campus during the initial contract period?

Yes  No

If not, check “no” and proceed to the next page.

Person(s), position(s), and/or entities that had a significant role in the decision making process for determining the proposed number of campuses. *Include all qualifications or requirements.*

Dr. Sherry Lewis -Superintendent  
 Ms. Carolyn Brown- Director  
 Ms. Kim Millender - Office Manager

Person(s), position(s), and/or entities that will be responsible for *costs/resource mobilization* to open any proposed campuses after Year 1. *Include all qualifications and(or) requirements.*

Dr. Sherry Lewis -Superintendent / Ed.D Education Leadership and Organization Leadership  
 Ms. Carolyn Brown- Director/ Masters in Counseling and M.Ed

**NARRATIVE (1) -**

Describe the step-by-step process(es) involved in determining the number of campuses requested.

**NARRATIVE (2) -**

Discuss the strategic choice areas that will be used to determine if school growth is still viable for the year it is scheduled to open. *Include data sources that will help inform these areas.*

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Establish measurable need(s) for the number of campuses requested.
- Illustrate clear processes for determining the number of campuses requested.
- Demonstrate a basic understanding of operational growth.
- Propose adequate requirements/experience for person(s), position(s), and/or entities that will manage the decision making process for opening additional campuses.

**NARRATIVE (1)** - Describe the step-by-step process(es) involved in determining the number of campuses requested.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

DELL Academy's recruiters, associates and directors will conduct surveys, hold community meetings and study the demographic data from the Census Bureau for Dallas County in order to determine the number of campuses that will be viable for the community. Careful analysis of population growth of children that ages fall between 5 years to 7 years will determine of campuses needed. Students should be structured in quadrants. For example, grade levels K-3, 4-6 and 7 and 8 will be the structure that DELL will follow. When data is review from surveys, meetings and the Census Bureau each grade level population should be grided to determine the specific age of student and numbers that fit in each quadrant.

**NARRATIVE (2)** - Discuss the strategic choice areas that will be used to determine if school growth is still viable for the year it is scheduled to open. *Include data sources that will help inform these areas.*

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

1. Dallas ISD will be the central traditional ISD that DELL Academy students have as their alternative option. DELL's geographic boundaries will also include Desoto ISD, Lancaster ISD, and Duncanville ISD 75116 as well as other school located in the southern sector of Dallas including the following zip codes 75115, 75241 and 75146. Dallas County has an area of 871.28 square miles. The location that DELL is focused on is south of the downtown area (between Ledbetter Drive and Bear Creek Road) in Glenn Heights, TX. This twenty five mile radius surrounds a heavily populated area along I-35 East and I-45 South.

There is continuous growth in population in the southern area which brings a variety of cultures. The population growth between 1990 and 2005 was 1,213, 825 people according to the U.S. Census. From 2000 to 2005 there was a 2.12% increase in population which increase from 18.05%. The total enrollment in North Texas public schools increased for every major ethnic group from 2000 to 2010 – but the gains are anything but uniform across the region. This interactive map shows enrollment gains and losses, by ethnic group, at local public schools with more than 100 students over the past decade.

2. DELL Academy Charter School recognizes the importance of collaborating and sharing the educational experience with community members in an effort to provide the best opportunity for students. Organizations such as; community centers, churches, local businesses and surrounding colleges are important resources that can help close achievement gaps, improve student performance, and build viable relationships between schools and their community. The academy's strategic plan is to prepare students for academic success and to re-establish competitiveness by engaging families, and community constituents, in professional development that reflects new modalities.

3. A leading factor in student success is parent and community involvement. Many parents are reluctant to become participant in their child's education because they feel unskilled in the new approaches and techniques in education. DELL Academy foster expectations where parents, community leaders, and learning constituents are trained to bridge the gaps in instructional methodologies. Parents are encouraged to participate in the classroom regularly and become volunteers for fieldtrips. Parents, staff and students have an opportunity to build positive relationships and attitudes about school and become an advocate for learning. By the time children are enter preschool, the need for strong family involvement is crucial and continues through high school. The expectation for family involvement and community support is necessary. Students are ensured a quality education that prepares them for life long careers in society.

Eagle, E., 1989; Funkhouser, J.E., & Gonzales, M.R.1997; Scott-Jones, D., 1994; Goodman, J. et al, 1995; Sheilds, P., 1995

Source U.S. Census Bureau: State and County Quick Facts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Non employer Statistics, Economic Census, Survey of Business Owners, Building Permits  
Last Revised: Wednesday, 14-Oct-2015 16:03:32 ED

# EDUCATION PLAN – Demographic Profile

Campus One

Occupied District where campus will be located *[example Austin ISD]*

Student Demographic Data ...In percent	Proposed Campus	Occupied District	District 1 Name <input type="text" value="DELL Academy"/>	District 2 Name <input type="text" value="DELL Rosa Academy"/>
African American	85	80	80	50
Hispanic	13	15	13	39
White	2	1	1	1
American Indian		0	1	0
Asian		0	1	1
Pacific Islander		0	0	0
Two or More Races		4	4	9
Economically Disadvantaged	80	83	77	74
ELL	3	3	3	9
At-Risk	5	4	10	5
Gifted & Talented	10	5	8	9
Special Education	2	5	2	3

Number of charter schools currently operating within the Occupied District.

Number of traditional school districts effected by this campus.

Projected number of students enrolled in each grade for Year 1. *Complete all that apply*

Pre-K	<input type="text"/>	Kinder.	<input type="text" value="100"/>
Grade 1	<input type="text" value="100"/>	Grade 2	<input type="text" value="100"/>
Grade 3	<input type="text"/>	Grade 4	<input type="text"/>
Grade 5	<input type="text"/>	Grade 6	<input type="text"/>
Grade 7	<input type="text"/>	Grade 8	<input type="text"/>
Grade 9	<input type="text"/>	Grade 10	<input type="text"/>
Grade 11	<input type="text"/>	Grade 12	<input type="text"/>

## ATTACHMENT REMINDER - A5 Geographic Attendance Boundary

**NARRATIVE:** Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program-instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

### DIRECTIONS:

Applicants must complete a demographic profile for each campus proposed to open in Year 1. The term **“Occupied School District”** refers to the traditional school district in which the campus will be located. The term **“Proposed Campus”** refers to projected enrollment data for the specific campus. Applicants must also provide additional demographic data on two traditional schools districts. These districts must be contiguous to the occupied school district.

Applicants must include the District name(s) in the blanks provided immediate below "District 1" and "District 2."

### EVALUATION CRITERIA

**A response that meets the standard will:**

- Cite realistic demographic projections and accurate district data.
- Demonstrate a comprehensive understanding of the community and anticipated student population(s).
- Identify both common and unique learning needs among the anticipated student population(s).
- Demonstrate a comprehensive understanding of any current educational settings that are available.

**NARRATIVE** - Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program-instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

DELL Academy is founded on the premise that incorporates activities that supports leadership, professionalism, integrity, and honesty. Daily activities are comprised of hope for a brighter future and visions to perpetuate success in life. Since DELL Academy has no past activities, the past is centered round the teachings of confidence and determination instilled in the passion to educate children which is the wealthy lineage of my parents, the initiators of my past; the founder, and devoured educationalist. DELL will reach superior heights.

Literacy will be the number one priority as teachers will deliver engaging lesson where student learn to read write and compute in their beginning experiences during kindergarten.

During the first three years, the school staff will work with the students and parent(s) or guardian(s) in providing a program that will enable each student to grow intellectually, socially, physically, and passionately. Evaluation of the student's progress will be a continuing process throughout the total elementary experience. Communication and Interaction with parents will be ongoing. Lesson will be designed in according with Texas Essential Knowledge and Skills objectives. The needs of every sub population group will be considered. Accommodations, and modifications will be implemented for all students.

Interventions such as tutoring, mentoring, individualized instructions and online practice will be available to students daily and based specific need.

The academy will provide daily knowledge in the following content areas: reading, math, writing, social science, and extra curriculum enrichment. The curriculum will be taught from basic skill text books, novels, hand-on training and real world application. In addition to content knowledge, the students will have an opportunity to experience learning by real world application. Students will learn by doing.

Students will be tracked from kindergarten to first grade to second grade. Students will advance when they master each skills. All TEKS ( supported and readiness ) will be taught. Teacher will conduct formal and informal assessments biweekly and share data with parents and students so they will have an opportunity to direct their own learning. Realistic attainable goals will be set by the learning participants.

The academy will provide and opportunity to network globally with other students and integrate learning as they transition from early childhood, and adolescent. Engaging in academics, social ad extra curricular activities, students can celebrate their successes as they become global competitors in society.

Students will become competitors in society by achieving the basic skills to master learning. At DELL Academy students will have manual, alternative and technological advancement to skills with a purpose. DELL Academy prides themselves on integrating learning through daily application.

proposed curriculum] that is the lawful intellectual property of a third party **MUST** be cited in the box below as well as in all narratives. A failure to do so may be deemed in violation of the Agency's plagiarism policy.

Does the applicant plan to use original curriculum?

Yes  No

If no, or the curriculum is a mixture of original and established content, cite curriculum author(s).

Person(s), position(s), and/or entities that will be responsible for curriculum/TEKS alignment?

Sherry Lewis - Director  
Kim Millender- Manager/Content

Does the applicant plan to offer special programs or extracurricular activities?

Yes  No

If yes, will any of the services be fee-based?

Yes  No

If any services will be fee-based, cite specific services

NA

Does the applicant plan to provide gifted and talented services in accordance with the Texas State Plan for the Education of Gifted/Talented Students?

Yes  No

## ATTACHMENT REMINDER - E1 Sample Course Scope and Sequence

### NARRATIVE (1)

Describe the proposed educational programs - Including special education and bilingual education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement. Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

### NARRATIVE (2)

Describe the plan and schedule to evaluate the proposed curriculum.

### NARRATIVE (3)

If the applicant proposes to serve special programs or extracurricular activities; provide detailed information on each service. *If the applicant does not propose to serve special programs or extracurricular activities, skip this narrative and continue to next page.*

Press to Input Narrative Response

### EVALUATION CRITERIA

Responses that meet the standard will:

- Describe a foundation curriculum which clearly demonstrates alignment to the *Texas Essential Knowledge and Skills* (TEKS) standards.
- Describe an assessment plan that covers all assessable TEKS for the course/grade level and/or allows a student to demonstrate mastery of TEKS standards.
- Present detailed plans for meeting the needs of special education and meet legal requirements found in *Texas Education Code Subchapter A and B*.
- Establish well-designed extracurricular services and programs that are also consistent with the financial plan workbook. (*Attachment F3*)

**OBJECTIVE 17** Describe the proposed educational programs - including special education and bilingual education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement. Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Each school day teachers will tailor instructions to meet every student's individual need. Teachers develop lessons that promote a conducive learning environment, use flexible grouping techniques or team, and incorporate first-hand information in the introduction, re-teaching or assessment phase of instruction. Students will begin a phonics program that will engage them in new and improved interventions that promote literacy.

Teachers will use basal reading series to get a start when they switch from teaching at one grade level to another. The programs also feature remedial and enrichment worksheets and activities that the teacher may wish to add to her repertoire. The programs also offer administrators, such as principals and reading directors, evidence that important reading skills are being taught in a logical way. Further, they provide one means of evaluating teachers and give teachers a series of evaluations they can use to talk to parents about their child's progress.

The reading program, K- 2 , will promote literacy when teachers use a variety of methodologies to introduce, re-teach and assess objectives.

The highly structured approach to reading instruction demonstrates the key benefits of today's basal reading programs. The reading programs, (basal) will provide a sequenced evidence-based (tested and found to be effective) approach to reading instruction, particularly helpful to beginning teachers who have not had time to develop their own teaching strategies.

Each lesson is clear and detailed, sometimes even scripting the words teachers should say to their students in presenting decoding and comprehension concepts. They are based on a structured sequence of learning objectives that are consistent from grade to grade and that are increasingly aligned with curricula standards. Basal series offer pre-tests, post-tests and a rich assortment of remedial and enrichment activities for each lesson and unit, as well as quarterly and year-end assessment instruments.

The reading program is suitable for (K-2) grade levels because it will be consistently implemented based on students individual needs. Teachers will introduce and teach objectives during the kindergarten year and review all skill during the first grade. Students will be in blended classes in order to insure success of mastery before being promoted to the next grade level. During second grade, students will review previous year curricula and be exposed new information. Students are tracked yearly and individual plans are developed based strengths and weakness.

Serving English Language Learners with Disabilities will consist of well-developed programs for this groups. The process that will be implemented for each learning disabled student is:

- Screening procedures to identify students of non-English language backgrounds,
- Assessing students of non-English language backgrounds
- Providing programs for students identified with limited English proficiency
- Conducting child find activities and referring students of non-English language backgrounds for special education
- Evaluating students of non-English language background for special education
- Developing the IEP for students with limited English proficiency, and
- Communicating with parents of non-English language backgrounds.
- All content areas will incorporate across the curriculum. For example math science and language.

Evaluating students of non-English language background for special education will developing Individual Education Plan for students with limited English proficiency, and communicating with parents of non-English language backgrounds.

All content areas will incorporate across the curriculum. For example, math science and language will be integrated throughout each curriculum. Lessons in each content will be created, modified and assessed in the context that addresses TEKS objects and considers all learning modalities.

Lessons will be developed for gifted students that allows the student to accelerate and experience real world application projects. Students will be exposed to such things as civil individual duties and responsibilities of citizens, the election process and family structure. Opportunity to explore through field trips will also compliment the curricular and how students learn by doing.

It is the intention of DELL Academy to engage students in activities, hands on experience and application though cultural events to keep student motivates and desiring a thirst for learning through the learning process.

In order to achieve, all students will be assessed at the beginning of the year, weekly, and at the end of the fall semester. During the spring semester, students will be assessed based on the State Tests and at the end of the year. DELL will follow the guidelines designed for STAAR. Teachers, specialist and administrators will profile and share data for aligning lessons throughout learning.

Benefits of Basal Reading Programs by Tanya Lee, Demand Media seattlepi.com © 2015 Hearst Seattle Media, LLC  
State of Illinois funds from the Illinois State Board of Education. Copyright © 2002, Illinois State Board of Education, Springfield, Illinois, reprinted by permission.  
Determining Eligibility of English Language Learners for Special Education Services Lillian Gonzalez, Ph.D., Chicago Public Schools

**NARRATIVE (2)** - Describe the plan and schedule to evaluate the proposed curriculum.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

The proposed curriculum will be evaluated at the end of each semester. DELL will use a strategic plan when evaluating the proposed curriculum. The design of the curricula is intended to provide a positive outcomes for all young children by challenging, engaging and developmental appropriateness during early childhood. The evaluation tool for the curricula will be culturally, linguistically and comprehensive. The plan will provide information that can be used to determine whether or not the desired outcomes are being achieved. Evaluators will be able to plan and implement further programs to enhance improvement.

The purpose of the evaluation of curricula is to inform the teachers, staff other decision makers about relevant issues that can impact the program and student learning. The departmentalized teams can look at data and develop lessons and implement programs aligned with the curricula. Provide engagement pieces that reflect the standards and concepts in the Texas Essential Knowledge and Skills objective. The goal is to perform at a level of 80% or higher mastery. The final process in the evaluation of curricula is to provide data and documentation that summarizes and demonstrates what the program is accomplishing and students learning.

A. Indicators of effective curriculum

- Children are active and engaged.
- Goals are clear and shared by all.
- Curriculum is evidence-based.
- Valued content is learned through investigation and focused, intentional teaching.
- Curriculum builds on prior learning and experiences.
- Curriculum is comprehensive.
- Professional standards validate the curriculum's subject-matter content.

The curriculum is likely to benefit children Evaluation: focuses on grades and may reflect classroom components other than course content or mastery level. It is a value judgment that assigns meaning to the data obtained through assessment (summative)

The objective for the evaluation of curricula is to determine the following

What are you trying to do?

How well are you doing it?

How can you improve what you are doing?

How can the student learning experience be improved?

- New program
- Curricular revision
- Educational initiatives
- Justification
- Quality of education

Validation

- Provides a framework for assessment
- Provides a timeline for activities
- Identifies responsible parties
- Guides the daily assessment activities
- Aligns assessment activities with the accrediting standards

Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To best assess young children’s strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children’s daily activities, supported by professional development.

**B. Program evaluation and accountability**

Regularly evaluate during early childhood programs in light of program goals, using varied, appropriate, and conceptually and technically sound evidence to determine the extent to which programs meet the expected standards of quality and to examine intended as well as unintended results.

**Indicators of effective program evaluation and accountability**

- Evaluation is used for continuous improvement.
- Goals become guide for evaluation.
- Comprehensive goals are used.
- Evaluations use valid designs.
- Multiple sources of data are available.
- Sampling is used when assessing individual children as part of large-scale program evaluation.
- Safeguards are in place if standardized tests are used as part of evaluations.
- Children’s gains over time are emphasized.
- Well-trained individuals conduct evaluations.
- Evaluation results are publicly shared.

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**NARRATIVE (3)** - If the applicant proposes to serve special programs or extracurricular activities; provide detailed information on each service. *If the applicant does not propose to serve special programs or extracurricular activities, skip this narrative and continue to next page.*

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Students at DELL will be introduced to beginning experiences of extra curricular activities as early as Kindergarten. Kindergarten students be introduce to fundamentals. Teachers will incorporated in the curriculum the proper way to engage in extra curricular activities such as; stretching, bending, reaching and balancing. During first and second grades students will advance to the importance of safety skill will engaging in extra curricular. As students progress in their knowledge of maintaining their health and safety, they will learn the fundamentals of tumbling, skipping, jumping and running. After mastery of the above motor skills, students will engage in competitive sports like: jumping rope, tag games, dodge ball, flag football, cheerleading, and soccer. Second graders will be taught the fundamentals of competitive sports during daily operations and can volunteer to participate in afterschool competition. Extra curricular actives will provide an opportunity for students to work cooperatively on team, and learn the value of effective strategies to accomplish goals.

Various activities offered are:

soccer- Coaches will facilitate the learning and be in charge of developing a plan where students will compete against same grade level students during second grade. Both girls and boys will play on separate teams.

Cheerleading - Coaches will develop squads for teaching cheers, chants, stunts and dance for grade 2.

Flag Football- Coaches will facilitate the learning and be in charge of developing a plan where organized flag football is implemented for competitive play against students of the same age.

Incorporating extra curricular activities will provide an opportunity for staff, students and parents to work together and build relationships.

DIRECTIONS: ALL applicants must complete this page if any educational services will be offered to grades 9 and above at any point during the initial charter contract period [Year 1-5].

The applicant will serve grades 9 and above, *If no, skip to next page*  Yes  No

The applicant will implement Personal Graduation Plans for all students  Yes  No

The applicant will post grade 11 and grade 12 GPA class ranks on all student transcripts?  Yes  No

The applicant will offer the following endorsement(s): *Check all that apply*  
Arts and Humanities  Business and Industry  Multidisciplinary Studies  Public Service  STEM

Proposed graduation rate goal(s)? *(in percentage)*  
Year One  Year Two  Year Three  Year Four  Year Five

### NARRATIVE (1)

Describe the proposed campus(es) course offerings and how they will create a viable and adequate process for helping students meet graduation and endorsement requirements.

### NARRATIVE (2)

Discuss strategies that will achieve successful vertical alignment between middle school and high school.

Press to Input Narrative Response

### EVALUATION CRITERIA

#### A response that meets the standard will:

- Identify specific resources, partnerships, or other opportunities that will facilitate sustainable availability for each endorsement.
- Account for specific supplies and tools that will be needed to facilitate successful implementation of the program.
- Align funding projections with the budget and financial workbook.
- Provide clear strategies that will assist students vertically align with grade levels that are not offered by the charter school.

**NARRATIVE (1)** - Describe the proposed campus(es) course offerings and how they will create a viable and adequate process for helping students meet graduation and endorsement requirements.

*INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.*

NA

**NARRATIVE (2)** - Discuss strategies that will achieve successful vertical alignment between middle school and high school.

*INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.*

NA

**NARRATIVE (1) -**

Briefly describe an average school day for a prospective student. How would their experience set itself apart from the average school day at the surrounding districts or charters? *Input answer here or applicant may click the button at the bottom of the page for a larger writing space. Do not write in both.*

The students will have the opportunity to arrive at school as early as 7:30 a.m. and be greeted by their home room teacher. They will receive a hot breakfast each morning in the dining area. If students do not want breakfast, they can go to the reading lounge or computer lab for reading and exploring current events. Classes will begin at 8:00 a.m. with a tribute to the flags and moments of silence. Students are nurtured and welcomed daily by the learning community (staff and other students)

As students begin their first class, they will read, learn language skills, and engage in math concepts. Students will eat a nutritious meal for lunch and prep time for an afternoon classes, social science and study hall lab session. There will be a thirty minute period for extra curricular activities daily. Students will spend the final hour of the school day interacting with peers on social skills, problem solving and goal reflection. Students will have a juice, water or fruit snack available mid morning and before the final hour. Students will learn to move in ways that reflect social mobility and professionalism as emulate a business environments. At the end of the day students feel a sense of belonging. School will be dismissed at 3:30 p.m. Extended hours will be from 3:30 until six. During this time students can embrace low impact training, service projects, clubs and academic competitions.

**NARRATIVE (2) -**

Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day. Include information about any differentiated instruction that will be used to meet the needs of students. Including those students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and (iv) requiring bilingual/ESL services.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Provide compelling evidence that the teaching methods will impact and enhance the quality of instruction and meet the needs of a diverse student body.
- Discuss instruction for students who are: i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and (iv) requiring bilingual/ESL services.
- Present evidence that growth will be assessed, and instruction will be modified as necessary to achieve individual educational goals

**NARRATIVE (1)** - Briefly describe an average school day for a prospective student. How would their experience set itself apart from the average school day at the surrounding districts or charters? *Input answer here or on the previous page. Do not write in both.*

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

**NARRATIVE (2)** - Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day. Include information about any differentiated instruction that will be used to meet the needs of students . Including those students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and (iv) requiring bilingual/ESL services.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Each school day teachers will tailor instructions to meet every student’s individual need. Teachers develop lessons that promote a conducive learning environment, use flexible grouping techniques or team, and incorporate first-hand information in the introduction, re-teaching or assessment phase of instruction. Students will begin a phonics program the will engage them in new and improved interventions that promote literacy.

Teachers will use basal reading series to get a start when they switch from teaching at one grade level to another. The programs also feature remedial and enrichment worksheets and activities that the teacher may wish to add to her repertoire. The programs also offer administrators, such as principals and reading directors, evidence that important reading skills are being taught in a logical way. Further, they provide one means of evaluating teachers and give teachers a series of evaluations they can use to talk to parents about their child's progress.

The reading program, K-2, will promote literacy when teachers use a variety of methodologies to introduce, re-teach and assess objectives.

The highly structured approach to reading instruction demonstrates the key benefits of today's basal reading programs. The reading programs, (basal) will provide a sequenced evidence-based (tested and found to be effective) approach to reading instruction, particularly helpful to beginning teachers who have not had time to develop their own teaching style.

Each lesson is clear and detailed, sometimes even scripting the words teachers should say to their students in presenting decoding and comprehension concepts. They are based on a structured sequence of learning objectives that are consistent from grade to grade and that are increasingly aligned with curricula standards. Basal series offer pre-tests, post-tests and a rich assortment of remedial and enrichment activities for each lesson and unit, as well as quarterly and year-end assessment instruments.

The reading program is suitable for (K-2) grade levels because it will be consistently implemented based on students individual needs. Teachers will introduce and teach objectives during the kindergarten year and review all skill during the first grade. Students will be in blended classes in order to insure success of mastery before being promoted to the next grade level. During second grade, students will review previous year curricula and be exposed new information. Students are tracked yearly and individual plans are developed based strengths and weakness.

Serving English Language Learners with Disabilities will consist of well-developed programs for this groups. The process that will be implemented for each learning disabled student is:

- Screening procedures to identify students of non-English language backgrounds,
- Assessing students of non-English language backgrounds
- Providing programs for students identified with limited English proficiency
- Conducting child find activities and referring students of non-English language backgrounds for special education
- Evaluating students of non-English language background for special education
- Developing the IEP for students with limited English proficiency, and
- Communicating with parents of non-English language backgrounds.
- All content areas will incorporate across the curriculum. For example math science and language.

Teachers will evaluating students of non-English language background for special education and develop Individual Education Plan for students with limited English proficiency and communicate with parents of non-English language backgrounds.

All content areas will incorporate across the curriculum. For example, math science and language will be integrated throughout each curriculum. Lessons in each content will be created, modified and assessed in the context that addresses TEKS objects and considers all learning modalities.

Lessons will be developed for gifted students that allows the student to accelerate and experience real world application projects. Students will be exposed to such things as civil individual duties and responsibilities of citizens, the election process and family structure. Opportunity to explore through field trips will also compliment the curricular and how students learn by doing.

It is the intention of DELL Academy to engage students in activities, hands on experience and application though cultural events to keep student motivates and desiring a thirst for learning through the learning process.

In order to achieve, all students will be assessed at the beginning of the year, weekly, and at the end of the fall semester. During the spring semester, students will be assessed based on the State Tests and at the end of the year. DELL will follow the guidelines designed for STAAR. Teachers, specialist and administrators will profile and share data for aligning lessons throughout learning.

Benefits of Basal Reading Programs by Tanya Lee, Demand Media seattlepi.com© 2015 Hearst Seattle Media, LLC

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Determining Eligibility of English Language Learners for Special Education Services Lillian Gonzalez, Ph.D., Chicago Public Schools

DIRECTIONS: ALL applicants must provide information about assessments that will be utilized to monitor academic progress. Applicants should consider “**data collection activities**” to include any activity that will provide the necessary information needed to conduct the proposed assessment/evaluation design, application, and analysis.

Assessment Methods - *check all that apply*       Diagnostic       Formative       Interim       Summative

Other

Person(s), position(s), and/or entities that will be responsible for planning assessment/evaluation activities.

List data collection activities that will be involved in the proposed assessment/evaluations.

Person(s), position(s), and/or entities that will be responsible for collecting assessment/evaluation data.

Person(s), position(s), and/or entities that will be responsible for the analysis of data. What are the qualifications or requirements for the person(s), positions(s), and/or entities?

**NARRATIVE -**  
Detail all plans to measure and evaluate academic progress of individual students, student cohorts, and the school or campuses as a whole. Including throughout the school year, at the end of each academic year, and for the initial term of the charter contract.

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Propose specific and comprehensive assessment models for student achievement.
- Demonstrate a clear understanding of the proposed assessment model(s).
- Rationalize the use and applicability of the proposed assessment model(s) to the schools objectives and goals.
- Discuss the roles and qualification requirements for those who will be responsible for planning, implementation, analysis, and reporting of data.
- Detail assessment schedules, all necessary sources of data, and discuss any associated data collections.
- Outline a clear plan to use assessment data for the improvement of campus teaching and learning.

**NARRATIVE** - Detail all plans to measure and evaluate academic progress of individual students, student cohorts, and the school or campuses as a whole. Including throughout the school year, at the end of each academic year, and for the initial term of the charter contract.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Student academic achievement shall be based on the degree of mastery of the District's instructional objectives as outlined in the curriculum guides for each subject. The objectives reflect the Texas Education Agency TEKS and address the skills and concepts needed for successful performance in all grades.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated TEKS. The student's mastery level shall be a major factor in determining the grade for a subject or course. (Administration Regulation – EIE Local)

Each elementary school maintains a balanced curriculum. Curriculum offerings include Language Arts (reading, literature, oral language, composition, handwriting, spelling), Science, Mathematics, Social Science, Art, Music (refers to general music, which is the basic program).

Achievement grades should be fairly determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered. Prior to instruction, students should be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined.

#### Kindergarten Report Card

Evaluation key for kindergarten report card:

Reading/Writing/Language Skills, Technology, Mathematics, General Behavior/Work Habits, Social Science, Art, Music, and Physical Education

- D = Developed
- P = Making Satisfactory Progress
- SD = Still Developing
- ED = Experiencing Difficulty
- / = NA

#### First Grade Report Card

Evaluation key for first grade report card:

General Behaviors, Art, Music, Physical Education, Conduct, Technology, Reading, Writing/Language Arts, Social Studies, Mathematics, and Science/Health

Written Explanation of Symbols:

- E = Excellent graded weights include
- G = Good 10% = District Assessments
- S = Satisfactory 40% = Daily grades
- N = Needs Improvement 50% = Homework
- U = Unsatisfactory

Number Explanation of Symbols:

- E = 90 – 100
- G = 80 – 89
- S = 75 – 79
- N = 70 – 74
- U = Below 7

Report Card, Grades 2

General Behaviors, Art/Fine Arts, Music, Physical Education, ESL if applicable, Technology, Reading, Writing/ Language Arts, Mathematics, Science/Health, and Social Science:

Written Explanation of Symbols:

E = Excellent graded weights include

G = Good 50% = Major grades

S = Satisfactory 30% = Daily grades

N = Needs Improvement 10% = Homework

U = Unsatisfactory 10% = District Assessments

Number Explanation of Symbols:

E = 90 – 100

G = 80 – 89

S = 75 – 79

N = 70 – 74

U = Below 70

Galveston ISD Grading and Reporting Procedures 2010 - 2015 Galveston ISD > Curriculum & Instruction

DIRECTIONS: ALL applicants must provide information pertaining to the required public meeting(s) and any other awareness outreach efforts. The term “**awareness outreach**” refers to any demonstrable activity undertaken to build awareness of the proposed charter school and(or) any associated public meetings.

Public Meeting(s) Dates - *dd/mm/yyyy/0:00*

10/20/2015

Number of Attendees - *# per meeting*

25

Location(s) of Meeting - *facility name and address to include city and zip code.*

University of North Texas  
7300 University Blvd.  
Dallas, TX. 75

Method(s) of Awareness Outreach: *check all that apply*

In -Person  
 Telephone  
 Social Media  
 Direct Mail  
 Other

Public Newspaper

**ATTACHMENT REMINDER - A2 Published Notice(s) of Public Meeting(s)**

**NARRATIVE (1) -**  
Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan. Explain any awareness outreach methods that increased attendance at the meeting(s) or contributed to lower attendance rates. In addition, detail any other outreach efforts.

**NARRATIVE (2) -**  
Detail any plans to improve community awareness within the proposed geographic boundary.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Discuss initial method(s) of awareness outreach that were used to build awareness.
- Detail specific areas of interest and concern that were discussed during the meeting(s).
- Provide disclosure and explanations for low attendance rates.
- Provide follow-up outreach strategies that were used to increase attendance in any subsequent meetings.

**NARRATIVE (1)** - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan. Explain any awareness outreach methods that increased attendance at the meeting(s) or contributed to lower attendance rates. In addition, detail any other outreach efforts.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

On Tuesday, October 20, 2015 at 6:00 p.m. DELL Academy held a community meeting. Family members, educators, and board members attended. Dr. Sherry Lewis served as the facilitator and Ms. Kim Millender, board member, provided welcoming remarks and introduction of the board members in attendance. Each board member spoke briefly about their commitment, experiences in education and supporting the initiative for opening the school. Staff members also shared their views and interest in the Charter school. Others in attendance include professional educators from Dallas County, and Harris County. The speaker, community leader and former Dallas ISD graduate, Mr. C. Morgan provided insight on neighborhood and communities. Mrs. Lankford, student advocacy board presented a slides presentation that highlighted the mission, vision, goals, concerns, curricula, and acknowledged board members positions. Some demographics, statistics and facts were reviewed in her presentation. Mrs. Millender, board secretary, provided information on what a charter school is and the pros and cons of charter vs traditional public schools. An overview was provided based on Dallas county data release from 2003 through 2015 and U. S. Census report. Dr. Lewis explain the challenges in the three keys areas (literacy, resources, and teacher autonomy) and how DELL plans to improve the educational system. There was a question and answer session during the last ten minutes of the meeting. Dr. Lewis adjourned the meeting at 7:30 p.m

**NARRATIVE (2)** - Detail any plans to improve community awareness within the proposed geographic boundary.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Plans to improve community awareness within the proposed geographic boundary is to attend and become a n active participant in neighborhood watch committee, Chamber of commerce and other social events as planned. Volunteer to implement tutorials for parents, and students on literacy and other needs programs. Public forum during various of the school year will be done quarterly in order to keep the community abreast to daily operation of the school. Summer programs such as Transition Program will be available to parents and students. As students move from one setting to another, the staff will teach expectations for each transition.

DIRECTIONS: Applicants must provide information below if the applicant, at the time of submitting this application, has a specific desired location(s).

Does the applicant have a specific desired location? *If not, check "no" and skip to next page*  Yes  No

Physical Address of Location:

Does the applicant intend to lease or purchase property?  Lease  Purchase

Has the building been issued a certificate of occupancy for educational use?  Yes  No

The applicant will:  Use the Existing Facility  Build a New Facility  Repurpose/Remodel the Existing Facility

What was the facility's last nature of use?

Will the facility share space with individuals/organizations in addition to the proposed charter school? If yes, provide the name of the entity, type, and frequency of use.  Yes  No

**ATTACHMENT REMINDER - F8 Proposed Facility Description**

**NARRATIVE-**  
 Explain how the facility [or future facility] will be suitable for the proposed charter school. Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Provide a clear description of the facility.
- Justify the facility's suitability to serve the ages/grades that are proposed - including specialty space, if any.
- Provide a clear description of the purchase or leasing arrangements and/or construction or renovations that must occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

**NARRATIVE-** Explain how the facility [or future facility] will be suitable for the proposed charter school. Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Through extended and ongoing professional yearly the faculty will be in compliance with American Disabilities Act (ADA). Administrators will conduct special training sessions throughout the physical year to keep faculty and staff abreast to all new and incoming laws pertaining to ADA. Staff and faculty will be required to taking professional development yearly and pass assessment for certificate for hours of training received.

DIRECTIONS: Applicants must provide information below if the applicant, at the time of submitting this application, does NOT have a specific desired location.

Does the applicant have a desired location?  Yes  No  
*If yes, check "yes" and return to previous page*

Does the applicant intend to lease or purchase property?  Lease  Purchase

Does the applicant intend to use a broker or consultant to procure occupancy?  Yes  No  
*If yes, provide name, company, website*

Will the facility share space with individuals/organizations in addition to the proposed charter school?  Yes  No  
*If yes, provide the name of the entity, type, and frequency of use.*

**NARRATIVE -**  
Describe the process for identifying and securing a facility. Including plans for building or renovations, timelines, and financing. Explain why the facility will be suitable for the proposed charter school. Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Provide a clear process for identifying and securing a facility.
- Identify relevant individuals that will have significant roles in the facility selection and procurement process.
- Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

**NARRATIVE** - Describe the process for identifying and securing a facility. Including plans for building or renovations, time lines, and financing. Explain why the facility will be suitable for the proposed charter school. Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

#### The First Step: What Do You Need In a Facility?

Selecting and identifying a facility is one of the most essential decision for providing a safe and civil environment for learning. There should be consideration of the location, size of the population and needs for the services rendered. First of all, these are necessary to provide a safe and secure environment for learning.

- the interior layout: the amount of space, how it would be subdivided into rooms or work areas to best serve the purpose intended
- how it could be constructed or decorated to provide the capabilities and learning atmosphere that best suits your operation
- its exterior: its appearance (and that of surrounding buildings) and the impression that it conveys the mission and vision of the school
- its location (on well-traveled streets)
- its provision for necessary features such as parking facilities and loading docks

There must be consideration for ample parking and sufficient entrances and exits for arrival and dismissal.

Look at prospective sites and buildings, and determine if your mission is best suited for the space. Ensure the geographic areas will serve the community's needs. Map out your facility needs in some detail and make a sketch of what your expectations are for the appearance (both interior and exterior) should look like.

#### What Makes a Business Facility Efficient?

No matter what kind of business you have and how you conduct it, if you own or rent a business facility, you do so in order to perform vital business functions there. This is true regardless of whether the facility houses your business headquarters and office, a retail store or a wholesale outlet, an inventory or equipment storage area, or a combination of several of these functions. An efficient facility isn't hard to define in the abstract, but tailoring the definition to an actual concrete list of needs can be more complex.

Your search for the ideal facility will go much more smoothly — and will more likely be successful — if you are armed with a firm, fairly detailed idea about your facility requirements when you actually start the search:

- If you are presently in business. This may be a rather straightforward process if you are currently in business, and, for whatever reason, will be relocating. In this case, envisioning your replacement facility may be no more difficult than thinking about what aspects of your present facility you are satisfied with, and how you would improve upon those aspects that didn't measure up. It's likely this will be easier said than done, but at least you have had the valuable experience of seeing how your business ran out of the present facility. Your proposed solutions to any facility problems may be theoretical, but they are grounded in what you have learned from running the business.

#### Facility Size, Layout, and Appearance

The physical structure and layout of your facility should function as a tool that helps you to efficiently do all the things necessary to bring your business's products or services to its customers. What is necessary is often based on the type of business you operate:

**Retail and service businesses.** Retail and services businesses that depend on customers coming into their facilities must place considerable emphasis on their appearance. The facility's exterior and interior design, decorating, and maintenance should make customers want to come into the business. Depending on the type of the business, the interior of the facility may be primarily set up to maximize efficiency (the idea being, "get them in, get them out"). This could be the objective of a tool rental business or a neighborhood convenience food store. Or the facility could be set up to encourage customers to browse through the store, hopefully finding something to buy in addition to what they came into the store to get.

**Retail and service businesses vary greatly in their facility size requirements and in their need for on-site inventory or supply storage.** Businesses where customers are confined to a small sales area, and that have little or no inventory storage requirements, can exist in very small facilities. This is not the case for businesses where the customers must utilize a lot of space (such as on a golf course!), or where the items kept in inventory are large and numerous (such as is the case for a new car dealer).

**Wholesalers and manufacturers.** Wholesalers and manufacturers generally do not have customers come into their facilities. Because of this, their facilities can be Spartan, although the effect of the facility's appearance on efficiency and employee morale should not be ignored.

Wholesale businesses often require large, open facilities that put a premium on efficient material handling. This may take the form of wide aisles and storage racks that allow the use of lift trucks, large shipping and receiving docks, and a location that gives the facility good access to transportation facilities.

Small manufacturing businesses may not require any specialized facilities, their prime need usually being enough space for their supply storage, manufacturing processes, and product shipment. The facilities of manufacturers may need to be highly specialized to accommodate heavy machinery and assembly lines

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DIRECTIONS: ALL applicants must provide information below on transportation services and strategies. All references to “daily transportation” should reflect any transportation services that will facilitate student pick-up/drop-off from the home, campus, or reasonable distance therein. At minimum, all applicants must complete a narrative below outlining transportation plans for students with Individualized Education Plans (IEP).

Does the applicant intend to offer daily transportation to all students?  Yes  No  
*If no, the applicant must still answer IEP transportation contingencies in the narrative section below*

If yes, what year will the service begin? Year  1  2  3  4  5

Will the charter provide public transportation vouchers? *Ex. public bus passes*  Yes  No

If yes, what year will the service begin? Year  1  2  3  4  5

What is the total annual dollar amount budgeted for transportation?

**NARRATIVE -**

Describe any student transportation plans. If transportation plans will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Present a detailed transportation plan, if any, that demonstrates an ability to meet the needs of the student population.
- Provide clear transportation plans for students with IEP’s that require transportation.
- Align budget amounts with the financial workbook.
- Demonstrate compliance with 34 CFR§300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations.

**NARRATIVE** - Describe any student transportation plans. If no transportation plans will be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

DELL Academy will follow the same guidelines as designed by the United States Department of Transportation (DOT) for providing emergency preparedness as an important event in meeting the needs of all people at its facilities including people with disabilities and other medical conditions. In addition under Section 501 of the Rehabilitation Act, as amended (29 U.S.C. 791), and implementing regulations, the school will have a responsibility to provide adequate hiring, placement, and advancement opportunities for individuals with disabilities and reasonable accommodation in the workplace. Also under Section 504 of the Act (29 U.S.C. 794), DELL will have the responsibility to ensure that people with disabilities, including employees, job applicants and members of the public, are not excluded from or discriminated against under any programs or activities that the school conducts. Accordingly, when emergency preparedness activities are undertaken in DOT occupied facilities, the school must consider and provide for the needs of people with disabilities. Transportation is calculated based on individual student need.

In the event of an unexpected circumstances occurring, DELL is committed to planning and executing an emergency plans/evacuation plans/health plans that will provide the best possible service for the safety of all students. The Emergency plans will include information that will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with special needs in the event of an emergency. In addition, creation of an Evacuation Plan cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

This plan will apply to all parties who require special accommodations including faculty and students. More specifically, any learning community member who is in need of assistance during an emergency will be assessable to the programs. Scheduled drill and emergency plans will be devised in case of fire, tornado, earthquake, intruder, flood, epidemic or activities that pose a threat to the learning community.

Field Trips are an important part of all students' school experience and being adequately prepared is essential. All components of the student's specific needs are reviewed and accounted for during the planning process. Some things to consider include: transportation, wheelchair lift, ramps, planning accessible routes to buildings with adult support and medical assistance to issue medications and or food if necessary. Other personnel that will provide assistance will be trained professional who can operate defibrillators, cardiopulmonary resuscitation certified technicians, and nurse.

U.S. Department of Transportation 1200 New Jersey Avenue SE, Washington, DC 20590 202-366-4000

DIRECTIONS: ALL applicants must provide information below outlining proposed admission and enrollment policies.

Enrollment Period: *include start date/end dates*  to

Date of Lottery (if needed):

Will the lottery process have exempted classes of students?  Yes  No  
*Choose all that apply*

Returning Students  
 Siblings of Enrolled Students  
 Children of Founders & Staff  
 Other

If there are exempted classes, what is the anticipated percentage of exempt students for Year 1?

**ATTACHMENT REMINDER - E3 Admission and Enrollment Policy**

**NARRATIVE (1) -**  
Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment?

**NARRATIVE (2) -**  
Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEA § 12.111(a)(5)(A).

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Attachment E3 presents an application period and application process that clearly supports fair and equitable opportunity for all students to apply.
- Describe a fair and equitable selection process in the event of oversubscription. Including how this process will ensure equal access to all interested students and families.
- Any enrollment exemptions do not exceed allowable limits.
- Any enrollment requirements (such as auditions) are aligned with TEC §12.111(a)(6) and §12.1171.
- Attachment E3 includes a non-discrimination statement that satisfies TEC 12.111(a)(5).

**NARRATIVE (1)** - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment?

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Outline the needs of the community that are not being met by the local school district or other area charter schools.

Many local schools as well as charter schools are not meeting the needs of the community. First and foremost, children are being promoted to the next grade level without mastering the TEKS skills. Students are socially promoted based on attendance. The ratio of student to teacher is higher in both public and some charter schools. The number of students in the local public school districts are low performing and do not meet the state standards. These students are socially promoted and eventually they become at-risk.

**NARRATIVE (2)** - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEA § 12.111(a)(5)(A).

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

DELL Academy will follow the guidelines as stated in the Texas Education Agency handbook for the admission and enrollment of students with documented history of any type of misconduct as listed in TEA 12.111. The admissions policy for all charter schools must prohibit discrimination and describe a lottery process when the number of applications to the school exceeds available space.

The school may only ask for basic information such as name, age, and address during the application process. Once a student is admitted and has registered and enrolled, the enrollment process begins. It is only then that the school may request information about past academic achievement, medical history, etc.

A student may be ineligible for admission to a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Chapter 37, Subchapter A, only if the exclusion was specifically approved by the SBOE or commissioner of education when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this exclusion. It must be noted that the exclusion is allowed only for those serious discipline problems specified in Chapter 37, Subchapter A.

If a student fails to comply with the charter school's student code of conduct may not be administratively withdrawn but a student who commits an expellable offense, as outlined in the student code of conduct, can be expelled by the charter administrators only after the student due process has been afforded to the student and the charter holder board has determined that expulsion is the appropriate consequence. The charter holder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.

Texas Education Agency for Charter School resources

DELL Academy will follow the guidelines as stated in the Texas Education Agency handbook for the admission and enrollment of students with documented history of any type of misconduct as listed in TEA 12.111. The admissions policy for all charter schools must prohibit discrimination and describe a lottery process when the number of applications to the school exceeds available space.

The school may only ask for basic information such as name, age, and address during the application process. Once a student is admitted and has registered and enrolled, the enrollment process begins. It is only then that the school may request information about past academic achievement, medical history, etc.

A student may be ineligible for admission to a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Chapter 37, Subchapter A, only if the exclusion was specifically approved by the SBOE or commissioner of education when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this exclusion. It must be noted that the exclusion is allowed only for those serious discipline problems specified in Chapter 37, Subchapter A.

If a student fails to comply with the charter school's student code of conduct may not be administratively withdrawn but a

student who commits an expellable offense, as outlined in the student code of conduct, can be expelled by the charter administrators only after the student due process has been afforded to the student and the charter holder board has determined that expulsion is the appropriate consequence. The charter holder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.

Texas Education Agency for Charter School resources

DIRECTIONS: ALL applicants must provide information below detailing student recruitment strategies and standards.

Target number of hours dedicated to student recruitment per month? *If any...*

Person(s), positions(s), and/or entities that will be responsible for planning recruitment activities?

What percentage of the budget will be used towards student recruitment?

Will recruitment efforts specifically target any of the following? *Choose all that apply*

- Low Income Families
- Gifted and Talented
- Students with Special Needs
- Students At-Risk
- Drop Out Recovery
- Other

**NARRATIVE (1) -**

Outline the needs of the community that are not being met by the local school district or other area charter schools.

**NARRATIVE (2) -**

Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families?

**NARRATIVE (3) -**

Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected?

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Clearly describe community needs that are not being met by other available resources and educational institutions.
- Present specific strategies to meet community needs.
- Discuss the specific roles and responsibilities of person/positions that will plan and implement student recruitment/community engagement, if any - including any educational or experience requirements.
- Present specific assessment models, schedules, and activities that will gauge recruitment effectiveness.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE (1)** - Outline the needs of the community that are not being met by the local school district or other area charter schools.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

**NARRATIVE (2)** - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families?

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

Some recruitment strategies include providing monthly community meeting prior to the opening date. Hold workshops and training with hands on activities for parents and students to familiarize them with the curricula. Invite the learning community to meet and greet events to build relationships. Go door to door disseminating material and information about the benefits provided by the school. Implement programs that include all family members and display a welcoming positive attitude to all cultural groups. Endorse and active parent teacher association.

**NARRATIVE (3)** - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected?

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

If enrollment numbers are lower than expected DELL Academy will increased the number of hour monthly for the recruiter to recruit students. Recruiter and Community Liaisons should work with agencies that deal with families who are not currently enrolled in school. Hold community meeting to encourage and advertise the school's mission and vision. The learning community will hold open forum where the staff can meet the community. Finally, involve the learning continuants in the operations of the school to assist with the recruitment process

DIRECTIONS: ALL applicants must provide information below on the proposed school day calendar and estimated instructional hours per grade level.

Anticipated Date-of-Opening:

Total Number of Instructional Days in the School Year:  ; and Total Instructional Minutes per day

Start/Dismissal Times :

PreK	begins at	<input type="text"/>	and dismisses at	<input type="text"/>
K-5	begins at	<input type="text" value="8:00 a.m."/>	and dismisses at	<input type="text" value="3:30 p. m."/>
6-8	begins at	<input type="text"/>	and dismisses at	<input type="text"/>
9 -12	begins at	<input type="text"/>	and dismisses at	<input type="text"/>

Number of Instructional Hours Per Day --provide per every applicable grade level. Indicate "NA" where grades will not be served.

Prek	<input type="text" value="N/A"/>	6th Grade	<input type="text" value="N/A"/>	9th Grade	<input type="text" value="N/A"/>
Kindergarten	<input type="text" value="250"/>	7th Grade	<input type="text" value="N/A"/>	10th Grade	<input type="text" value="N/A"/>
1st Grade	<input type="text" value="300"/>	8th Grade	<input type="text" value="N/A"/>	11th Grade	<input type="text" value="N/A"/>
2nd Grade	<input type="text" value="360"/>			12th Grade	<input type="text" value="N/A"/>
3rd Grade	<input type="text" value="N/A"/>				
4th Grade	<input type="text" value="N/A"/>				
5th Grade	<input type="text" value="N/A"/>				

**NARRATIVE -**

Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan?

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Present a clear alignment with student needs and school goals as discussed in prior narrative sections.
- Follow all state attendance requirements.
- Provide rationale for choosing the proposed school-calendar structure.

**NARRATIVE** - Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan?

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

The charter school's anticipated date of opening is August 2017. DELL anticipates collaborating with parents and students in orientation session begin in July of 2017 to introduce rules, policies and procedure. Parents will have an opportunity to meet the teachers and receive course syllabus. There will be 2 semesters with 6 weeks in each. Teachers will take one week for rules policies and procedures. Initial assessments will be administered the second week of school. Teachers will work in teams to plan lessons in alignment with TEKS objects. Students will have two days break between each six week and teachers will have a day of preparation and professional development a day to finalize grades and collaborative strategies on student's strengths and weakness. DELL will celebrate success by honoring all students who achieve during the grading period. Teachers will administer formal and informal assessment in December at the end of the semester.

During the spring semester, students will return in January 2018. Teachers will incorporate more projects, fieldtrips, and competition among the grade levels. Teachers will assist students with grade level names and build a bond of unity among each group. Student will be administered mock assessment in April and give immediate feedback. School hours will be from 8:00 a.m. to 3:30 p.m. The end of the school year is in late May 2018. Teachers will have from 7 hours of instructional time per day. Student will have a fifteen minute break in the morning and evening. Students may arrive as early as 7:30 a.m. and stay as late as 6:00 p.m. During the extended period, students will have either breakfast in the morning or a snack in the evening. Teachers will be on hand to assist student s with homework or parent teacher workshops in all contents, extra - curricular activities and reading clubs

DELL Academy Schedule

7:30AM Student Arrival/ Breakfast

8:00AM Classroom doors open- Tribute to flags and a moment of silence

8:15AM Tardy bell -students not in class will be considered tardy

8:16AM Reading /Language Arts/ Math- students will read, learn language skills and perform math concepts

10:00AM Lunch-Kinder

10:30AM Lunch 1st grade

11:00AM Lunch -2nd grade- Afternoon instruction will start at 11:45 for 2nd grade

11:30AM Instruction continues -Social science and study hall lab session

1:00PM Extra-Curricular Activities

1:30PM Snack

2:00PM Interacting with peers on social skills, problem solving and goal reflection

3:00PM Prepare for dismissal

3:30PM Dismissal

\*After lunch each grade level will have a 15 min recess and then continue with morning instruction

DIRECTIONS: ALL applicants must provide information below pertaining to faculty and staff recruitment strategies.

What method(s) will the applicant use to identify, recruit, and hire highly qualified teachers?

Choose all that apply

Web Advertising e.g. Monster, Indeed, Idealist etc.

Other

Print Media

Social Media e.g. Facebook, Twitter, Forums etc.

Partnerships w University or Colleges

Person(s), positions(s), and/or entities that will plan recruitment strategies?

Superintendent, Principal  
Directors /Dean

Target Number of Special Education Teachers for Year 1

3

Target Number of Bilingual/ESL Teachers for Year 1

1.5

Target Number of Gifted and Talented Teachers for Year 1

1

### NARRATIVE -

Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school's mission and educational goals.

Including teacher, administrative, and board level strategies where applicable.

Press to Input Narrative Response

### EVALUATION CRITERIA

**A response that meets the standard will:**

- Include a rationale for the proposed recruitment strategies/methods.
- Present a clear process for using the proposed methods to identify, recruit, and hire highly qualified teachers, administrative staff, and (or) various support staff.
- Discuss the roles and responsibilities of the person/position that will plan, implement, assess recruitment efforts.
- Present specific assessment models, schedules, and activities that will gauge recruitment
- Address any foreseeable obstacles to successfully recruiting quality staff.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE** - Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the schools mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

DELL Academy will identify, recruit, and hire individuals with the expertise necessary to facilitate the schools mission and educational goals including teachers, teaching assistants, administrative staff, office support, student support, facility and food service personnel and board level strategies. The 'Standard Hiring Procedure' was prepared by Sherry D. Lewis Ed.D., Superintendent of Schools and members of the governing board, for Certificated Staff: Teaching Assistants, Teachers, and Administrators, for: Regular Probationary, Regular Part-Time, and Long-Term Substitute. The 'Standard Hiring Procedures' should not be shared other than among school district administrators. Items in the appendices can be duplicated and shared with other members of the academy's hiring team on a need-to-know basis.

**I. STANDARD HIRING PROCEDURES**

- A. Advertisement
- B. Application
- C. Screening of Candidates
- D. Interviews
- E. References
- F. Selection
- G. Required Documentation
- H. Orientation
- I. Job Fair

**II. APPENDIX**

(NOTE: All appendices are separate documents accessed through the INDEX page)

- A. Standard Vacancy Notices
- B. Summary of Application Procedures
- C. Teacher Application
- D. Letter of Screening Out Applicants Not Selected For Interview
- E. Standard Interview Format
- F. Sample Questions to Ask
- G. Legal and Illegal Pre-Employment Questions
- H. District's Interview Rating Form
- I. Telephone Reference Form
- J. Letter of Non-Selection -- Interviewee Not Selected For The Position
- K. Letter of Acceptance - Recommendation of Appointment
- L. Compensation Policy
- M. Letter of Elementary School Screening, Interview, and Notice Procedures

**Hiring PHILOSOPHY**

The DELL Academy seeks to hire the best available teachers, administrators and teaching assistants. Vacant positions are filled competitively unless a specific individual has a legal or contractual right to the position.

There should be neither favoritism nor discrimination shown to any candidate on the basis of experience, previous salary or any reason prohibited by State and Federal Laws.

Building administrators and teachers are key partners in the instructional staff hiring process. Administrators and teachers carry the responsibility for supervision of new employees and ultimately determine the success of the employee and the success of the school program.

**A. ADVERTISEMENT**

The Superintendent will advertise all instructional staff position vacancies.

1. A vacancy in a certification area or degreed area in which the availability of candidates is known to be low will be advertised in state-wide and out-of-state college placement offices and local newspapers.
  2. A vacancy in a certification or degreed area in which the availability of candidates is known to be high will be advertised through DELL Academy Human Resource Office, online website and local newspapers.
- When vacant positions are advertised, an announcement of vacancies shall be posted in all school building offices and faculty rooms by the building principals.

Copies of standard vacancy notices for newspapers and human resource offices are found in Appendix A.

All instructional staff position vacancies will be advertised except in the following instances:

1. If another position in the same area of certification becomes vacant during the interview process or becomes vacant within three (3) months of the most recent interviews for a similar vacancy, and the hiring team deems the second, (third, fourth, etc.) ranked candidate(s) to be of the same high qualifications as the candidate who filled the first vacancy, then the new vacancy may be filled without readvertisement of the position at the discretion of the Superintendent of Schools.
2. If a current long-term substitute is available to fill a long-term substitute vacancy in the same certification area, for the same or a different person, then the current long-term substitute may be continued without advertisement of the position at the discretion of the Superintendent of Schools.

## B. APPLICATION

### Inquiries

All inquiries regarding the possibility of joining the professional staff are to be POSITIVELY ENCOURAGED. All applicants must apply via a letter of interest to the Superintendent stating their name, address and area(s) of certification. The Superintendent will acknowledge the letter and inform the applicant of any vacancies in the area of certification or that the letter of interest will remain on file for one year. An application, notice of vacancy and job description will be mailed to the applicant should a vacancy occur within one year of the date of the letter of interest.

### Dissemination of Applications

No person will be given an instructional staff application unless a vacancy has been posted and advertised.

Applications will only be provided in response to WRITTEN inquiries. If a person calls for an application, an explanation of the application procedure should be given; i.e., the request for an application must be in writing and applications are only provided for advertised vacancies.

A summary of the application procedure, for use by office staff, is found in Appendix B.

A copy of the current teacher application is found in Appendix C.

### Application by Current Staff

Current staff members applying for a position need not complete the entire application procedure. They should be advised to submit a letter of interest to the Superintendent stating the position in which they are interested and their reasons for applying. They should be encouraged to update their file with a current vita, course work, community service, references and other support materials. The update of the file is not required and is the employee's option.

## C. SCREENING OF CANDIDATES

### Courtesy Interviews

The hiring administrators may not interview any candidate who does not meet the standards of the District and/or the caliber in the available candidate group. A courtesy interview is not permitted.

### Screening of Applications from the Current Staff

Candidates who are current employees of the DELL Academy shall be given careful consideration in the screening process. Following the review of all applications, the hiring administrator shall inform applicants who are current staff members of one of the following:

1. They will not be considered for the position and the reason(s) for this.
2. They will be considered for the position and will be interviewed.

### Background and Experience of Candidates

It is important that the screening team seek candidates with broad experience, certification or willingness to obtain certification in more than one area, and willingness and ability to teach students of diverse abilities at different grade levels. These characteristics are extremely important in light of factors such as the Texas State Standards, shifting enrollments at grade levels, shifts in curriculum to different grade levels, and shifts in curricular emphasis in some programs.

### Reference Checks of Applicants

Prior to the scheduling of an initial interview, the hiring administrator must:

1. Have at least one positive candidate reference from a school administrator (or cooperating teacher of an inexperienced applicant) who has direct knowledge of the candidate.
2. Have the candidate's completed application in hand and have or make arrangements to have ALL support documents in hand prior to an interview. (NOTE: If the candidate's human resource papers are not on hand, the hiring administrator must order, receive and review them prior to the interview.)

### Screening of Applicants

Any applicants screened from the hiring procedure shall be notified in writing by the hiring administrators as soon as reasonable. If there is an indication that the interview process may not yield a successful candidate, then the notification in writing should be sent only to those candidates who will not be considered under any circumstances (i.e. bad reference, lack of certification, unqualified, etc.) The notification in writing to screened-out applicants shall be a personalized letter in a standard format (see: Appendix D).

A notification in writing need not be sent to persons who do not return DELL Academy's application.

A copy of the notification in writing shall be attached to the application. The application shall be placed in the file and the file returned to the Human Resource Office.

#### D. INTERVIEWS

The interview team(s) shall interview not less than five candidates for each vacancy unless the Superintendent agrees that there are fewer than five qualified applicants in the pool of applicants. If there is more than one vacancy in similar positions (same certification), an appropriate number of additional candidates must be interviewed unless the Superintendent agrees that there are too few qualified individuals in the pool of applicants.

NOTE: A candidate should not be interviewed unless his/her application is complete INCLUDING POSITIVE PROOF OF CURRENT TEXAS CERTIFICATION (or written verification of eligibility). The Superintendent WILL NOT interview any candidate without a complete application.

##### Arranging the Interview

When arranging the interview, the candidate should be made aware of the following:

1. Correct spelling of the hiring administrator's name.
2. Address and location of the District.
3. Date, time and place of the interview.
4. ANY SUPPORT MATERIALS MISSING FROM THE CANDIDATE'S APPLICATION and the arrangements for receipt of the missing support materials prior to the interview.
5. Approximate length of the interview.
6. With whom (s)he will interview (administrator, team).
7. The starting date for the position.

##### Scheduling the Interview

If possible, all candidates should be scheduled for interviews over a short period of time, preferably on the same day.

##### Interdisciplinary Interviewing Team

In filling certified positions an interdisciplinary team(s) including administrators, teachers, and in some cases other certified personnel, shall be used to interview candidates.

1. Service of teachers on an interview team is voluntary. However, the administrator should insure the existence of an interdisciplinary (or multi-grade level in elementary) team.
2. The interview team should not have members who are personal friends or relatives of any of the candidates being interviewed. To the greatest extent possible the interview team should be free of political bias. The hiring administrator shall discuss this issue with the interview team. Members of the interview team should be asked to forgo participation on the team if they cannot approach all the candidates objectively.

3. To the greatest extent possible, the same team must interview all candidates for the same position.

4. Prior to the interviews, the hiring administrator MUST meet with the interview team to review:

- a. The professional role of the interview team.
- b. The advisory role of the interview team.
- c. The need for confidentiality.

- d. Equal treatment of all candidates

- (1) Same introductory statement

- (2) Same format (See: Appendix E)

- (3) Same questions (See: Appendix F) and below)

- e. Non-discrimination (See: Appendix G)

- (1) Consistency of questioning

- (2) Absence of jokes and innuendo during the interview

- f. Employment criteria

- g. Consideration for the position

- (1) Special skills or characteristics sought

- team skills

- team match

- academic concentration

- teaching style

- (2) Specific questions to be asked and the responses being sought (See: Appendix F.1 and F.2)

- h. Completion of the interview rating forms (See: Appendix H)

- i. Ranking of the candidates

- j. Follow-up meeting of the interview team

- k. Security of confidential material and statements

1. The hiring administrator should review the questions to be asked by the interviewing team. It is recommended that questions be used from the approved question list (Appendix F).

5. After each interview, the members of the team will promptly and independently complete the interview rating form for each applicant. The candidates shall be rated against the interviewers' expectations of the ideal.

6. Following the interviews of all the candidates the members of the interview team (or the hiring administrator) will review candidates and share the results with the Superintendent.

7. The hiring administrator will collect and hold confidential the list of questions, interview rating forms and ranking of all interviewers in case of any claims of discrimination in the hiring process.

#### Interviews with the Superintendent

The Superintendent will interview at least the top three candidates, unless there is sufficient reason to interview a different number.

It is best that the Superintendent interview the same day as the hiring administrator and the interdisciplinary team, rather than having the candidates come back at a later date. If there is an exceptionally large number of candidates, separate interviews with the Superintendent may be arranged. If the Superintendent is to interview on the same day as the hiring administrator and interdisciplinary team, the interview schedule should be approved by the Superintendent in advance so that he can be available.

If asked about salary, the hiring administrators may state only the starting salary or the salary range for a position. The Superintendent shall discuss salary with the candidates. (See: Appendix L)

#### E. REFERENCES

NOTE: A candidate's prior teaching experience is the most important predictor of success, more important than the interview. Care should be taken to invest adequate time and energy in checking references.

CAUTION: It is psychologically difficult to objectively analyze the remarks of a reference after one has psychologically "bonded" himself to the candidate.

A minimum of three comprehensive telephone references are required (in addition to the pre-interview reference) for a candidate to be recommended to the Superintendent, unless the Superintendent agrees that fewer are needed. The hiring administrators must have at least one reference from either an administrator who has direct knowledge of the candidate's professional performance or a teacher who had direct supervision of the candidate's student teaching (in the case of an inexperienced teacher). The references must be recorded on the District telephone reference form. (See: Appendix I). It is the responsibility of the hiring administrators to spend sufficient time with the telephone references to obtain a thorough profile of the candidate.

If the candidate has prior teaching experience, the hiring administrator should ask the Superintendent to obtain a telephone reference from a Superintendent in a prior employment District of the candidate. The hiring administrator should not contact the prior Superintendent of a candidate if the Superintendent is handling that reference.

For administrative positions, a visit to the candidate's home school is considered appropriate.

#### F. SELECTION

The hiring administrator (or interview team in some buildings) will discuss the top candidates with the Superintendent.

If, after discussion of the candidates, the hiring administrator and/or interview team and/or Superintendent determine that the candidates do not meet the minimum acceptable standard for recommendation to the Board, the position will be readvertised, and new applicants will be sought.

If two or more finalists for a position are judged to be equal, consideration will be given to the candidate with residency and/or previous experience in the District.

The Superintendent will determine which, if any, of the hiring administrator's (and interview team's) top candidates is to be recommended to the Board. The Superintendent will not recommend to the Board a candidate other than one of the top candidates without the concurrence of the hiring administrators. If the Superintendent is not satisfied with any of the top recommended candidates, the hiring administrator will be directed to seek, screen and interview additional qualified candidates.

The Superintendent will recommend to the Board the person who in his opinion is the best candidate for the position.

When the candidate is called to be offered the job, the hiring administrator shall inform the candidate of the following:

1. Acceptance of the position is a contractual obligation under Texas State law. The candidate may not accept any other position without the required legal notice to and release from DELL Academy Board of Education.
2. Starting salary.
3. Starting date.
4. Required attendance at new teacher orientation and the dates.
5. Scheduled date of Board appointment.
6. Scheduling of the required physical exam.
7. Required inservice training (such as Texas Essential Knowledge and Skills).
8. Obligations of part-time teachers, if applicable. (Board Policy #7120)
9. Required official support documents:
  - a. Required letter(s) of verification of previous professional employment (only for experiences being credited on the salary schedule).
  - b. Required copy of certification (or formal notice of certification status) or degree.
  - c. Required official transcripts of all college work.

Upon acceptance of the job by a candidate, the non-selected candidates who were not interviewed shall be notified by letter from the hiring administrator that the position has been filled by another candidate (See: Appendix J).

Upon acceptance of the job by a candidate, all non-selected candidates who were interviewed and/or who are DELL Academy employees shall be immediately notified by an appropriate letter, mailed within 24 hours (if possible the same day). The applications and support materials, with the copy of the letter of non-selection, shall be returned to Human

**Resource Office.**

Immediately upon acceptance of the job by the candidate, the hiring administrator shall notify: 1) the Superintendent; 2) the members of the interview team of the selection; and 3) DELL Academy's Nurse (to schedule a physical exam). In the case where the candidate hired was not the first choice (first ranked) of the interview team, the hiring administrator shall, using discretion and due regard for confidentiality, explain the reasons the candidate was hired. The letter, memo or call to the interviewing team shall ask them to hold the information confidential until the hiring administrator has had time to notify the unsuccessful candidates.

Upon receipt of the successful candidate's hiring materials from the hiring administrator, the Superintendent shall forward the candidate a letter of confirmation (See: Appendix K).

**G. REQUIRED DOCUMENTATION**

For a candidate to be recommended to the Board, the following materials must be provided by the hiring administrators to the Superintendent:

1. Teacher application and all support documents.
2. A minimum of three comprehensive telephone references (in addition to the pre-interview reference) on the School Documentation form.
3. Interview rating forms from:
  - a. Hiring administrators.
  - b. Interview team members.

**H. ORIENTATION**

Orientation for all new and returning staff (leave of one year or longer) shall be held prior to the end of the first month of the new school year.

Dell Academy Teachers' Association shall be invited to send a representative to observe the administration's discussion of the Agreement and the evaluation process.

The hiring administrators shall arrange orientation for a new teacher hired during the school year.

[superintendentofschools.com/...%20Standard%20Hiring%20Procedures](http://superintendentofschools.com/...%20Standard%20Hiring%20Procedures)

All materials in this document may be copied, modified, and used as needed

DIRECTIONS: ALL applicants must provide information below about professional development strategies, implementation, and analysis.

Person(s), positions(s), and/or entities that will *plan* and *execute* professional development strategies.

Principal- Michelle Odum  
Counselor- Carolyn Brown  
Coordinator/Manager- Kim Millender

Person(s), positions(s), and/or entities that will be responsible for the *management, analysis and interpretation* of any data for classroom teachers to improve student achievement.

Executive Director- Carolyn Brown, Sherry Lewis  
Director - Verneice Daniels

Will the applicant require any professional development prior to the start of the school year?  Yes  No

If yes, briefly explain

Executive Director, Principal, Counselor, Office Manager/Coordinator, Department Chair will be required to complete 80 hour of professional development training prior to the start of the school year. These people will be responsible for the training and professional development of the staff at the beginning of the school year.

### ATTACHMENT REMINDER - O4 Teacher Evaluation Tool(s)

#### NARRATIVE (1) -

Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program?

#### NARRATIVE (2) -

Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

Press to Input Narrative Response

#### EVALUATION CRITERIA

A response that meets the standard will address:

- Include a rationale for the proposed professional development plan and its alignment with the school's goals, curriculum, and budget.
- Discuss the roles and responsibilities of the person/position that will plan, implement, analyze, and report on professional development activities.
- Present specific assessment models, schedules, and activities that will gauge the success of professional development resources and activities.
- Address any foreseeable obstacles to implementing the proposed plan.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE (1)** - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program?

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

The core components of professional plan will support effective implementation of the educational plan. DELL Academy professional development will facilitates the planning and implementation of ongoing, job-embedded, and systemic professional development for teachers, administrators and classified staff. All professional development is based upon learning standards from Texas Essential Knowledge and Skills (TEKS). Professional development in the DELL Academy will occur in many formats, such as professional learning communities, academies, book study groups, classroom observations, team planning, instructional coaching, teacher induction, and classes offered after the work day as well as on weekends and in the summer. DELL also provides training and support systems that are required for teacher certification or classification as highly qualified by the NCLB Federal guidelines.

DELL Academy Charter School will implement a three-year teacher induction program titled Transition. Teachers with 0-1 years of previous teaching experience are provided professional development, coaching, and grade/content areas specific teaching strategies. Master teachers serve as cohort leaders and provide practical teaching and management techniques to the program participants, as well as offer classroom coaching and observations to assist with specific needs.

[learningforward.org/.../jobembedde...](http://learningforward.org/.../jobembedde...)

**NARRATIVE (2)** - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

At the end of each six weeks teachers will have 1 day set aside for professional development. This will allow eight additional hours per six week to train teachers on best practices for achieving growth in the delivery of instruction. Teachers will analyze lessons taught against progress on assessment and revise plan of action. Teachers will also collaborate on the delivery of lessons, provide lessons to core teachers and make adjustment if necessary. The Professional Development Department facilitates the National Board Certification Process that is open to DELL teachers with five or more years of experience. The candidates are supported and mentored by DELL Nationally Board Certified teachers before, during and after completing the rigorous process. When scheduling of classes, counselors will schedule reading and math during early hours. During evening science, language arts and extracurricular during the second half of the day. Students tend to think and participate in the mornings.

DIRECTIONS: ALL applicants must provide information below on the proposed Board of Directors. The term “Board of Directors” refers to a governing body of the sponsoring entity as the applicant indicated on the Application Coversheet. The term “grant mismanagement” refers to the unallowable or questionable use of government grant funds as determined by that specific states' ethics and compliance policies.

Number of Board Members:

Number of Board Members Domiciled in Texas:

Number of Board Members with Prior Charter Experience:

How often will the Board meet in-person? *Choose all that apply.*  
 Weekly    Bi-Weekly    Monthly    Quarterly    Annually   Other

How often will the Superintendent report to the Board? *Choose all that apply.*  
 Weekly    Bi-Weekly    Monthly    Quarterly    Annually   Other

How often will the Board review financial reporting data? *Choose all that apply.*  
 Weekly    Bi-Weekly    Monthly    Quarterly    Annually   Other

Do any current board members intend to apply for an employed position with the charter?       Yes    No

The sponsoring entity is a current grantee/sub-grantee of a state and(or) federal grant.       Yes    No

The sponsoring entity has been investigated for grant mismanagement within the last 5 years.       Yes    No

**ATTACHMENT REMINDER - G4 Board Member Biographical Affidavit Form**

**NARRATIVE (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.

**NARRATIVE (2) -**  
 Applicants with a sponsoring entity who is a current grantee/sub-grantee of a state and(or) federal grant must provide: (a) names of all currently awarded grants; (b) contact information; and (c) nature of awarded grant(s). *All other applicants skip this narrative and proceed to the narrative below.*

**NARRATIVE (3) -**  
 Applicants with a sponsoring entity who has been subject to investigation for grant mismanagement within the last 5 years must provide: (a) names of all applicable grants; (b) contact information; and (c) result/status of investigation. *All other applicants skip this narrative and proceed to the next page.*

Press to Input Narrative Response

- EVALUATION CRITERIA**
- A response that meets the standard will:**
- Provide a clear list of the sponsoring entity board members and their roles on the board.
  - Discuss member selection criteria and how it aligns with the school's mission and vision.
  - Disclose the full extent of prior charter experience among the board members.
  - Present a governance structure that is compliant with Texas Administrative Code 19 TAC § 100.1113 and Texas Government Code §§ 573.021-573.025, relating to Relationships by Consanguinity or Affinity.
  - Provide strong evidence that the proposed governance structure will be effective.

**NARRATIVE (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.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

Governance

The DELL Charter School is modeling its board of governance after the second model represented in the internet article, "Building an Effective Charter School Board". The governance for the Dell Charter School is based on a board of directors with a structure of officers, by-laws, and delegation of management to a principal, chief administrator/director or head of the school.

There is a clear distinction made between the governance work of the board of directors and the administrative management work of the paid staff. The Dell School is a legally incorporated school that is governed by state statutes and IRS regulations governing nonprofit, tax-exempt organizations. The board of directors is responsible for governing the school. Each member of the Board has the duty to look out for the long-term wellbeing of the school. The Board is responsible for addressing major matters including: setting the school's general policies and overall curriculum policies; approving and monitoring the annual budget and financial procedures; fund-raising; hiring and evaluating the school's principal; approving personnel policies and monitoring their implementation by the principal; assuring that the charter school fulfills its charter contract; and, strategic planning. The Board is composed of a broad cross-section of the school community and the community at large, in addition to professionals and community leaders.

The Board will meet on a monthly basis. It operates through various committees, including an executive committee consisting of officers elected to manage the Board and help monitor school policies. The Board is not involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. The Board delegates the responsibility for running the charter school and implementing the Board's policies to a principal or charter school administrator. Where appropriate, the charter school administrator will delegate some responsibility to other administrators, teachers, and students.

[http://www.uscharterschools.org/cs/uscsp/forum/cs\\_disc/16](http://www.uscharterschools.org/cs/uscsp/forum/cs_disc/16)

**NARRATIVE (2)** - Applicants with a sponsoring entity who is a current grantee/sub-grantee of a state and(or) federal grant must provide: (a) names of all currently awarded grants; (b) contact information; and (c) nature of awarded grant(s). *All other applicants skip this narrative and proceed to the narrative below.*

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

N/A

**NARRATIVE (3)** - Applicants with a sponsoring entity who has been subject to investigation for grant mismanagement within the last 5 years must provide: (a) names of all applicable grants; (b) contact information; and (c) result/status of investigation. *All other applicants skip this narrative and proceed to the next page.*

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

N/A

DIRECTIONS: This page is ONLY for applicants who propose the creation of a secondary board during the initial charter contract period. The term “**Secondary Board**” refers to a body that will provide advice on various aspects of charter/campus management or conduct assignable duties by the Board of Directors. All other applicants should check the “no” box and proceed to the next page.

Will the applicant maintain a Secondary Board? *If no, check “no” and skip this page*  Yes  No

Number of proposed board members?

How often will the Secondary Board meet with the Board of Directors in-person?  
*Choose all that apply*

Weekly       Other  
 Bi-Weekly  
 Monthly  
 Quarterly  
 Annually

**ATTACHMENT REMINDER - G4 Board Member Biographical Affidavit Form**

**NARRATIVE -**  
 Describe the role and duties of the Secondary Board.

**EVALUTATION CRITERIA**

**A response that meets the standard will address:**

- Provide a clear list of the secondary board members and their roles on the board.
- Discuss member selection criteria and how it aligns with the schools mission, vision, and student needs.

**NARRATIVE** - Describe the role and duties of the Secondary Board.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

N/A

DIRECTIONS: ALL applicants must provide information below on projected expenses for start-up year zero. The term "Start-Up Year Zero" refers to the planning year prior to serving students. For a list of specific activities that make up each financial projection below, please refer to the start-up tab located in the Financial Plan Workbook. Applicants should make sure that the projections below match any budgeted items in the Financial Plan Workbook.

What are the expected <i>personnel</i> costs for the start-up year zero?	<input type="text" value="20,000"/>
--	-------------------------------------

What are the expected <i>contracted service</i> costs for the start-up year zero?	<input type="text" value="50,000"/>
---	-------------------------------------

What are the expected <i>school operation</i> costs for the start-up year zero?	<input type="text" value="20,000"/>
---	-------------------------------------

What are the expected <i>facility operation and maintenance</i> costs for the start-up year zero?	<input type="text" value="10,000"/>
---	-------------------------------------

**NARRATIVE (1) -**

Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

**NARRATIVE (2) -**

Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Provide only funding/revenue sources that can be fully supported by Verifiable Proof of Secured Funds documentation.
- Present revenues that cover expenditures.
- Present start-up timeframes that are consistent with any and all other timeframes within the application.
- Ensure all start-up expenses and revenues are congruent with the financial workbook.
- Establish and detail contingencies if funding is not as anticipated.

**NARRATIVE (1)** - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

During the budget start-up year zero, prior to the first day of serving students the anticipated expenses is estimated at 100000 which includes personnel employees, building contractors, facility workers, and school operations managers. These people will work on infrastructure, recruiting and grant writing.

**NARRATIVE (2)** - Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

DELL Academy will apply for grants, solicit supporters, fund raisers and donations.

DIRECTIONS: ALL applicants must provide information below about projected source(s) of funding. The term “initial contract period” refers to the period of time to which a charter is authorized to operate. The term “collected” refers to any transfer of property [monetary or otherwise] that was gifted to the applicant prior to submitting this application *ex. Cash, check, delivered furniture etc.* The term “firm commitment” refers to any donation [monetary or otherwise] that has been promised but not yet transferred. The term “anticipated” refers to any donation [monetary or otherwise] that has been calculated on the reasonable belief that a donation will transpire at some point in the future. The term “contingent upon charter” refers to a donation [monetary or otherwise] that has been promised but will not be transferred until the applicant is awarded a charter.

What is the cumulative amount of donations COLLECTED?

How many donors reflect this amount?

What is the cumulative amount of donations received with a FIRM COMMITMENT ?

How many donors reflect this amount?

What is the cumulative amount of all other donations ANTICIPATED?

How many donors reflect this amount?

What is the cumulative amount of donations CONTINGENT UPON CHARTER ?

How many donors reflect this amount?

**NARRATIVE (1)** - Explain the source of funds, property, or other resources expected to be available during the initial charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

**NARRATIVE (2)** - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application.
- Present *Average Daily Attendance (ADA)* estimates that are congruent with the estimated student demographics, count, and grade level.
- Present revenues that cover expenditures.
- Include specific calculations for revenues, expenses, and how all amounts were derived.
- Clearly describe all sources of costs and repayment terms for operational revenue that is used to pay for expenses incurred during the start-up period, if any.
- Ensure all amounts are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

**NARRATIVE(1)** - Explain the source of funds, property, or other resources expected to be available during the initial charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

DELL will write grants, do fund raisers, solicit public support, and donations

**NARRATIVE (2)** - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

DELL will write grants, do fund raisers, solicit public support, and private funds from banks.

**DIRECTION:** This page is ONLY for applicants who propose to contract specific services to third-parties during the initial charter contract period. The term “**management company**” refers to person or entity, other than a charter holder, who provides services for an open-enrollment charter school.

Does the applicant plan to outsource services to a management company or other service provider?  Yes  No  
*If no, check “no” and skip this page.*

What area(s) of service will be outsourced?  
*Check all that apply*

<input checked="" type="checkbox"/> Human Resources	<i>Beginning in Year</i>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
<input checked="" type="checkbox"/> Food Services	<i>Beginning in Year</i>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
<input type="checkbox"/> Transportation	<i>Beginning in Year</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input checked="" type="checkbox"/> Janitorial and Grounds	<i>Beginning in Year</i>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
<input type="checkbox"/> Other						

Does the applicant plan to negotiate service agreements with any organization(s) and/or individuals(s) that will include any form of financial accounting, payroll, and/or tax accounting services?  Yes  No

*Beginning in Year*     NA     1     2     3     4     5

Briefly describe the fee structure of the CMO contract.

NA

**NARRATIVE:**

Identify each provider and detail what their respective roles and duties will be.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Rationalize the need for each proposed service.
- Discuss the professional qualifications that are required and expected of those to be retained for each service proposed.
- Detail specific sources of costs of each proposed service.
- Present costs that are congruent with the financial workbook.
- Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

## EDUCATION PLAN:

### VISION STATEMENT

DELL Academy is committed to maintaining a conducive learning environment that advocates a positive professional climate. We embrace diversity and welcome all cultures; thus, accepting all people regardless of their race, color, sex, national origin and/or disability. Dell Academy seeks to promote a promising, nurturing, cooperative and collaborative environment where faculty and staff can achieve. DELL prides its staff on rising to greater heights. If you would like additional information or have questions about any of the policies and procedures outlined in this handbook, please feel free to contact the Executive Director and resource department.

### Mission Statement

The purpose of the Academy is to equip all students academically and socially to enhance their skills and knowledge to become productive leaders in society. DELL Academy strives to prepare students to comprehend, contribute to, and become a competitive force of success in society, and lead the positive paradigm shift. Our vision provides an opportunity for experience in real world application, competitiveness in literacy education, hands-on solution to the world of math and global networking in art of science and expansion of current events. Our students will have an opportunity to acquire leadership skills, and curriculum knowledge that is essential for success.

### EDUCATIONAL GOALS

1. Maintain a safe and secure environment
2. Nurture and develop teachers and students.
3. Secure the need of the learning environment
4. Develop faith, hope and trust in the daily learning system.
5. Lead the challenge to a brighter future with respect for mankind.

By maintaining and conducive class size in student teacher ratio, establishing collaborative relationship with parents and learning continuants and implementing a basic foundation will drive the learning process. Establishing a K-2 program will provide learning stability and basic foundation for primary year which will direct future learning in grades 3- 12.

Desoto ISD has a total of 20 elementary K-5 school and - are K-2 schools which make a need for more K-2 school based on location. Whereas, Lancaster has 1 K-8, 10 K-3 and K-4 a total of 12 K-5. The population K-2 do not have enough choice schools because currently there only one school for K-2.

DELL Academy instruction will be based on Pre-K—2<sup>nd</sup> grade. We will use “Time4 Learning” which is an integrated reading and writing program. This systematic approach to literacy will provide a basic foundation in reading and will begin with teaching letters, which creates knowledge for the alphabets. Reading activities will be implemented and students will learn to determine vowels

from consonants, and combinations such as blends and digraphs. The program will encompass a phonics curriculum, phoneme awareness, and phonological awareness.

By the end of kindergarten, students should know the letters and their corresponding sounds, letter recognition and the difference between upper and lower case letters.

At the initial stage of first grade, students will be able to identify syllables into words and how to spell. In 2<sup>nd</sup> grade, students will be able to decode multi-syllabic words and learn to spell.

Student will recognize pre-fix, suffix and root words during the second grade.

All students needs will met at DELL Academy. Special education means specially designed instruction to meet the unique needs of a child with a disability. (Parent's Guide to the Admission, Review, and Dismissal Process, March 2015) DELL ACADEMY provides a comprehensive educational program with educational opportunities essential to the full intellectual and social emotionally disturbed. They will receive counseling goals. They will have received testing by an LSSP, a licensed school psychologist. Students also have a functional goal, which is typically that the students maintain passing grades, but there is a whole list to choose from depending on student's needs. Since students qualify for special education for a variety of reasons, their goals are set accordingly.

Students at DELL will be introduce to beginning experiences of extracurricular activities as early as Kindergarten. Kindergarten students be introduce to basic fundamentals. Teachers will incorporated in the curriculum the proper way to engage in extracurricular activities such as; stretching, bending, reaching and balancing. During first and second grades students will learn about safety precautions and to actual participation. As students' progress in their knowledge of maintaining their health and safety, they will learn the fundamentals of tumbling, skipping, jumping and running. After mastery of the above motor skills, students will engage in competitive sports like: jumping rope, tag games, dodge ball, flag football, cheerleading, and soccer. Second graders will be taught the fundamentals of competitive sports during daily operations and can volunteer to participate in afterschool competition. Extracurricular actives will provide an opportunity for students to work cooperatively on team, and learn the value of effective strategies to accomplish goals. Various activities offered are:

Soccer - Coaches will facilitate the learning and be in charge of developing a plan where students will compete against same grade level students during second grade. Both girls and boys will play on separate teams.

Cheerleading - Coaches will develop squads for teaching cheers, chants, stunts and dance for grade 2.

Flag Football- Coaches will facilitate the learning and be in charge of developing a plan where organized flag football is implemented for competitive play against students of the same age.

Incorporating extracurricular activities will provide an opportunity for staff, students, and parents to work together and build relationships

## Assessment and Evaluation

DELL Academy Charter School will utilize six areas of concentration to evaluate and measure students learning standards. The data and information revealed from evaluations will be used to improve teaching and learning. The areas of concentration are innovativeness, methodology, engagement, ethic, social interaction, and student success rate. Based on Texas Education Agency's assessment for teacher evaluation, DELL Academy will implement the key components from Chapter 149. Commissioner's Rule Concerning Educator Standards Subchapter AA Teacher Standards.

### **149.1001. Teacher Standards.**

(a) Purpose. The performance standards will be used to inform the training, appraisal and professional development of teachers

(b) Standards

(1) Standard 1—(Methodology) Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(iv) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(v) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(vi) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(C) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(vii) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(viii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(D) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(ix) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(x) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(vi) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

*Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.*

*Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955*

## **Community**

DELL Academy Charter School recognizes the importance of collaborating and sharing the educational experience with community members in an effort to provide the best opportunity for students. Organizations such as; community centers, churches, local businesses and surrounding colleges are important resources that can help close achievement gaps, improve student performance, and build viable relationships between schools and their community.

The academy's strategic plan is to prepare students for academic success and to re-establish competitiveness by engaging families, and community constituents, in professional development that reflects new modalities.

A leading factor in student success is parent and community involvement. Many parents are reluctant to become participant in their child's education because they feel unskilled in the new approaches and techniques in education. DELL Academy foster expectations where parents, community leaders, and learning constituents are trained to bridge the gaps in instructional methodologies. Parents are encouraged to participate in the classroom regularly and become a volunteers for fieldtrips. Parents, staff and students have an opportunity to build positive relationships and attitudes about school and become an advocate for learning.

By the time children are enter preschool, the need for strong family involvement is crucial and continues through high school. The expectation for family involvement and community support is necessary. Students are ensured a quality education that prepares them for life long careers in society.

Eagle, E., 1989; Funkhouser, J.E., & Gonzales, M.R.1997; Scott-Jones, D., 1994; Goodman, J. et al, 1995; Sheilds, P., 1995

## DAILY OPERATION

### Nutrition

The Nutrition Services Breakfast and Lunch Programs are designed to provide nutritious meals for growing children. Breakfast is available and all district students may purchase a variety of hot lunch selections. Our breakfast meal provides one quarter of the recommended dietary allowance (RDA) for children, and lunch provides one third of the RDA. The Nutrition Services Department has actively taken steps to reduce the fat content of school meals to 30 percent or less, as recommended in the Dietary Guidelines for Americans.

### BACKGROUND CHECKS

DELL ACADEMY conducts criminal background checks on all employees. In addition, the state of Texas now requires a background check on all vendors or contracted service providers who will come in direct contact with students. This includes private tutors or instructors, occupational therapists, school photographers, etc. The school also conducts background checks on all volunteers.

### SAFETY

DELL ACADEMY's belief is that all persons who provide and receive services from the school are entitled to conduct these activities in a secure and safe environment. There is a clear recognition that safety and security awareness requires an increased level of vigilance and anticipatory planning to ensure that these goals are met. The school attempt to ensure student safety through supervision of students in the school building, on the school grounds, and through special attention to the following:

1. Maintaining a reasonably safe school environment
2. Observing safe practices in those areas of instruction or extracurricular activities that offer special hazards.
3. Developing age-appropriate safety programs and activities for students at each grade level.
4. Emphasizing safety education to students in physical education.
5. Providing first-aid for students in case of accident or sudden illness.
6. Implementing appropriate crisis management procedures.
7. Code of Conduct
8. A standard dress code.
9. All outside entrances, other than the main entrance, are secure at all times.
10. All staff members wear identification badges.

The Superintendent and the principal shall develop plans and procedures for acquainting students with safe conduct, and behavior, in a variety of conditions and circumstances, including play and recreation, fire, severe weather, use of

bicycle and automobile. Teachers and administrators shall promote these procedures among students as appropriate.

### **Reporting bullying**

What is StayALERT?

StayALERT is a bilingual, confidential reporting service for students, teachers, staff, parents, and community members. Reports about unsafe behaviors, suspicious activities, bullying, acts of violence, harassment, and a host of other potential disruptors to school safety can be made 24 hours a day, seven days a week, and 365 days a year.

### **What is Bullying?**

Bullying includes harassment and discrimination and means doing, saying or acting in a way that hurts someone else or makes him or her feel bad intentionally. Bullying may consist of the following types of behavior: verbal bullying (name-calling); physical bullying (punching, pushing); social bullying (leaving someone out of a game or group on purpose); extortion (stealing someone's money or toys); and cyberbullying (using e-mail, instant messaging, the Internet, mobile phones, etc. to bully others).

### **Fire and Weather Drills**

DELL ACADEMY conducts regular fire drills throughout the school year. The Fire Department will make unscheduled visit to the campus to conduct a fire drill. Tornado drills will be scheduled with the fire department.

## **SECURITY**

The DELL ACADEMY Security Services department is dedicated to ensuring an environment where students feel safe to learn and employees feel safe to work.

All visitors must report to the school office, sign in, provide a photo ID, state their reason for being on campus, and obtain approval from the campus principal or his/her designee. All visitors shall wear a visitor name badge provided by the school office.

## **Students**

DELL Academy students will have an opportunity to acquire leadership skills, and curriculum knowledge that is essential for success. In achieving success we embrace 5 educational goals. The superintendent, governing board, faculty and staff aim to maintain a safe and civil environment for learning. Teachers will implement lessons that students may engage in the learning process. Students will be nurtured in order to protect the learning environment. DELL is committed and take pride in the daily operations of the learning system. Finally, the learning community will lead the challenge to a brighter future with respect for mankind.

The charter school's admissions and enrollment policies will include advertising on social media, local newspapers and the website. By attending community meeting school board meeting and networking with city, county and state leaders are forms of recruitment. The superintendent, board and directors will lead workshops for parents and conduct forums to keep the community abreast to school issues and trends. The charter school's anticipated date of opening is August 2017. DELL anticipates collaborating with parents and students in orientation session begin in July of 2017 to introduce rules, policies and procedure. Parents will have an opportunity to meet the teachers and receive course syllabus. There will be 2 semesters with 6 weeks in each. Teachers will take one week for rules policies and procedures. Initial assessments will be administered the second week of school. Teachers will work in teams to plan lessons in alignment with TEKS objects. Students will have two days break between each six week and teachers will have a day of preparation and professional development a day to finalize grades and collaboration/strategize on student's strengths and weakness. DELL will celebrate success by honoring all students who achieve during the grading period. Teachers will administer formal and informal assessment in December at the end of the semester.

During the spring semester, students will return in January 2018. Teachers will incorporate more projects, fieldtrips and competition among the grade levels. Teachers will assist students with grade level names and build a bond of unity among each group. Student will be administered mock assessment in April and give immediate feedback. School hours will be from 8:00 a.m. to 3:30 p.m. The end of the school year is in late May 2018. Teachers will have from 7 hours of instructional time per day. Student will have a fifteen minute break in the morning and evening. Students may arrive as early as 7:30 a.m. and stay as late as 6:00 p.m. During the extended period, students will have either breakfast in the morning or a snack in the evening. Teachers will be on hand to assist students with homework or parent teacher workshops in all contents, extra-curricular activities and reading clubs.

## Faculty and Staff

DELL Academy will identify, recruit, and hire individuals with the expertise necessary to facilitate the schools mission and educational goals including teachers, teaching assistants, administrative staff, office support, student support, facility and food service personnel and board level strategies. The 'Standard Hiring Procedure' was prepared by Sherry D. Lewis Ed.D., Superintendent of Schools and members of the governing board, for Certificated Staff: Teaching Assistants, Teachers, and Administrators, for: Regular Probationary, Regular Part-Time, and Long-Term Substitute. The 'Standard Hiring Procedures' should not be shared other than among school district administrators. Items in the appendices can be duplicated and shared with other members of the academy's hiring team on a need-to-know basis.

### I. STANDARD HIRING PROCEDURES

- A. Advertisement
- B. Application
- C. Screening of Candidates
- D. Interviews
- E. References
- F. Selection
- G. Required Documentation
- H. Orientation
- I. Job Fair

### II. APPENDIX

(NOTE: All appendices are separate documents accessed through the INDEX page)

- A. Standard Vacancy Notices
- B. Summary of Application Procedures
- C. Teacher Application
- D. Letter of Screening out Applicants Not Selected for Interview
- E. Standard Interview Format

- B. Summary of Application Procedures
- C. Teacher Application

- D. Letter of Screening out Applicants Not Selected for Interview
- E. Standard Interview Format
- F. Sample Questions to Ask
- G. Legal and Illegal Pre-Employment Questions
- H. District's Interview Rating Form
- I. Telephone Reference Form
- J. Letter of Non-Selection -- Interviewee Not Selected For The Position
- K. Letter of Acceptance - Recommendation of Appointment
- L. Compensation Policy
- M. Letter of Elementary School Screening, Interview, and Notice Procedures

#### Hiring Philosophy

The DELL Academy seeks to hire the best available teachers, administrators and teaching assistants. Vacant positions are filled competitively unless a specific individual has a legal or contractual right to the position.

There should be neither favoritism nor discrimination shown to any candidate on the basis of experience, previous salary or any reason prohibited by State and Federal Laws.

Building administrators and teachers are key partners in the instructional staff hiring process. Administrators and teachers carry the responsibility for supervision of new employees and ultimately determine the success of the employee and the success of the school program.

#### A. ADVERTISEMENT

The Superintendent will advertise all instructional staff position vacancies.

1. A vacancy in a certification area or degreed area in which the availability of candidates is known to be low will be advertised in state-wide and out-of-state college placement offices and local newspapers.

2. A vacancy in a certification or degreed area in which the availability of candidates is known to be high will be advertised through DELL Academy Human Resource Office, online website and local newspapers.

When vacant positions are advertised, an announcement of vacancies shall be posted in all school building offices and faculty rooms by the building principals.

Copies of standard vacancy notices for newspapers and human resource offices are found in Appendix A. All instructional staff position vacancies will be advertised except in the following instances:

1. If another position in the same area of certification becomes vacant during the interview process or becomes vacant within three (3) months of the most recent interviews for a similar vacancy, and the hiring team deems the second, (third, fourth, etc.) ranked candidate(s) to be of the same high qualifications as the candidate who filled the first vacancy, then the new vacancy may be filled without readvertisement of the position at the discretion of the Superintendent of Schools.
2. If a current long-term substitute is available to fill a long-term substitute vacancy in the same certification area, for the same or a different person, then the current long-term substitute may be continued without advertisement of the position at the discretion of the Superintendent of Schools.

## B. APPLICATION

### Inquiries

All inquiries regarding the possibility of joining the professional staff are to be positively encouraged. All applicants must apply via a letter of interest to the Superintendent stating their name, address and area(s) of certification. The Superintendent will acknowledge the letter and inform the applicant of any vacancies in the area of certification or that the letter of interest will remain on file for one year. An application, notice of vacancy and job description will be mailed to the applicant should a vacancy occur within one year of the date of the letter of interest.

### Dissemination of Applications

No person will be given an instructional staff application unless a vacancy has been posted and advertised.

Applications will only be provided in response to WRITTEN inquiries. If a person calls for an application, an explanation of the application procedure should be given; i.e., the request for an application must be in writing and applications are only provided for advertised vacancies.

A summary of the application procedure, for use by office staff, is found in Appendix B.

A copy of the current teacher application is found in Appendix C.

### Application by Current Staff

Current staff members applying for a position need not complete the entire application procedure. They should be advised to submit a letter of interest to the Superintendent stating the position in which they are interested and their reasons for applying. They should be encouraged to update their file with a current vita, course work, community service, references and other support materials. The update of the file is not required and is the employee's option.

## C. SCREENING OF CANDIDATES

### Courtesy Interviews

The hiring administrators may not interview any candidate who does not meet the standards of the District and/or the caliber in the available candidate group. A courtesy interview is not permitted.

### Screening of Applications from the Current Staff

Candidates who are current employees of the DELL Academy shall be given careful consideration in the screening process.

Following the review of all applications, the hiring administrator shall inform applicants who are current staff members of one of the following:

1. They will not be considered for the position and the reason(s) for this.
2. They will be considered for the position and will be interviewed.

### Background and Experience of Candidates

It is important that the screening team seek candidates with broad experience, certification or willingness to obtain certification in more than one area, and willingness and ability to teach students of diverse abilities at different grade levels. These characteristics are extremely important in light of factors such as the Texas State Standards, shifting enrollments at grade levels, shifts in curriculum to different grade levels, and shifts in curricular emphasis in some programs.

### Reference Checks of Applicants

Prior to the scheduling of an initial interview, the hiring administrator must:

1. Have at least one positive candidate reference from a school administrator (or cooperating teacher of an inexperienced applicant) who has direct knowledge of the candidate.
2. Have the candidate's completed application in hand and have or make arrangements to have ALL support documents in hand prior to an interview. (NOTE: If the candidate's human resource papers are not on hand, the hiring administrator must order, receive and review them prior to the interview.)

### Screening of Applicants

Any applicants screened from the hiring procedure shall be notified in writing by the hiring administrators as soon as reasonable. If there is an indication that the interview process may not yield a successful candidate, then the notification in writing should be sent only to those candidates who will not be considered under any circumstances (i.e. bad reference, lack of certification, unqualified, etc.) The notification in writing to screened-out applicants shall be a personalized letter in a standard format (see: Appendix D).

A notification in writing need not be sent to persons who do not return DELL Academy's application.

Resource Office.

Immediately upon acceptance of the job by the candidate, the hiring administrator shall notify: 1) the Superintendent; 2) the members of the interview team of the selection; and 3) DELL Academy's Nurse (to schedule a physical exam). In the case where the candidate hired was not the first choice (first ranked) of the interview team, the hiring administrator shall, using discretion and due regard for confidentiality, explain the reasons the candidate was hired. The letter, memo or call to the interviewing team shall ask them to hold the information confidential until the hiring administrator has had time to notify the unsuccessful candidates.

Upon receipt of the successful candidate's hiring materials from the hiring administrator, the Superintendent shall forward the candidate a letter of confirmation (See: Appendix K).

#### G. REQUIRED DOCUMENTATION

For a candidate to be recommended to the Board, the following materials must be provided by the hiring administrators to the Superintendent:

1. Teacher application and all support documents.
2. A minimum of three comprehensive telephone references (in addition to the pre-interview reference) on the School Documentation form.
3. Interview rating forms from:
  - a. Hiring administrators.
  - b. Interview team members.

#### H. ORIENTATION

Orientation for all new and returning staff (leave of one year or longer) shall be held prior to the end of the first month of the new school year.

Dell Academy Teachers' Association shall be invited to send a representative to observe the administration's discussion of the Agreement and the evaluation process.

The hiring administrators shall arrange orientation for a new teacher hired during the school year.

[superintendentofschools.com/...%20Standard%20Hiring%20Procedures](http://superintendentofschools.com/...%20Standard%20Hiring%20Procedures)

All materials in this document may be copied, modified, and used as needed

## **Governance**

The DELL Charter School is modeling its board of governance after the second model represented in the internet article, “Building an Effective Charter School Board”. The governance for the Dell Charter School is based on a board of directors with a structure of officers, by-laws, and delegation of management to a principal, chief administrator/director or head of the school.

There is a clear distinction made between the governance work of the board of directors and the administrative management work of the paid staff. The Dell School is a legally incorporated school that is governed by state statutes and IRS regulations governing nonprofit, tax-exempt organizations. The board of directors is responsible for governing the school. Each member of the Board has the duty to look out for the long-term wellbeing of the school. The Board is responsible for addressing major matters including: setting the school’s general policies and overall curriculum policies; approving and monitoring the annual budget and financial procedures; fund-raising; hiring and evaluating the school’s principal; approving personnel policies and monitoring their implementation by the principal; assuring that the charter school fulfills its charter contract; and, strategic planning. The Board is composed of a broad cross-section of the school community and the community at large, in addition to professionals and community leaders.

The Board will meet on a monthly basis. It operates through various committees, including an executive committee consisting of officers elected to manage the Board and help monitor school policies. The Board is not involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. The Board delegates the responsibility for running the charter school and implementing the Board’s policies to a principal or charter school administrator. Where appropriate, the charter school administrator will delegate some responsibility to other administrators, teachers, and students.

[http://www.uscharterschools.org/cs/uscsp/forum/cs\\_disc/16](http://www.uscharterschools.org/cs/uscsp/forum/cs_disc/16)

## **Financial Information**

During the budget year zero DELL Academy anticipate expenses that will be incurred prior to the first day of serving students. The source of funding will come from private funds. DELL will ask potential businesses, established universities to partner with the school in order to support the academic development of DELL's Educational programs. DELL will begin writing grants and conducting fundraisers that will help with startup.

Some of the expenses incurred include administrative payroll, technology (telephones, computers), facility, furniture, supplies, and advertisement and printing equipment. Based on DELL's estimation the startup amount id \$100,000.

The anticipate startup amount for zero year will also allow DELL to employ at least six employees who will work on the infrastructure of the school. These individuals will have the responsibility to serve in many capacities in order to structure a viable institution of learning for the community. These individuals will recruit, train and network through public participation on issues in public education.

The board and school's leadership team anticipate beginning as early as November 1, 2015 contacting prospective individuals, businesses, and foundations for donation for DELL Academy's Educational Program. Team members will network with community leaders during November, December 2015 and continue interacting with prospective supporters from January 2016- August 2017.

There are many seasonal opportunities available for non-profit organizations beginning January 2016. DELL has documents these opportunities on our calendar and we will prioritize each opportunity for immediate interaction.

Each year, DELL Academy will ask for financial support that reflects the plan of action described above in our startup year. This will be an ongoing project. DELL will recruit members from the perspective teaching community to become support groups to assist in fundraisers. DELL will utilize its webpage, for advertisement.

## **Attachment A1**

### **Application Information Session Documentation**

Texas Education Agency  
Division of Charter School Administration  
**Generation Twenty-One Applicant Information Session Registration Form**

This form should be saved locally and must be completed using Adobe Acrobat. Preview, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to [charterapplication@tea.state.tx.us](mailto:charterapplication@tea.state.tx.us).

Attendance by one governing board member of the sponsoring entity is required to attend one of the two sessions. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

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: DELL Academy Charter School

Sponsoring Entity Name: Sherry Lewis

Application Contact Name: DR. Sherry Lewis

Title/Role: Superintendent

Email: [REDACTED] Phone: 214-729-4672

Board Member Attending: Ms. Carolyn Brown *Carolyn Brown*

Board Member Attending: Ms. Kim Millender *Kim Millender*

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

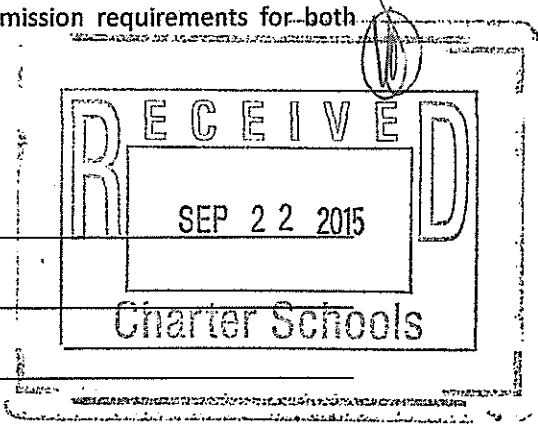
Board Member Attending: \_\_\_\_\_

Date of Session:  Wednesday, September 16, 2015, 9:00 a.m. - 1:00 p.m.

Tuesday, September 22, 2015, 9:00 a.m. - 1:00 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to  
[charterapplication@tea.state.tx.us](mailto:charterapplication@tea.state.tx.us).

If you have any questions about the sessions or registration, please contact Rick Salvo at 512-463-9789  
or [rick.salvo@tea.state.tx.us](mailto:rick.salvo@tea.state.tx.us).



**Attachment A2**

**Published Notice (s) of Public Meeting**

Transaction Type: Payment

Order Number: 0001465819

Payment Method: Credit Card

Bad Debt: -

Credit Card Number: [REDACTED]

Credit Card Expire Date: 5/28/2022

Payment Amount: 259.00

Amount Due:

Reference Number: 182114

Charge to Company: **The Dallas Morning News, Inc.**

Category: Classified

Credit to Transaction Number: P651263

Invoice Text:

Invoice Notes:

Customer Type: Business Transient

Customer Category: \_Other

Customer Status: Active

Customer Group: Classified

Customer Trade:

Account Number: 100250704

Phone Number: 2147294672

Company / Individual: **Company**

Customer Name: LEWIS  
SHERRY

Customer Address: 1311 PRAIRIE DRIVE

LANCASTER TX 75146 USA

Check Number:

Routing Number:

Legal Notices

earing before the Commissioners and present evidence you are on the issue of... as to be assessed... the State. If you... appear at the... the Special Commissioners may... to assess the... of the owner of... property being... emmed.

is citation is not... ed within ninety days... the date of its... nce, it shall be... rned unserved. If... officer executing this... ss shall promptly... ile the same... rding to law, and... e due return as the... directs. The... ff's attorney... H J. MUNSON... NSPOTATION... ISON... BOX 12548... TIN TX 78711-2548

AIN FAIL NOT, but... s writ make answer... law requires. JESS: JOHN F. RREN, Clerk of the... y Court of Law no.

Legal Notices

3, George Allen Courthouse, 403 Commerce Street, Dallas, Texas 75202. GIVEN UNDER MY HAND AND SEAL OF OFFICE, at Dallas, Texas, this 24th day of September, 2015 A.D.

JOHN F. WARREN, County Clerk Of the County Court of Dallas County By: Guisla Hernandez, Deputy

NOTICE OF PUBLIC HEARING

NORTHEAST HIGHER EDUCATION FINANCE CORPORATION BOND SERIES 2015A AND SERIES 2015B (EAGLE ADVANTAGE SCHOOLS, INC.)

Notice is hereby given of a public hearing to be held on behalf of the Northeast Higher Education Finance Corporation at October 29, 2015 at 3:30 p.m. at the Lincoln Training Center, 618 W. Westland Road, Duncanville, Texas 75116 with respect to the

Legal Notices

captioned Bonds to be issued in an aggregate principal amount not to exceed \$8,000,000 by the Northeast Higher Education Finance Corporation. The proceeds of the Bonds will be loaned to Eagle Advantage Schools, Inc., a Texas nonprofit corporation (the "Borrower"), for the following purposes: (a) financing costs for the acquisition, construction, renovation and/or equipment of a building to be located at 4221 S. Walton Walker Blvd., Dallas, Texas 75226; (b) financing costs for the construction, renovation and/or equipment of the 9-12 campus, located at 300 W. Pioneer Parkway, Grand Prairie, Texas 75051; (c) financing the cost of acquiring school buses; (d) funding a debt service reserve fund; and (e) paying a portion of the costs of issuance of the Bonds. The Project will be owned and operated by the Borrower. The Bonds are not payable out of taxes

Legal Notices

and are secured by and payable solely from funds provided by the Borrower.

The public hearing will be conducted by Ted Christensen or his designee (the Hearing Officer). All interested persons are invited to attend such public hearing to express their views with respect to the above-described project and the Bonds. Any interested persons unable to attend the hearing may submit their views in writing to the Hearing Officer prior to the date scheduled for the hearing of tax number (817) 488-8477. This notice is published and the hearing is held in satisfaction of the requirements of Section 147(f) of the Internal Revenue Code of 1986, as amended.

Watch news happen. dallasnews.com

Public Meeting

Information about a Charter school: Arête & Kaizen Academy Oct. 14 & 19, 800 Vanessa Ln #A, Wylie, @6pm Oct. 26, 1301 Custer Rd, Plano, @6:30pm Arête & Kaizen Foundation Board: Brody Burns-Chairman, Jake Lease-V. Chairman, Travis Hintzel-Secretary, Luisa Frias-Treasurer, Melissa Martinez-Academic Director, Vincent Garcia - CEO. 214-499-6951 info@areteandkaizen.org

Legal Notices

An open invitation for community residents to attend on Tuesday, October 20, 2015, DELL Academy Charter School meeting will be held at the University of North Texas Dallas campus 7300 University Hills Blvd, Dallas 75241 classroom 101, 6 p.m. - 7:30 p.m. The topic of this meeting will be educating our youth. We want to hear your ideas!

Application has been made with the Texas Alcoholic Beverage Commission for a Mixed Beverage Restaurant Permit with FP(RM) by SRG NOLA-DALLAS, LLC dba NOLA Brasserie to be located at 1201 Main St., Suite S100, Dallas County, Texas. Officer of said corporation is Elie Khoury, its Manager.

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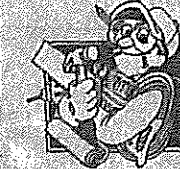
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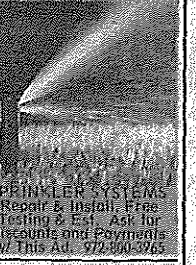
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Move Tree Service Insured, Credit Cards Accepted 214-924-7058

AFFIDAVIT OF PUBLICATION

STATE OF TEXAS

COUNTY OF DALLAS

Before me, a Notary Public in and for Dallas County, this day personally appeared Monetta Harrison, Advertising Representative for The Dallas Morning News, being duly sworn by oath, states the attached advertisement of:

**DELL ACADEMY CHARTER SCHOOL**


Was published in the Dallas Morning News on:

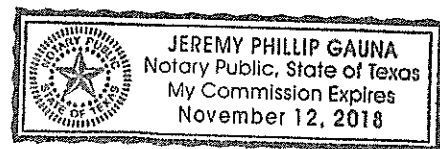
October 14, 2015

  
(Monetta Harrison)

Sworn to and subscribed before me this

October 14, 2015

  
(Notary Public)





## Office of the Secretary of State

### CERTIFICATE OF FILING OF

DELL Academy Incorporated Charter School  
File Number: 802105747

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: 11/13/2014

Effective: 11/13/2014



*NANDITA BERRY*

Nandita Berry  
Secretary of State

Corporations Section  
P.O.Box 13697  
Austin, Texas 78711-3697



Nandita Berry  
Secretary of State

Office of the Secretary of State  
Packing Slip

November 21, 2014  
Page 1 of 1

Sherry Lewis  
1311 Prairie Dr  
Lancaster, TX 75146

Batch Number: **57841467**  
Client ID: **498396635**

Batch Date: **11-13-2014**  
Return Method: **Mail**

Document Number	Document Detail	Number / Name	Page Count	Fee
<b>578414670002</b>	<b>Certificate of Formation</b>	<b>DELL Academy Incorporated Charter School</b>	<b>0</b>	<b>\$25.00</b>
			<b>Total Fees:</b>	<b>\$25.00</b>

Payment Type	Payment Status	Payment Reference	Amount	
<b>Check</b>	<b>Received</b>	<b>1013</b>	<b>\$25.00</b>	
			<b>Total:</b>	<b>\$25.00</b>

**Total Amount Charged to Client Account: \$0.00**  
(Applies to documents or orders where Client Account is the payment method)

*Note to Customers Paying by Client Account:* This is not a bill. Payments to your client account should be based on the monthly statement and not this packing slip. Amounts credited to your client account may be refunded upon request. Refunds (if applicable) will be processed within 10 business days.

User ID: WJOHNSON



## Office of the Secretary of State

November 21, 2014

Sherry Lewis  
1311 Prairie Dr  
Lancaster, TX 75146 USA

RE: DELL Academy Incorporated Charter School  
File Number: 802105747

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](http://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.

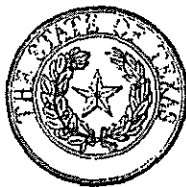
Sincerely,

Corporations Section  
Business & Public Filings Division  
(512) 463-5555  
Enclosure

*Come visit us on the internet at <http://www.sos.state.tx.us/>*

# The State of Texas

Corporations Section  
P.O. Box 13697  
Austin, Texas 78711-3697



Nandita Berry  
Secretary of State

Phone: 512-463-5555  
Fax: 512-463-5709  
Dial 7-1-1 For Relay Services  
[www.sos.state.tx.us](http://www.sos.state.tx.us)

## PLEASE NOTE:

The enclosed certificate is your official certificate of filing, which can be used as evidence of filing.

If you would like a file-stamped copy of the document you submitted, you may obtain it by contacting the certifying section in one of the following ways:

Email: [corpcert@sos.texas.gov](mailto:corpcert@sos.texas.gov)  
Phone: (512) 463-5578  
Fax: (512) 463-2512  
Mail: P.O. Box 13697, Austin, TX 78711

OR

You may access the documents through our online system SOSDirect. A statutorily authorized \$1.00 search fee will be assessed. The search fee is waived if an order or filing is submitted on results of the search. For instructions on how to order online, please email [copies@sos.texas.gov](mailto:copies@sos.texas.gov).

# The State of Texas

Business and Public Filings Division  
P.O. Box 13697  
Austin, Texas 78711-3697



Phone: 512-463-5586  
Fax: 512-463-5709  
Dial 7-1-1 For Relay Services  
[www.sos.state.tx.us](http://www.sos.state.tx.us)

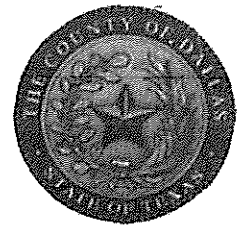
John Steen  
Secretary of State

## PLEASE NOTE:

The attached items are not required to be filed with our office and are being returned to your attention.

Thank you

Dallas County, TEXAS  
 509 Main Street, Suite #200  
 Records Building - 2nd Floor  
 Dallas, TX 75202  
 Phone: (214) 653-7099



John F Warren, County Clerk

Receipt for Services

Cashier MBROUSSARD Batch # 1260349  
 Date: 01/23/2014 Time: 10:40:24AM  
 Ref. Batch #: 0  
 Ref. Batch Date:

Remarks DELL ACADEMY

Customer Name DELL ACADEMY

Date	Instrument No	Document Type	Transaction Type	GFNumber	Fee Amount	Pg
1/23/2014 10:40:24AM	201400015775	AN UINC	ALL		\$26.00	1
<b>Fee Total:</b>					<b>\$26.00</b>	
<b>CASH</b>						<b>26.00</b>
<b>Payment Total:</b>						<b>26.00</b>

85

John F. Warren, COUNTY CLERK  
DALLAS COUNTY, TEXAS  
509 MAIN ST, SUITE 200  
DALLAS, TX 75202



201400015775  
AN UINC 1/1

**ASSUMED NAME RECORDS**  
**CERTIFICATE OF OWNERSHIP FOR UNINCORPORATED BUSINESS OR PROFESSION**  
*Pursuant to Title 5, §71.151(a) of the Texas Business and Commerce Code, Certificates of Ownership are valid for a period not to exceed 10 years during which the assumed name will be used.*

- DELL ACADEMY  
Name under which Business or Professional Service will be conducted (Please Print or Type)
- 1311 Prairie Dr. City Lancaster State TX Zip 75146  
Business Address
- The period, not to exceed (10) years, during which the assumed name will be used is 10 years.
- The Business or Professional Service under this Assumed Name will be conducted as a: (Please check one)  
 Proprietorship       Sole Practitioner (Dr/Lawyer/etc)       General Partnership  
 Limited Partnership       Joint Venture       Joint Stock Company  
 Real Estate Investment Trust       Non-Profit       Other

5. List the name(s) and complete street address of Owner (s) under the above Assumed Name. (Please Print)

Name	Street	City	State	Zip
SHERRY LEWIS	1311 Prairie Dr.	Lancaster	TX	75146

Sherry Lewis  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

Filed and Recorded  
Official Public Records  
John F. Warren, County Clerk  
Dallas County, TEXAS  
01/23/2014 10:40:24 AM  
\$26.00

**THE STATE OF TEXAS, COUNTY OF DALLAS**  
**BEFORE ME, THE UNDERSIGNED AUTHORITY,**  
on this day personally appeared SHERRY LEWIS



201400015775

known to me to be the person(s) whose name is/are  
subscribe to the foregoing instrument and  
acknowledge to me that he executed the same for the  
purpose and consideration therein expressed.

Given under my hand and seal of office, this 23<sup>rd</sup> day of January, 2014.

**JOHN F. WARREN, COUNTY CLERK**

By \_\_\_\_\_ Deputy \_\_\_\_\_  
Notary Public in and for Dallas County

Date of this notice: 01-24-2014

Employer Identification Number:  
46-4623291

Form: SS-4

Number of this notice: CP 575 E

For assistance you may call us at:  
1-800-829-4933

DELL ACADEMY  
% SHERRY LEWIS  
1311 PRAIRIE  
LANCASTER, TX 75146

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

**WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER**

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-4623291. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it's very important that you use your EIN along with your complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information shown above isn't correct, please send us the correction using the attached tear-off stub.

**Annual filing requirements**

Most organizations with an EIN have an annual filing requirement, even if they engage in minimal or no activity.

A. If you are tax exempt, you may be required to file one of the following returns or notices:

Form 990, Return of Organization Exempt From Income Tax  
Form 990-EZ, Short Form Return of Organization Exempt From Income Tax  
Form 990-PF, Return of Private Foundation  
Form 990-N, e-Postcard (available online only)

Additionally, you may be required to file your annual return electronically.

If an organization required to file a Form 990, Form 990-PF, Form 990-EZ, or Form 990-N does not do so for three consecutive years, its tax-exempt status is automatically revoked as of the due date of the third return or notice.

Please refer to [www.irs.gov/990filing](http://www.irs.gov/990filing) for the most current information on your filing requirements.

B. If you are not tax-exempt, you may be required to file one of the following returns:

Form 1120, U.S. Corporation Income Tax Return  
Form 1041, U.S. Income Tax Return for Estates and Trusts  
Form 1065, U.S. Return of Partnership Income

Please refer to Publication 1635, Understanding Your EIN, for more information about which forms you may be required to file.

Applying for Tax-Exempt Status

Receiving an EIN from the IRS is not the same thing as receiving IRS recognition of tax-exempt status. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service  
PO Box 12192  
Covington, KY 41012-0192

Publication 557, *Tax Exempt Status for Your Organization*, has details on the application, process as well as information on returns you may need to file.

Additional information

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at [www.irs.gov](http://www.irs.gov). If you don't have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

**IMPORTANT REMINDERS:**

- \* Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- \* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- \* Refer to this EIN on your tax-related correspondence and documents.
- \* Provide future officers of your organization with a copy of this notice.

If you have questions about your EIN, you can contact us using the phone number or address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you don't need to write us, please don't complete and return this stub.

Your name control associated with this EIN is DELL. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

Keep this part for your records.

CP 575 E (Rev. 7-2007)

Return this part with any correspondence  
so we may identify your account. Please  
correct any errors in your name or address.

CP 575 E

9999999999

Your Telephone Number Best Time to Call  
( ) -

DATE OF THIS NOTICE: 01-24-2014  
EMPLOYER IDENTIFICATION NUMBER: 46-4623291  
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE  
CINCINNATI OH 45999-0023  
|||

DELL ACADEMY  
% SHERRY LEWIS  
1311 PRAIRIE  
LANCASTER, TX 75146

gc

**Attachment A3**  
**Synopsis of Public Meeting**

### Attachment A3 Synopsis of Public Meeting

On Tuesday, October 20, 2015 at 6:00 p.m. DELL Academy held a community meeting. Family members, educators, and board members attended. Dr. Sherry Lewis served as the facilitator and Ms. Kim Millender, board member, provided welcoming remarks and introduction of the board members in attendance. Each board member spoke briefly about their commitment, experiences in education and supporting the initiative for opening the school. Staff members also shared their views and interest in the Charter school. Others in attendance include professional educators from Dallas County, and Harris County. The speaker, community leader and former Dallas ISD graduate, Mr. C. Morgan provided insight on neighborhood and communities. Mrs. Lankford, student advocacy board presented a slides presentation that highlighted the mission, vision, goals, concerns, curricula, and acknowledged board members positions. Some demographics, statistics and facts were reviewed in her presentation. Mrs. Millender, board secretary, provided information on what a charter school is and the pros and cons of charter vs traditional public schools. An overview was provided based on Dallas county data release from 2003 through 2015 and U. S. Census report. Dr. Lewis explain the challenges in the three keys areas (literacy, resources, and teacher autonomy) and how DELL plans to improve the educational system. There was a question and answer session during the last ten minutes of the meeting. Dr. Lewis adjourned the meeting at 7:30 p.m.

## **Attachment A4**

### **Certified Mail Receipts or Return Cards**

UNITED STATES POSTAL SERVICE



First-Class Mail  
Postage & Fees Paid  
USPS  
Permit No. G-10

• Sender: Please print your name, address, and ZIP+4® in this box\*

Sherry Lewis  
C/O DELL Academy  
1311 Prairie Dr.  
Lancaster, Tx. 75146

USPS TRACKING#



9590 9403 0636 5183 0371 39

N TEXAS  
UNITED STATES POSTAL SERVICE  
DALLAS 750  
14 OCT '15  
PM 4 L



First-Class Mail  
Postage & Fees Paid  
USPS  
Permit No. C

• Sender: Please print your name, address, and ZIP+4® in this box\*

Sherry Lewis  
C/O DELL Academy  
1311 Prairie Dr.  
Lancaster, Tx. 75146

USPS TRACKING#



9590 9403 0636 5183 0371 53

N TEXAS  
UNITED STATES POSTAL SERVICE  
DALLAS 750



First-Class Mail  
Postage & Fees Paid  
USPS  
Permit No. G-10

• Sender: Please print your name, address, and ZIP+4® in this box\*

Sherry Lewis  
C/O DELL Academy  
1311 Prairie Dr.  
Lancaster, Tx. 75146

USPS TRACKING#



9590 9403 0636 5183 0371 22

N TEXAS  
UNITED STATES POSTAL SERVICE  
DALLAS 750  
14 OCT '15  
PM 4 L



First-Class Mail  
Postage & Fees Paid  
USPS  
Permit No. G-10

• Sender: Please print your name, address, and ZIP+4® in this box\*

Sherry Lewis  
C/O DELL Academy  
1311 Prairie Dr.  
Lancaster, Tx. 75146

USPS TRACKING#



9590 9403 0636 5183 0371 46

26

5002 2002 9000 0490 5705

**OFFICIAL USE**

CEDAR HILLS, TX 75104

Certified Mail Fee \$3.45

0241 07

Postmark Here  
OCT - 8 2015

10/08/2015

75241-9500-9047

Extra Services & Fees (check box, add fee as appropriate)  
 Return Receipt (hardcopy) \$2.80  
 Return Receipt (electronic) \$0.00  
 Certified Mail Restricted Delivery \$0.00  
 Adult Signature Required \$0.00  
 Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.74

Sent To  
Cedar Hill Independent School District  
285 Uptown Blvd Suite 300  
Cedar Hill, TX 75104

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

5002 2002 9000 0490 5705

**OFFICIAL USE**

DUNCANVILLE, TX 75116

Certified Mail Fee \$3.45

0241 07

Postmark Here  
OCT - 8 2015

10/08/2015

75241-9500-9047

Extra Services & Fees (check box, add fee as appropriate)  
 Return Receipt (hardcopy) \$2.80  
 Return Receipt (electronic) \$0.00  
 Certified Mail Restricted Delivery \$0.00  
 Adult Signature Required \$0.00  
 Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.74

Sent To  
Duncanville Independent School District  
315 Crankshaft Dr  
Duncanville, TX 75116

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

5002 2002 9000 0490 5705

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)

LANCASTER, TX 75146

**OFFICIAL USE**

Certified Mail Fee \$3.45

0241 07

Postmark Here  
OCT - 8 2015

10/08/2015

75241-9500-9047

Extra Services & Fees (check box, add fee as appropriate)  
 Return Receipt (hardcopy) \$2.80  
 Return Receipt (electronic) \$0.00  
 Certified Mail Restricted Delivery \$0.00  
 Adult Signature Required \$0.00  
 Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.74

Sent To  
Lancaster Independent School District  
422 S Centre Avenue  
Lancaster, TX 75146

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

5002 2002 9000 0490 5705

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)

DALLAS, TX 75204

**OFFICIAL USE**

Certified Mail Fee \$3.45

0241 07

Postmark Here  
OCT - 8 2015

10/08/2015

75241-9500-9047

Extra Services & Fees (check box, add fee as appropriate)  
 Return Receipt (hardcopy) \$2.80  
 Return Receipt (electronic) \$0.00  
 Certified Mail Restricted Delivery \$0.00  
 Adult Signature Required \$0.00  
 Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.74

Sent To  
Dallas Independent School District  
3700 Ross Ave  
Dallas, TX 75204-5491

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

5002 2002 9000 0490 5705

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)

DESOTO, TX 75115

**OFFICIAL USE**

Certified Mail Fee \$3.45

0241 07

Postmark Here  
OCT - 8 2015

10/08/2015

75241-9500-9047

Extra Services & Fees (check box, add fee as appropriate)  
 Return Receipt (hardcopy) \$2.80  
 Return Receipt (electronic) \$0.00  
 Certified Mail Restricted Delivery \$0.00  
 Adult Signature Required \$0.00  
 Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.74

Sent To  
Desoto Independent School District  
200 E. Belt Line Rd  
Desoto, TX 75115

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY																
<ul style="list-style-type: none"> <li>Complete items 1, 2, and 3.</li> <li>Print your name and address on the reverse so that we can return the card to you.</li> <li>Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul>	<p>A. Signature  <input checked="" type="checkbox"/> Agent  <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name)            Flo Prado</p> <p>C. Date of Delivery            10/20/2015</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes            If YES, enter delivery address below: <input type="checkbox"/> No</p>																
<p>1. Article Addressed to:            Dallas Independent School District            3700 Ross Ave.            Dallas, TX. 75146</p>	<p>3. Service Type</p> <table border="0"> <tr> <td><input type="checkbox"/> Adult Signature</td> <td><input type="checkbox"/> Priority Mail Express®</td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Restricted Delivery</td> <td><input type="checkbox"/> Registered Mail™</td> </tr> <tr> <td><input type="checkbox"/> Certified Mail®</td> <td><input type="checkbox"/> Registered Mail Restricted Delivery</td> </tr> <tr> <td><input type="checkbox"/> Certified Mail Restricted Delivery</td> <td><input type="checkbox"/> Return Receipt for Merchandise</td> </tr> <tr> <td><input type="checkbox"/> Collect on Delivery</td> <td><input type="checkbox"/> Signature Confirmation™</td> </tr> <tr> <td><input type="checkbox"/> Collect on Delivery Restricted Delivery</td> <td><input type="checkbox"/> Signature Confirmation Restricted Delivery</td> </tr> <tr> <td><input type="checkbox"/> Insured Mail</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)</td> <td></td> </tr> </table>	<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®	<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™	<input type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery	<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise	<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™	<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery	<input type="checkbox"/> Insured Mail		<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	
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<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise																
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<input type="checkbox"/> Insured Mail																	
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)																	
<p>2. Article Number (Transfer from service label)            15 0640 0006 2003 3269</p>																	
<p>PS Form 3811, April 2015 PSN 7530-02-000-9053 Domestic Return Receipt</p>																	

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY																
<ul style="list-style-type: none"> <li>Complete items 1, 2, and 3.</li> <li>Print your name and address on the reverse so that we can return the card to you.</li> <li>Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul>	<p>A. Signature  <input checked="" type="checkbox"/> Agent  <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name)            Sammy D. Huser</p> <p>C. Date of Delivery            10/20/2015</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes            If YES, enter delivery address below: <input type="checkbox"/> No</p>																
<p>1. Article Addressed to:            Duncanville Independent School District            315 Crankshaft Dr.            Duncanville, TX. 75116</p>	<p>3. Service Type</p> <table border="0"> <tr> <td><input type="checkbox"/> Adult Signature</td> <td><input type="checkbox"/> Priority Mail Express®</td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Restricted Delivery</td> <td><input type="checkbox"/> Registered Mail™</td> </tr> <tr> <td><input type="checkbox"/> Certified Mail®</td> <td><input type="checkbox"/> Registered Mail Restricted Delivery</td> </tr> <tr> <td><input type="checkbox"/> Certified Mail Restricted Delivery</td> <td><input type="checkbox"/> Return Receipt for Merchandise</td> </tr> <tr> <td><input type="checkbox"/> Collect on Delivery</td> <td><input type="checkbox"/> Signature Confirmation™</td> </tr> <tr> <td><input type="checkbox"/> Collect on Delivery Restricted Delivery</td> <td><input type="checkbox"/> Signature Confirmation Restricted Delivery</td> </tr> <tr> <td><input type="checkbox"/> Insured Mail</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)</td> <td></td> </tr> </table>	<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®	<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™	<input type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery	<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise	<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™	<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery	<input type="checkbox"/> Insured Mail		<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	
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<input type="checkbox"/> Insured Mail																	
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)																	
<p>2. Article Number (Transfer from service label)            15 0640 0006 2003 3283</p>																	
<p>PS Form 3811, April 2015 PSN 7530-02-000-9053 Domestic Return Receipt</p>																	

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY																
<ul style="list-style-type: none"> <li>Complete items 1, 2, and 3.</li> <li>Print your name and address on the reverse so that we can return the card to you.</li> <li>Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul>	<p>A. Signature  <input checked="" type="checkbox"/> Agent  <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name)            Y. MITOMI</p> <p>C. Date of Delivery            10/13/15</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes            If YES, enter delivery address below: <input type="checkbox"/> No</p>																
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**Attachment A5**  
**Geographic Attendance Boundary**

## Attachment A 5 Geographic Attendance Boundary

The Southern Sector of Dallas is commonly defined as those areas south of Interstate -30 out to the city limits. The Southern Sector is also defined as Dallas Council **Districts 1, 3, 4, 5, 7, and 8**. The boundaries of Oak Cliff are roughly Interstate 30, on the north, Loop 12 & Spur 408 on the west, Interstate 45 on the east, and Interstate 20 on the south. The geographic attendance boundaries will also include Lancaster, Desoto and Duncanville. Each area is south of downtown.

## **Attachment A 5 Geographic Attendance Boundary**

### **High School**

David W. Carter High School Feeder Pattern – Angie Torres, Executive Director  
South Oak Cliff High School Feeder Pattern – Usamah Rodgers, Executive Director  
Seagoville High School Feeder Pattern – Stephanie Taylor, Executive Director

### **Middle Schools**

William Hawley Atwell Law Academy  
Harry S. Stone Montessori Academy (grades PK-8)  
Boude Storey Middle School  
Sarah Zumwalt Middle School  
D.A. Hulcy Middle School

### **Elementary Schools**

Birdie Alexander Elementary School  
Umphrey Lee Elementary School  
Ronald E. McNair Elementary School  
T.G. Terry Elementary School  
Adelle Turner Elementary School  
Mark Twain Leadership Vanguard  
Martin Weiss Elementary School  
K.B. Polk Center for Academically Talented and Gifted  
W.W. Bushman Elementary School  
H.I. Holland Elementary School at Lisbon  
Barbara Jordan Elementary School  
Clara Oliver Elementary School  
Thomas L. Marsalis Elementary School  
Clinton P. Russell Elementary School  
Robert L. Thornton Elementary School  
Whitney M. Young Elementary School

# **Attachment A6**

## **Teacher Ratio**

### **Attachment A6 Teacher Student Ratio**

The teacher student ration at DELL Academy is 20:1 for grades K through 2. Other support will be available and assigned to classes to meet specific need of all students. The Special Education Coordinator and English as a Second Language will provide intervention in classroom where applicable. Special Education, English as a Second Language and Pre AP class intervention specialist will provide 90 minutes a week per student plan.

**Attachment E1**  
**Course Scope and Sequence**

## Attachment E1

### Scope and Sequence

DELL Academy's scope and sequence will be based on the "Texas Essential Knowledge and Skills for Reading and Language Arts (TEKS). To accomplish these objectives and skills, DELL Academy will utilize the following textbooks/resources: Basal Readers The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills. Grades K through 2 will consist of five major subjects: reading, math, language art, social science, and extra-curricular activities.

### Second grade Reading

1. The elementary curriculum at DELL Academy includes kindergarten through second grade. Classroom teachers will provide academic instruction through a variety of strategies by differentiation of the curriculum.
  - a. The reading curriculum will use basal readers which offer interesting and challenging text to students in three levels of comprehension;
    - i. comprehension skills by becoming reflective listeners,
    - ii. inferential comprehension,
    - iii. and evaluative comprehension.
  
2. The Basal readers monitor an approach to teaching reading that rely on phonemic awareness and decoding. Teachers will focus on oral reading and presentation and reading.
  
3. Students will be divided into small groups based on individual need (strengths and weakness).
  - a. The lessons are taught in order of sequence with a variety of comprehension skills and activities to increase reading level
  
  - b. Introductory lesson will begin with building students' background to activate their prior knowledge. Then students are introduced to vocabulary words.

- c. Next, the class makes predictions about the story, and guided reading begins with the teacher.
  - d. Once the reading is complete, students refer back to their previous predictions and complete a comprehensive discussion, followed by extension projects and activities
4. Teachers will use a strong phonetic program as our basic curriculum each year.
- a. The program incorporates the use of multi-sensory methods to aid in learning the formation of capital cursive letters.
  - b. Strong emphasis will be placed on spelling and word recognition.
  - c. Concepts to be covered are digraph, diphthong, accents in words, multi-syllables, voice sounds, base word and suffix, prefix, contractions, combinations and silent letters.

<http://education.seattlepi.com/>

### **First grade Reading**

1. The curriculum will use a collection of simple stories where students can practice decoding, building vocabulary and gaining world knowledge about the content. MacMillian McGraw Hill text books will be used in addition to Basal Readers.
  - a. During the first grade students will review kindergarten curriculum and learn to recognize names and sounds of all the consonants and vowels.
  - b. Student will also understand phonics concepts such as consonant combinations.
  - c. Teachers will enhance their understanding by using simple picture book stories to follow along reading and summarizing text.
2. **First grade** vocabulary exercises integrate sight word vocabulary with the sounds of the alphabet in decodable stories.
  - a. The first grade vocabulary words are initially presented within the context of a story or rhyme.
  - b. Thematic units covering oceans, seasons, mammals, plants, early America, and more.
  - c. Students improve reading comprehension by reading or listening to literature with an emphasis on vocabulary building.
  - d. Teacher's guides include lesson plans, 1st grade vocabulary lists and optional printable vocabulary worksheets.
1. **Kindergarten curriculum** will begin by teaching the foundation and basic skills for literacy.
  - a. Students learn through guided lessons, direct teaching and the exploration of

- b. fundamentals with specific focus on the alphabet and letter sounds, phonemic awareness, and rhyming words.
- c. Teachers will utilize game-like activities, and decodable stories allow students
- d. Lessons are developed with the four components: developing an awareness of letters, to explore all possible sounds and blends, creating phonological and phonemic recognizing that letters have specific sounds awareness of the relationship of awareness “letters to words” and “words to sentences.”

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1. **First grade language arts is organized into two large sections: Language Arts and Language Arts Extensions.**
  - a. **The language arts section contains hundreds of learning activities** that are primarily based on phonics.
  - b. Lessons are taught by colorful animated characters that sing, explain, and interact with the students.
  - c. Reading exercises at the end of each chapter introduce and develop readiness and comprehension skills. As the curriculum constitutes a solid first grade language arts program, correlated to state standards, many homeschool parents use it as their entire curriculum.
  - d. Non-homeschoolers utilize the lessons for extra practice, an online first grade tutorial, or summer enrichment.

Time4Learning® is a registered trademark of VKidz Inc, dba Time4Learning

### **Second Grade Language Arts**

1. **The curriculum will focus on sentence structure, nouns, adjectives and adverbs.**
  - a. Students will learn how to transfer print to cursive writing.
  - b. They will know the function of each part of speech when constructing sentences, paragraphs and writing stories.

### **First grade language arts**

1. The curriculum will use reading comprehension to integrate reading and writing.
  - a. Students will compose a variety of written text with clear controlling ideas.
  - b. Listening and speaking will be the focus of oral and written convention for incorporating their own ideas in conversations and in groups.
  - c. First grade language arts curriculum will begin with upper and lower case letters
  - d. Students will learn how to construct manuscript and cursive writing.

### **Kindergarten curriculum**

1. Teachers will begin by teaching the foundation and basic skills needed for literacy.

- a. Students learn through guided lessons, direct teaching and the exploration of fundamentals with specific focus on the alphabet and letter sounds, phonemic awareness, and rhyming words.

### **Mathematics Scope and Sequence Grades K – 2**

The DELL Academy's scope and sequence will be based on the Texas Essential Knowledge and Skills for Mathematics (TEKS). To accomplish these objectives and skills, the DELL Academy will utilize the following textbooks/resources: Holt Mathematics by Rinehart and Winston Holt, Holt mathematics: Homework Practice workbook Course 1 by Rinehart and Winston Holt, and Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades PreK-2(Volume 1)/Edition2 by John A. Van de Walle, Lou Ann H. Lovin, and et al.

#### **Kindergarten**

The primary focal areas in Kindergarten are understanding counting and cardinality, understanding addition as joining and subtraction as separating, and comparing objectives by measurable attributes.

#### **Texas TEKS**

1. Mathematical process standards. The students develop number and operations through fundamental concepts. The students are expected to:
  - a. Learn number names and the counting sequence
  - b. Use meaning of numbers to create strategies for solving problems and responding to practical situations involving addition and subtraction
  - c. Identify characteristics of objects that can be measured and directly compare objects according to these measurable attributes
2. Number and operations. The student will use mathematical standards to understand how to **represent and compare whole numbers**, the relative position and magnitude of whole numbers, and relationships with the numeration system. The student will be expected to:
  - a. Count, read, and write #s 0-20
  - b. Ordering numbers 0 to 20
  - c. Count forward and backward from any number between 0-20
  - d. Represent a number of objects from 0 to 20 with a written numeral
  - e. Connect counting to cardinality
    - i. The last number counted is the number of objects counted
    - ii. The # of objects counted is the same regardless of the arrangement
    - iii. Use 1-to-1 correspondence to determine if a # is greater than, less than, equal to the # of objects
3. Number and operations. The student will apply mathematical standards to develop an **understanding of addition and subtraction**. The student is expected to:
  - a. Act out stories that involves joining 2 groups

- b. Use counters, fingers, and other objects to show joining in word problems
  - c. Complete addition sentences using “and” and “is” (ex 2 and 3 is 5)
  - d. Introduce the “+” sign (4 and 3 is 7...4 + 3 is 7) and Introduce “sum” and replace “is” with “=”
  - e. Draw pictures in conjunction w/using manipulatives to solve problems
  - f. Act out stories with separating into 2 groups and use counters to act out stories
  - g. Determine how many are left when objects are taken away (Use counters and fingers, etc...)
  - h. Complete subtraction sentences using “take away” and “is” (e.g. 5 take away 3 is 2)
  - i. Make 2 unequal sets and compare how many more or less
  - j. Use counters, fingers, and other objects to show subtraction in word problems
  - k. Write subtraction sentences using - and = signs and represent with counters
  - l. Solve problems by choosing addition or subtraction (use counters)
4. Algebraic reasoning.
- a. Count and read #'s to 100 on a 100 chart
  - b. Count to 100 by 1's and by 10's from any # on the chart
  - c. Identify patterns with numbers on 100 chart (e.g. all numbers in 3<sup>rd</sup> column end in a “3”)
  - d. Use a pattern to find a missing number
5. Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U. S. coins by name, pennies, nickels, dimes, and quarters.
6. Geometry and measurements.
- a. Correctly name shapes regardless of their orientations or overall size
    - i. Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres
    - ii. Know that both of these are triangles  $\triangle$   $\nabla$
  - b. Analyze and compare 2-D and 3-D shapes in different sizes and orientations
  - c. Describe similarities and differences of shapes (number of sides, corners, sides of equal length)
  - d. Compose simple shapes to form larger shapes (ex- join 2 triangles to make a rectangle)
  - e. Model shapes in the world by building shapes from sticks and clay or by drawing shapes

7. Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:
  - a. Collect, sort, and organize data into two or three categories
  - b. Use data to create real-object and picture graphs
  - c. Draw conclusions from real-object and picture graphs
8. Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.
  - a. Identify ways to earn income
  - b. Differentiate between money earned as income and money received as gifts
  - c. List simple skills required for jobs
  - d. Distinguish between wants and needs and identify income as a source to meet one's wants and needs

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111a.html>

#### Social Science

1. Students in grades K- 2 will develop an understanding of the world we live by the study of special units such as: self-esteem, communication, pollution, energy, and weather.
  - a. Students will participate in Science Fair projects, and holiday celebration throughout the year to give students an opportunity to experience real world application.

#### The Second Grade Social Science

1. The curriculum will introduce the concept of communities that is defined as a collection of families and individuals who work, live, and play in a particular area.
  - a. Students will learn to identify communities as groups in the urban, suburban, and rural settings.
  - b. Through a study of communities the students will learn ideas and skills that can be used to compare their communities with communities throughout the United States and the world.

- c. Students will discuss current events and seasonal topics.

#### The First grade

1. The curriculum will introduce students to needs and wants of people as they discuss the difference of necessity and desire.
  - a. Students will also engage in the celebrations of holidays and customs of families.
  - b. Students will be exposed to maps, globes and cardinal direction on both land and water.

#### The Kindergarten curriculum

1. The curriculum will begin with students' understanding their feelings / self-concept, need/want and likes and dislikes.
  - a. Students will also become familiar with the days, weeks, and months in order.
  - b. They will recognition national and state symbols and icons such as The Statue of Liberty.
  - c. Students will learn that the world is divided into countries and that there are similarities and differences among cultures.
  - d. They will become familiar with the events and people associated with U.S. national holidays.
  - e. Put days, weeks, and months in the proper order. Tell or show the difference between land and water on a globe or maps.
  - f. Begin to learn how his experience in his family, school and community differs from that of people in other countries and other times.

Your kindergartner and social studies: How the world works: Kindergartners learn about [www.greatschools.org/gk/.../kindergarten-social-studies](http://www.greatschools.org/gk/.../kindergarten-social-studies)

#### The second grade extra-curricular

1. The students are richly engage in techniques for enhancing their motor skills.
  - a. The children's social, cognitive and physical development and increase the likelihood of continued interest and participation in physical activity.
  - c. Students will engage in cheerleading, rhythms/ dance, football and other competitive sports activities.
  - d. Student will have opportunities to participate in afterschool team play. They will learn the benefit of team work.

#### First grade extra-curricular a

1. Students will engage in activities engage in physical education such as: **gymnastics, tumbling and soccer classes at least 90 minutes per week.**
  - a. Teachers will incorporate quality instruction to assist children in the development of fundamental motor patterns (e.g. jump, throw, skip, hop, catch, and kick).

#### The kindergarten, extra-curricular

2. Teachers will introduce activities that assist children in the basic locomotor and non-locomotor skills and concepts. Spatial awareness is also presented. A.

to retain a student in first grade, while the ultimate responsibility of the principal, shall involve teachers, parents, and other appropriate staff.

#### Grades 2

A child may be retained in grades 2 when the achievement is so far behind its peers that it is impractical to differentiate the program to meet the child's needs. Promotion will be based on academic achievement not social promotion.

*Baltimore Public School 1990* [www.baltimorecityschools.org/.../Promotion](http://www.baltimorecityschools.org/.../Promotion)

### Mathematics Scope and Sequence

#### Grades K – 2

The DELL Academy's scope and sequence will be based on the "Texas Essential Knowledge and Skills for Mathematics (TEKS). To accomplish these objectives and skills, the DELL Academy will utilize the following textbooks/resources: Holt Mathematics by Rinehart and Winston Holt, Holt mathematics: Homework Practice workbook Course 1 by Rinehart and Winston Holt, and Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades PreK-2(Volume 1)/Edition2 by John A. Van de Walle, Lou Ann H. Lovin, and et al.

#### Kindergarten

The primary focal areas in Kindergarten are understanding counting and cardinality, understanding addition as joining and subtraction as separating, and comparing objectives by measurable attributes.

#### Texas TEKS

9. Mathematical process standards. The students develop number and operations through fundamental concepts. The students are expected to:
  - a. Learn number names and the counting sequence;
  - b. Use meaning of numbers to create strategies for solving problems and responding to practical situations involving addition and subtraction; and
  - c. Identify characteristics of objects that can be measured and directly compare objects according to these measurable attributes.
10. Number and operations. The student will use mathematical standards to understand how to **represent and compare whole numbers**, the relative position and magnitude of whole numbers, and relationships with the numeration system. The student will be expected to:

- a. Count, read, and write #s 0-20;
- b. Ordering numbers 0 to 20;
- c. Count forward and backward from any number between 0-20;
- d. Represent a number of objects from 0 to 20 with a written numeral; and
- e. Connect counting to cardinality
  - i. The last number counted is the number of objects counted
  - ii. The # of objects counted is the same regardless of the arrangement
  - iii. Use 1-to-1 correspondence to determine if a # is greater than, less than, equal to the # of objects.

11. Number and operations. The student will apply mathematical standards to develop an **understanding of addition and subtraction**. The student is expected to:

- a. Act out stories that involves joining 2 groups;
- b. Use counters, fingers, and other objects to show joining in word problems;
- c. Complete addition sentences using “and” and “is” (ex 2 and 3 is 5);
- d. Introduce the “+” sign (4 and 3 is 7...4 + 3 is 7) and Introduce “sum” and replace “is” with “=”;
- e. Draw pictures in conjunction w/using manipulatives to solve problems;
- f. Act out stories with separating into 2 groups and use counters to act out stories
- g. Determine how many are left when objects are taken away (Use counters and fingers, etc...);
- h. Complete subtraction sentences using “take away” and “is” (e.g. 5 take away 3 is 2);
- i. Make 2 unequal sets and compare how many more or less;
- j. Use counters, fingers, and other objects to show subtraction in word problems;
- k. Write subtraction sentences using - and = signs and represent with counters; and
- l. Solve problems by choosing addition or subtraction (use counters).

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12. Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U. S. coins by name, pennies, nickels, dimes, and quarters.

13. Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any number.
14. Geometry and measurements.
- a. Correctly name shapes regardless of their orientations or overall size
    - i. Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres;
    - ii. Know that both of these are triangles  $\triangle$   $\nabla$ ;
  - b. Analyze and compare 2-D and 3-D shapes in different sizes and orientations;
  - c. Describe similarities and differences of shapes (number of sides, corners, sides of equal length);
  - d. Compose simple shapes to form larger shapes (ex- join 2 triangles to make a rectangle); and
  - e. Model shapes in the world by building shapes from sticks and clay or by drawing shapes; and
  - f. create two-dimensional shapes using a variety of materials and drawings.
7. Geometry and measurement. Applies mathematical process standards to directly compare and measureable attributes. The student is expected to:
- a. Give an example of a measureable attribute of a given object, including length, capacity, and weight; and
  - b. Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.
8. Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:
- a. Collect, sort, and organize data into two or three categories;
  - b. Use data to create real-object and picture graphs; and
  - c. Draw conclusions from real-object and picture graphs.
9. Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.
- a. Identify ways to earn income;
  - b. Differentiate between money earned as income and money received as gifts;
  - c. List simple skills required for jobs; and
  - d. Distinguish between wants and needs and identify income as a source to meet one's wants and needs.

## **Grade 1**

The primary focal areas in Grade 1 are understanding and applying place value, solving problems involving addition and subtraction, and composing and decomposing two-dimensional shapes and three-dimensional solids.

### **Texas TEKS**

1. Mathematical process standards. Mathematical processes will be utilized to acquire and demonstrate mathematical understanding. The student is expected:
  - a. Use mathematics to solve problems in everyday life, society, and the workplace;
  - b. Use problem-solving model that incorporates analyzing given information formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
  - c. Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
  - d. Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
  - e. Create and use representations to organize, record, and communicate mathematical ideas;
  - f. Analyze mathematical relationships to connect and communicate mathematical ideas; and
  - g. Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
2. Number operations. Use mathematical standards to represent and compare whole numbers, relative position and magnitude of whole numbers, and

relationships within the numeration system related to place value. The student is expected to:

- a. Recognize the quantity of structured arrangements;
- b. Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;
- c. Use objects, picture, and expanded and standard forms to represent numbers up to 120;
- d. Generate a number that is greater than or less than a given whole number up to 120;
- e. Use place value to compare whole numbers up to 120 using comparative language;
- f. Order whole numbers up to 120 using place value and open number lines; and
- g. Represent the comparison of two numbers to 100 using the symbols  $>$ ,  $<$ , or  $=$ .

3. Number operations. Apply the mathematical standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems, the student is expected to:

- a. Use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;
- b. Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as  $2+4 = [ ]$ ;  $3+[ ]=7$ ; and  $5=[ ]-3$ ;
- c. Compose 10 with two or more addends with and without concrete objects;
- d. Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;
- e. Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences; and
- f. Generate and solve problem situations when given a number sentence involving addition and subtraction of numbers within 20.

4. Number operations. Applies mathematical standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:

- a. Identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationship among the;
- b. Write a number with the cent symbol to describe the value of a coin; and
- c. Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.

5. Algebraic reasoning. Applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

- a. Recite numbers forward and backward from any given number between 1 and 120;
- b. Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;
- c. Use relationships to determine the number that is 10 more and 10 less than a given number up to 120;
- d. Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;
- e. Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);
- f. Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation; and
- g. Apply properties of operations to add and subtract two or three numbers

6. Geometry and measurement. Analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties, the student is expected to:

- a. Classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language;
- b. Distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;
- c. Create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons;

- d. Identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language;
  - e. Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;
  - f. Compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible;
  - g. Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words; and
  - h. Identify examples and non-examples of halves and fourths.
7. Geometry and measurement. Select and use units to describe length and time. The student is expected to:
- a. Identify the hour and minute hands on a clock and to tell/write time to the hour and half hour w/ digital/analog clocks ;
  - b. Use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;
  - c. Illustrate that the length of an object is the number of the same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other;
  - d. Measure the same object/distance with units of two different lengths and describe how and why the measurements differ; and
  - e. Describe a length to the nearest whole unit using a number and a unit.
8. Data analysis. Organize data to be utilized for interpreting information and solving problems. The student is expected to:
- a. Collect data to create picture and bar-type graphs;
  - b. Use red and yellow counters to make a graph and use information from graph to answer questions; and
  - c. Collect, sort, and organize data in up to three categories using tally marks or T-charts.
9. Personal financial literacy. The student applies mathematical standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:
- a. Define money earned as income;

- b. Identify income as a means of obtaining goods and services and to make choices between wants and needs;
- c. Understand the difference between spending and saving; and
- d. Consider charitable giving.

10. <http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111a.html>

## **Grade 2**

The primary focal areas in Grade 2 are making comparisons with the base-10 place value system, solving problems with addition and subtraction within 1,000, and building foundations for multiplication.

### **Texas TEKS**

1. **Mathematical process standards.** Uses mathematical process to acquire and demonstrate mathematical understanding. The student is expected to:
  - a. Apply mathematics to problems arising in everyday life, society, and the workplace;
  - b. Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
  - c. Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
  - d. Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
  - e. Create and use representations to organize, record, and communicate mathematical ideas;
  - f. Analyze mathematical relationships to connect and communicate mathematical ideas; and
  - g. Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
2. **Number operations.** Apply mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

- a. Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones;
  - b. Use standard, word, and expanded forms to represent numbers up to 1,200;
  - c. Generate a number that is greater than or less than a given whole number up to 1,200;
  - d. Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ( $>$ ,  $<$ , or  $=$ );
  - e. Locate the position of a given whole number on an open number line; and
  - f. Name the whole number that corresponds to a specific point on a number line.
3. Number operations. Apply mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:
- a. Partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words;
  - b. Explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part;
  - c. Use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole; and
  - d. Identify examples and non-examples of halves, fourths, and eighths.
4. Number operations. Apply mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:
- a. Recall basic facts to add and subtract within 20 with automaticity;
  - b. Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations;
  - c. Solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms; and
  - d. Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.

5. Number operations. Apply mathematical process standards to determine the value of coins in order to solve monetary transactions. The student is expected to:
  - a. Determine the value of a collection of coins up to one dollar; and
  - b. Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.
6. Number and operations. Apply mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal grouping and shares. The student is expected to:
  - a. Model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined; and
  - b. Model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.
7. Algebraic reasoning. Apply mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:
  - a. Determine whether a number up to 40 is even or odd using pairings of objects to represent the number;
  - b. Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200; and
  - c. Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.
8. Geometry and measurement. Apply mathematical standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:
  - a. Create two-dimensional shapes based on given attributes, including number of sides and vertices;
  - b. Classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language;
  - c. Classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices;
  - d. Compose two-dimensional shapes and three-dimensional solids with given properties or attributes; and

- e. Decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.

9. Geometry and measurement. Apply mathematical standards to select and use units to describe length, area, and time. The student is expected to:
- a. Find the length of objects using concrete models for standard units of length;
  - b. Describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object;
  - c. Represent whole numbers as distances from any given location on a number line;
  - d. Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes;
  - e. Determine a solution to a problem involving length, including estimating lengths;
  - f. Use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit; and
  - g. Read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.

10. Data analysis. Apply mathematical process standard to organize data to make it useful for interpreting information and solving problems. The student is expected to:
- a. Explain that the length of a bar graph or the number of pictures in a pictograph represents the number of data points for a given category;
  - b. Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more;
  - c. Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one; and
  - d. Draw conclusions and predictions from information in a graph.
11. Personal financial literacy. Apply mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

- a. Calculate how money saved can accumulate into a larger amount over time;
- b. Explain that saving is an alternative to spending;
- c. Distinguish between a deposit and a withdrawal;
- d. Identify examples of borrowing and distinguish between responsible and irresponsible borrowing;
- e. Identify examples of lending and use concepts of benefits and costs to evaluate lending decisions; and
- f. Differentiate between producers and consumers and calculate the cost to produce a simple item.

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111a.html>

## **Attachment E2**

### **Requirements for Student Promotion/Retention**

## **Attachment E2 Requirements for Student Promotion/Retention**

### **General Procedures**

During the first three years of operation, the students enrolled in DELL Academy Charter School will participate in Kindergarten, first grade and/or second grade. Throughout this period, the school staff will work with the students and parent(s) or guardian(s) in providing a program that will enable each student to grow intellectually, socially, physically, and passionately. Evaluation of the student's progress will be a continuing process throughout the total elementary experience.

Students will be promoted due to continuous progress and acceleration in each grade level based on the mastery of basic skills as defined in TEKS objectives. Grade reports will be generated by teachers and academic record department at the end of each semester of the physical year. Parents will be notified via mail of student progress. Students who do not meet the minimum goal as specified by policy will be required to attend after school tutoring and additional intervention based on student need. One grade level will be added each year of operation eventually expanding the elementary program to grade 5. If a student is progressing below grade level and is unsuccessful in mastering the basic skills and TEKS objectives, it will become necessary for the principal to submit to the superintendent a report containing achievement scores, other test results, recommendation of the student's teacher, and a statement indicating such a move has the involvement of the general supervisor and the student's parent(s) and/or guardian(s).

### **Conditions for Promotion or Retention**

The decision to retain a student at the elementary level is made when the student's needs cannot be met adequately at the next grade level. Many factors must be considered in determining if a student should be promoted or retained.

Among these are:

- Achievement level of the student
- Report card record
- Age of the student
- Uniqueness of the Student
- Needs of the student
- Attendance record of the student
- Developmental level of the student
- Ability level of the student
- Emotional factors
- Previous retention

#### Criteria

##### Kindergarten

For student enrolled in kindergarten through second grade who are unsuccessfully in achieving the basic standard of the curricular and achievement is behind grade level will be subjected to retention. Kindergarten students will engage in a strong phonics program.

##### Grade 1

First grade will learn to spell read, and write. Reinforcement of leaned skill will continue in second grade. Since children vary widely in their readiness in grade 1, we anticipate that age-appropriate instruction would reflect a variety of needs. The recognition that young children need time to move through these various stages often makes it difficult to measure growth in yearly time segments. The decision to retain a student in first grade, while the ultimate responsibility of the principal, shall involve teachers, parents, and other appropriate staff.

Grades 2

A child may be retained in grades 2 when the achievement is so far behind its peers that it is impractical to differentiate the program to meet the child's needs. Promotion will be based on academic achievement not social promotion.

*Baltimore Public School 1990 [www.baltimorecityschools.org/.../Promotion](http://www.baltimorecityschools.org/.../Promotion)*

## **Attachment E3**

### **Admission and Enrollment**

## Attachment E3 Admissions and Enrollment

### Students

**Selection of students for DELL Charter School is based chapter 12** located in the National Alliance for Public Charter Schools. The Dell School will be open to any student who wants to attend. Each student must fill out an application for admission and return it by the enrollment deadline. During open enrollment if there are too many students wanting to apply at Dell, than there are available positions, the school will fill the available positions by lottery or will fill the available positions in the order in which applications are received before the application deadline. *In special cases*, the Dell School, through administrative rule, will follow the federal non-regulatory guidance that allows the school to provide enrollment preferences to children of a school's founders, governing board members, and full time employees as long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment, not to exceed 10%.

Some priority will be given to students on the basis of geographic and residency consideration. Additionally, enrollment preferences for previously enrolled students within conversions, prior year students within the school, siblings of enrolled students enrolled at a charter school will be given.

The Dell School will also follow the Texas law that permits charter schools to deny admission to any student who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems that fall under Chapter 37 of the Education Code.

<http://www.publiccharters.org/law-database/clear-student-recruitment-enrollment-lottery-procedures/>

**Attachment E4**  
**Discipline Policy**

# **Behavior Management Discipline Policy Plan and Code of Conduct DELL Academy 2016 – 2017**

## **Overview**

The discipline plan and code of conduct has been constructed for all stakeholders to work together to review and understand DELL Academy's goals for responsibility and behavior. The principal, counselor, teachers, students, and parents share the responsibility for administering DELL's Behavior Management and Discipline Plan. In order for every student to have the opportunity to reach his or her highest potential, each student at DELL Academy shall:

- Respect themselves and the rights of others.
- Attend school faithfully, complete his or her assignments on time, and work to his or her highest potential.
- Behave in a manner that does not disrupt classroom learning or the operation of the school.
- Obey requests by any adult in the school. • Refrain from aggressive or threatening behavior towards fellow students, teachers, and additional staff.
- Refrain from the possession or use of any weapons, illegal drugs, alcohol, or tobacco.

DELL Academy believes wholeheartedly that one of the foremost goals of education is self-discipline. Students must learn to monitor and control their own behavior in order to help them become successful contributing members of their respective communities. Parents, teachers, and administrators work with students to establish guidelines for acceptable behavior. Students and parents are required to know what is expected of students and their shared responsibility of maintaining a positive educational environment. When inappropriate behavior disrupts the learning and school environment, the teachers and administrators at DELL will take appropriate action according to the discipline plan, parents, community, and authorities.

## **DELL Academy's Discipline Goals**

- To help students develop and maintain self-respect.
- To help students develop and maintain respect for others and their property.
- To help students see and understand the need for self-discipline.
- To guide students toward choices which lead to improved behavior(s).

### Discipline Actions

Some students make choices which require the use of the discipline plan. When the plan is used, consequences such as detention, suspension, or expulsion may result.

### Detention

Detention requires a student to report to and remain at the place designated by a teacher, team, or administrator. Students will be under supervision at all times during detention. Teachers, teams, and administrators may assign detention during lunch, before school, after school, or on Saturdays to students who disrupt or misbehave in class and/or fail to do assigned classroom work. The letter provided to the student and parents will state the date of and reason for the detention. The administrator and/or the detention designee can make the detention a working detention or a classroom detention where the missed homework and assignments are completed. If a student is assigned more than one detention on the same day, at the same time, one of them must be served the next available date. It is the student's responsibility to coordinate this with the teachers/administrators. Students who are absent or tardy to detention or otherwise disruptive may be subject to further disciplinary action.

### After-School Detention

Students will be assigned after-school detention with an administrator or designee. The detention will be held on a designated school day in the school cafeteria or other designated location for one full hour after school has been dismissed. Students and parents will be notified of after-school detention by the administrator or teacher.

### Saturday School

Students will be assigned Saturday School detention with school administrator or designee on a specified Saturday from 8:00am – 11:00am in an assigned location. Students and parents will be notified of Saturday School by school administrator.

### Suspension

Suspensions from one to ten days require involvement of school administration, counselors, teachers, and authorities if necessary. Students and parents will be notified of the reason for the student's suspension. Within one school day of the assigned suspension, teachers will have prepared assignments and placed them in the administration office for pick-up by parents. Assignments will be graded as though the student was in class. Tests, quizzes, and exams given during the suspension must be made up within three days of the student's return from suspension. While on suspension, students may not participate in any school activity. While serving an out of school suspension, students cannot be on campus for any activities. This includes any weekend activity such as sports events, dances, etc. Students under suspension are not permitted to go to another school where activities with DELL Academy is being conducted unless given written approval from the principal. A formal Discipline Committee hearing must be held in the event that a student is suspended for more than ten consecutive school days in one school year. Parents

will be provided written notification of the suspension and the reason(s). Also, a conference with parents may take place before and/or after the suspension.

### Expulsion

Expulsion is a disciplinary consequence that terminates the student's education at the school; it involves a hearing in accordance with DELL Academy Rules and Regulations. Expulsion may also occur for single infractions that are particularly serious (see the discipline rubric Category D for examples). DELL will inform parents in writing of the expulsion hearings. The notification will tell parents the reasons for the proposed expulsion. This will include the following: a description of the offense(s), the date and time of the hearing, the right to waive a hearing, the right to present witnesses and document evidence, to present evidence to reduce the consequences, the right to be represented by counsel or another representative, and the procedures for appeals. Parents will also be given a copy of DELL Academy Disciplinary Rules and Procedures. Students expelled from the school will be provided the opportunity to obtain academic counseling at their neighborhood school and may be entitled to enrollment in an appropriate alternate education program for the duration of the expulsion.

### Specific Prohibited Behaviors

The school expects students to know and follow laws and rules that apply at home and in the community. The Policy Plan focuses on school-specific standards.

### Classroom Misconduct

Each teacher/team will establish classroom rules and enforcement procedures. Students have a responsibility to be appropriate active participants in the learning process.

### Hallway or Common Area Misconduct

Students are to conduct themselves in an orderly manner when passing between classes. Students will go directly to classes. Students out of class for any reason MUST have a signed pass and any adult may request to see the pass and student identification. Students must make every effort to use the restroom facilities during the passing period between classes or at lunch. Individual teachers establish policies for allowing students to leave their classroom during class time.

### Cafeteria Misconduct

#### **During lunch students are expected to:**

- Take your place at the end of the cafeteria line
- Talk at a normal conversation level
- Stay seated unless putting away your tray and trash or exiting to the play area
- Deposit all trash in appropriate containers
- Return trays and silverware to appropriate place

#### **During lunch students are NOT supposed to:**

- Run, chase or engage in physically unsafe activity

- Purchase items for another student
- Hold a position in line for another student

### Public Displays of Affection

Students are not allowed to kiss or embrace on campus at any time.

### Bullying, Teasing and Gang-like Behaviors

Any actions or behaviors that result in bullying or teasing will not be tolerated and will be dealt with according to the discipline plan. Dress related to gangs or actions related to gang-like behavior will likewise be handled according to the discipline plan.

### Physically Dangerous Behavior

Running, wrestling, throwing objects, pushing, shoving, inappropriate touching, and horseplay on school grounds are not acceptable behaviors. Punching and/or pinching another student as a part of their birthday "celebration" is inappropriate. Another example would be St. Patrick's Day where students are not wearing green. There are other similar situations. Students physically intimidating classmates in this manner is deemed inappropriate and there they will be disciplined according to the discipline plan.

### Harassment

If a student feels uncomfortable with the actions of another student, he or she should first tell the other that the actions are not appropriate. If the behavior continues, the student must report the harassment to an adult employee or authorized volunteer at the school. If an administrator, teacher, staff, etc., are made aware of said actions or see said actions then they must respond appropriately.

### Food, Drink and Gum Rules

As a general rule, food, drinks (with the exception of a clear water bottle) and gum are not allowed in classrooms unless the teacher makes specific exceptions.

### Attire

Cleanliness, good grooming and appropriate attire are important. Extremes in dress and personal appearance that tend to cause distraction or pose health problems are not acceptable. Individual teachers/sponsors may set additional, higher standards than those listed below for reasons of safety and presenting a positive image on field trips or on/off campus activities such as UIL programs.

- Students may not wear hats, hoods, headgear, armbands, leg bands, bandanas, heavy coats, chains, and/or sunglasses inside the school, any of its classrooms, the offices, or the gymnasium. Students may wear hats at athletic events and other designated activities.
- Students will wear footwear at all times.

- Halter-tops, tank tops, and spaghetti straps are not considered appropriate dress for school. All attire must cover the entire midriff without being revealing while performing normal activities such as bending, stretching and sitting.
- Shorts and skirts must be loose fitting and no shorter than mid-thigh.
- Undergarment-like clothing is prohibited. Clothing items should not be too tight and "sagging" is not appropriate. Secure pants at or above the waist with a belt.
- The administration is the final authority on what is too tight, too short, and what is sagging. Students with sagging pants will be required to tuck in shirts.
- Students may not wear garments or jewelry, or carry accessories, with profane or provocative pictures or messages advertising tobacco or alcoholic beverages, drug use, racial discrimination, promoting violence, or depicting sexual innuendo.
- Pajamas should not be worn at school unless it is at a prescribed time such as Spirit Week or Red Ribbon Week.

Clothing that detracts from the learning environment is not necessarily limited to the above examples. Students and parents share a responsibility of following the dress code. Dress code violations require students to be sent to administration and parents contacted. Parents will then be required to either escort student's home to change clothes or to bring appropriate clothing to the student. Continued violations of the dress code will be subject to suspension.

#### Possessing Inappropriate Items

Any items that interfere with learning or endangers the health and safety of other students should not be brought to school. The following are examples of inappropriate items:

- Water guns
- Digital players
- Hand-held computer games
- Laser pointers

Please note: This is a partial list and may include other items. Teachers and administrators can determine other items as inappropriate on campus, and they will confiscate them and keep them until a parent comes to pick them up, if the item is otherwise acceptable in the community. Such items not claimed by the parent by the close of the school year will be donated to charity or destroyed. Items which are contraband under law or installation policy will not be returned. If a school authorized activity requires specific items that would otherwise be inappropriate, students and parents you will receive instructions from the team or teacher on their authorized and limited usage.

#### Improper Computer Use

Students may use DELL Academy laptops and/or computers in accordance with the Student Computer Use Contract on file with the DELL registrar. Unauthorized access to a computer, unauthorized copying to or from a computer, entry into non-authorized website (such as chat or game sites), and any actions that interfere with an authorized users access are each serious offenses that will call for the student's actions to be evaluated by the school administration.

### Weapons

The most serious inappropriate items at DELL are weapons and drugs. The following list provides examples of prohibited weapons although it is not an inclusive list:

- Guns, machine-guns, shotguns, pistols, rifles, and air-soft guns
- Any device that acts to destroy property or injure
- Knives
- Club-type weapons, e.g. blackjacks, brass knuckles, nun chucks
- Gas pistols and shooting pens
- Straight razor, razor blades or weapons made from razor blades
- Ice picks, daggers, bolo knives, machetes, swords, spears, bows and crossbows of any size, or any similar instruments, including piercings
- Clubs, or any object that may be used as a club, e.g. pieces of wood, pipe, stones or bricks
- Authentic-appearing replica of a firearm, e.g. a toy or BB gun
- Blank cartridge pistols
- Objects that might be readily used to inflict bodily harm, e.g. bicycle chains, cans with sharp points, broken bottles or glasses, knives with retractable blades
- Locking blade knives regardless of length
- Items that are not normally considered dangerous but could be reasonably misconstrued to be a weapon.

Teachers, administrators or appropriate support staff will seize the items immediately.

### Drugs

Do not possess illegal drugs. If a student must take authorized prescription medicine, a parent or guardian must bring the medications to be taken during the school day directly to the nurse's office. Parents will also need to sign a medication permission form. Copies will be available in the nurse's office.

### Tobacco Products

Cigarettes, cigars, snuff, smokeless tobacco or any other type of tobacco product or similar product are prohibited from school or school activities.

### Prohibited Student Behavior

Any specific misbehavior not included in the below list of Prohibited Behaviors will be categorized by the administrator as the incidents occur.

Prohibited Behavior Definitions

Behavior	Category
<b>Affection</b> , Excessive public display (more than holding hands).	B
<b>Alcohol</b> , possession or use	D
<b>Assault</b> or intentional physical act to inflict injury or damage to another person	D
<b>Bomb threats</b>	D
<b>Bullying</b> (including cyber bullying) another, or a group (i.e., engaging physical intimidation, taunting, hazing, name calling, insulting, cursing, gesturing, or verbally abusing any person; including, but not limited to: comments, abuse, or harassment based on that person's race, religion, gender, creed, national origin, personal or physical attributes, disability, intellectual ability; and matters pertaining to sexuality, or characteristics of another person or the associates of another person).	B
<b>Cheating</b> to include copying another student's work, either partly or the whole assignment, allowing another student to copy your work, copying from a book or the web (plagiarism), or using illegal notes or other information on a quiz or test. No credit will be given for the assignment or test. ***Use of cell phones or any other unauthorized electronic devices during test constitutes cheating	B
<b>Disrespectful, disobedient or defiant</b> to school personnel such as not following directions from any teacher or staff member, in a classroom or in common areas, immediately and not interacting with adults in a mature, respectful manner	B
Disruptive <b>behavior</b> , in classroom or common areas including disrespectful comments to fellow students. Also includes improper use of cell phones, iPods, and other electronic devices including internet social media networks. At the second offense, the item will be held in the office for parent pick up. At the third offense, the item will be confiscated until the end of the year.	A
<b>Dress code violation</b> (See above section on dress code).	A
<b>Drug possession</b> , use, or sale.	D
<b>Extortion</b> or using threats or fear to force another student to give up money, school work, possessions, or inappropriate actions.	C
<b>Fighting</b> . Shoving and exchanging of blows with the intent to injure. Both offenders will be punished: however, if it is determined that one student started the fight, and the other tried to avoid the confrontation, lesser penalties may be applied to the defender.	C

<b>False sounding of Fire alarm.</b> This will also result in notification of the command for appropriate action	C
<b>Falsely signing or altering a document to make it false</b>	B
<b>Littering on campus.</b>	A
<b>Profanity/vulgarity</b> in public conversation or in class	B
<b>Sexual harassment</b> , unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.	C
<b>Slander or Spreading rumors</b> about another student or school personnel in any way including verbal or electronic means that is designed to hurt their feelings or reputation.	B
<b>Theft/possession of stolen items.</b>	C
<b>Threat</b> of physical violence to staff or fellow student.	C
<b>Tobacco products or related paraphernalia</b>	C
<b>Truancy</b> , Skipping school or class, failure to appear for teacher-assigned detention, for administrative detention, Saturday School, missing (cutting) classes. An unexcused tardy to a class of more than 5 minutes to any but the first class will be considered truancy.	B
<b>Unsafe behavior</b> , including but not limited to, tripping, shoving, or horseplay	B
<b>Vandalism</b> or deliberate destruction of school or personal property. This includes malicious or destructive actions on school computers, to include locking files, disconnecting equipment, "hacking" or attempting to "hack" school or student files. Students and parents will be held financially responsible for damages incurred due to vandalism	C
<b>Possession of Weapons</b>	D

### BEHAVIOR RUBRICS

Administrators have the authority to apply the following Behavior Rubrics for inappropriate behaviors. The rubrics are to be used as a guide only and are not to be binding on Administrators. Each Disciplinary case has specific facts and must be judged accordingly to determine a fair and appropriate penalty.

## **“A” CATEGORY POLICY PLAN**

<p><b>“A” CATEGORY BEHAVIORS</b></p> <p>These behaviors are initially handled by individual teachers, and warrant referrals after repeated incidents or if initial incidents are severe.</p>			
<ul style="list-style-type: none"> <li>➤ Disruptive behavior, in classroom areas</li> <li>➤ Disrespectful comments</li> <li>➤ Improper use of electronic devices</li> <li>➤ Dress code violation</li> <li>➤ Littering on campus</li> </ul>			
<p><b>“A” CATEGORY CONSEQUENCE GUIDELINES</b></p>			
<p><u><i>1<sup>ST</sup> REFERRAL</i></u></p> <p>Counseling assigned. Parent notified.</p>	<p><u><i>2<sup>ND</sup> REFERRAL</i></u></p> <p>Parent notified. Detention(s) assigned.</p>	<p><u><i>3<sup>RD</sup> REFERRAL</i></u></p> <p>Saturday School (1 Day)</p>	<p><u><i>4<sup>TH</sup> REFERRAL</i></u></p> <p>In/out of school suspension (1-3 Days)</p>

## **“B” CATEGORY POLICY PLAN**

<p><b>“B” CATEGORY BEHAVIORS</b></p> <p>These behaviors are handled by teachers, counselors, and administration.</p>	
<ul style="list-style-type: none"> <li>➤ Affection, excessive public display</li> <li>➤ Bullying</li> </ul>	<ul style="list-style-type: none"> <li>➤ Profanity/vulgarity</li> <li>➤ Slander</li> </ul>

<ul style="list-style-type: none"> <li>➤ Cheating</li> <li>➤ Disrespectful or disobedient to school personnel</li> <li>➤ False signature</li> </ul>	<ul style="list-style-type: none"> <li>➤ Truancy/skipping class or teacher/administration detention, failure to appear</li> <li>➤ Unsafe behavior</li> </ul>		
<b>“B” CATEGORY CONSEQUENCE GUIDELINES</b>			
<u><i>1<sup>ST</sup> REFERRAL</i></u>	<u><i>2<sup>ND</sup> REFERRAL</i></u>	<u><i>3<sup>RD</sup> REFERRAL</i></u>	<u><i>4<sup>TH</sup> REFERRAL</i></u>
Parent/Teacher/Admin conference, counseling, after-school detention	Saturday School (1-2 Days)	In/out of school suspension (1-3 Days)	Out of school suspension (4-9 Days)

**“C” CATEGORY POLICY PLAN**

<p><b>“C” CATEGORY BEHAVIORS</b></p> <p>These behaviors are considered severe and warrant immediate referral.</p>		
<ul style="list-style-type: none"> <li>➤ Extortion</li> <li>➤ Fighting</li> <li>➤ Fire Alarm, false</li> <li>➤ Sexual Harassment</li> <li>➤ Theft/possession of stolen items</li> </ul>	<ul style="list-style-type: none"> <li>➤ Threat of physical violence</li> <li>➤ Tobacco products or related paraphernalia</li> <li>➤ Vandalism</li> <li>➤ Computer Abuse</li> </ul>	
<b>“C” CATEGORY CONSEQUENCE GUIDELINES</b>		
<u><i>1<sup>st</sup> REFERRAL</i></u>	<u><i>2<sup>nd</sup> REFERRAL</i></u>	<u><i>3<sup>rd</sup> REFERRAL</i></u>
Out of school suspension (3 Days)	Out of school suspension (5 Days)	Out of school suspension (7-9 Days)

## **“D” CATEGORY POLICY PLAN**

<p><b>“D” CATEGORY BEHAVIORS</b></p> <p>These behaviors are considered severe and warrant suspension or expulsion.</p>	
<ul style="list-style-type: none"> <li>➤ Alcohol, possession or use</li> <li>➤ Assault</li> <li>➤ Bomb threats</li> </ul>	<ul style="list-style-type: none"> <li>➤ Drug possession/sale</li> <li>➤ All weapons</li> </ul>
<p><b>“D” CATEGORY CONSEQUENCE GUIDELINES</b></p>	
<p><u><i>1<sup>st</sup> REFERRAL</i></u></p> <p>Out of school suspension (10 Days)</p>	<p><u><i>2<sup>nd</sup> REFERRAL</i></u></p> <p>Expulsion Hearing</p>

The categories of the Behavior Rubric are cumulative – this means that a second offense in a category, even if it is of a different type from the first, counts as a second offense. A student does NOT have to commit the exact same offense in order for appropriate action to be taken.

### Suspension

#### Types of Suspensions

1. In-School-Suspension – Student will spend the suspension time in a designated area with a designated authority, all work will be completed during school hours.
2. Parent Accompanied In-House Suspension: A student will attend school with his/her parent accompanying the student to all classes for the duration of the suspension.
3. Out-of-school Suspension: The student is sent home in the care of his/her parents.

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<sup>1</sup> Behavior Management policy adapted from DODEA/Maxwell Middle School 2013-2014

<http://www.dodea.edu/Americas/Georgia-Alabama/MaxwellAFB/MaxwellAFBES/policyProcedure/upload/Maxwell-Discipline-Policy-2013-2014.pdf>

**Attachment E5**  
**Gun Free School Policy**

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# Gun-Free Schools Policy for DELL Academy

## 2016 – 2017

In accordance with the guidelines set forth in the 1994 Gun-Free Schools Policy and TEA SEC. 4141. GUN-FREE REQUIREMENTS, it is the policy of DELL Academy that weapons of any type are not allowed in, on, or around (within 1000 feet) of our campus grounds by any entity or individual other than the School Resource Officer (SRO) or School-commissioned Peace Officer (SPO), and then only if it is required of the officer(s) in that position.

DELL Academy maintains a Zero (0) Tolerance Policy for students, staff, faculty, and visitors. Any weapon found on campus or within 1000 feet shall be immediately confiscated and an Expulsion Hearing shall be held.

DELL Academy strives to maintain a peaceful and natural environment and community for all students, staff, faculty and visitors.

### SEC. 4141. GUN-FREE REQUIREMENTS.

(a) SHORT TITLE- This subpart may be cited as the Gun-Free Schools Act'.

(b) REQUIREMENTS-

(1) IN GENERAL- Each State receiving Federal funds under any title of this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

(2) CONSTRUCTION- Nothing in this subpart shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.

(3) DEFINITION- For the purpose of this section, the term firearm' has the same meaning given such term in section 921(a) of title 18, United States Code.

(c) SPECIAL RULE- The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

(d) REPORT TO STATE- Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under any title of this Act shall provide to the State, in the application requesting such assistance —

(1) an assurance that such local educational agency is in compliance with the State law required by subsection (b); and

(2) a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including —

(A) the name of the school concerned;

(B) the number of students expelled from such school; and

(C) the type of firearms concerned.

(e) REPORTING- Each State shall report the information described in subsection (d) to the Secretary on an annual basis.

(f) DEFINITION- For the purpose of subsection (d), the term school' means any setting that is under the control and supervision of the local educational agency for the purpose of student activities approved and authorized by the local educational agency.

(g) EXCEPTION- Nothing in this section shall apply to a firearm that is lawfully stored inside a locked vehicle on school property, or if it is for activities approved and authorized by the local educational agency and the local educational agency adopts appropriate safeguards to ensure student safety.

(h) POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL-

(1) IN GENERAL- No funds shall be made available under any title of this Act to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

(2) DEFINITION- For the purpose of this subsection, the term school' has the same meaning given to such term by section 921(a) of title 18, United States Code.

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<sup>1</sup> <http://www2.ed.gov/policy/elsec/leg/esea02/pg54.html>

**Attachment F1**  
**Start-up Narrative Plan**

## F1 Start Up Narrative Description

DELL Academy will be founded on and incorporate activities that foster leadership, professionalism, integrity, and honesty. Daily activities are comprised of hope for a brighter future and visions to perpetuate success in life. Since DELL Academy has no past activities, the past is centered round the teachings of faith and determination from the wealthy lineage of my parents, the initiators of my past; the founder, and devoured educationalist. The premise resides on the possibility of reaching higher heights. In 2011, I completed studies of educational and organizational leadership which has fueled my desire to establish a learning academy to share my knowledge with the world.

The academy will provide daily knowledge in the following content areas: reading, math, writing, social science, and extra curriculum enrichment. The curriculum will be taught from basic skill text books, novels, hand-on training and real world application. In addition to content knowledge, the students will have an opportunity to experience learning by real world application.

The academy will provide and opportunity to network globally with other students and integrate learning as they transition from early childhood, and adolescent. Engaging in academics, social ad extra curricular activities, students can celebrate their successes as they become global competitors in society.

Students will become competitors in society by achieving the basic skills to master learning. At DELL Academy students will have manual, alternative and technological advancement to skills with a purpose. DELL Academy prides themselves on integrating learning through daily application.

**Attachment F2**  
**Budget Narrative**

## Attachment F2 Budget Narrative

Administrative Positions - During the initial years of the school opening cofounders will cover multiple positions which include Executive Director, Principal, Special Education Coordination, Dean of Curriculum, Dean of Assessments and Dean of Students. Our goal is to have two cofounders once the enrollment increases who will share the responsibility of Executive Director and Principal. Which will help model the idea of co-teaching that our teachers will utilize.

Compliance- Director of Operations-DELL Academy will hire a full time staff member who will ensure that the academy is in compliance with state and federal regulations. The Director of Operations will be in charge of all PEIMS reporting and office administration.

Teachers- DELL Academy will start its first year with enrolling grades K-3 students. Each classroom will have 20 students and 2 classrooms for each grade level. Each grade level will have 3 teachers, 2 general education teachers and 1 special education teacher. During the first year DELL Academy will have a total of 12 teachers. Each year DELL Academy will add a grade level which will need 2 new classrooms. DELL Academy will have a special education teacher for each grade level.

Counselor- DELL Academy will employ 1 full time counselor. The counselor will be in charge of creating student schedules and assisting with master schedules. The counselor will interact with coordinators for specific groups, English As A Second Language, ELL, Limited English Proficiency, Special Education and Gifted and Talented. The counselor is a member of the administrative team and will serve in other student services as needed.

Substitute teachers- Degreed substitute teachers will receive pay at \$80 a day, certified substitute teachers \$100 a day and non-degreed \$60 a day. For any substitute in the same position for more than 30 days will receive \$20 additionally per day. The salary for the substitute is not included in the budget it will be offset by teacher's salary.

Finance and Operations- In the first 3 years of operation duties and responsibilities will be combined for various position within office management. With the increase in student enrollment more specified positions will be delegated. After the third year the office staff will consist of the following full time positions Director of Operations, Director of Finance, Director of Development, Bookkeeper/HR Admin, HR Specialist, Office Manager, School Aids and part time Bus Matrons. Also during school hours DELL Academy will have a security guard.

Salaries- To stay competitive with other surrounding school districts DELL will offer raises based on performance.

Revenue- The Federal Revenue will based on state compliance.

**Attachment F3**  
**Financial Plan Workbook**

School Operations- The source of funding that will be used to meet expenses during startup will come from grants and private funding sources. Once DELL Academy begins to receive revenue from average daily attendance, it will be able to manage its budget. DELL plans to create connections and develop community partnerships to assist with the school startup. DELL Academy has estimated that it will need \$80,500 for operational expenses to begin instruction, 126,500 for classroom materials, supplies and educational software for the year. DELL Academy estimates for technology expenses 90,750 and furniture expenses 26,500, please see the break down below.

### Operational expenses

General liability/umbrella/ directors and officers	Fixed	\$ 20,000	\$ 20,000
Telephone, internet and computers	Fixed	\$ 5,000	\$ 5,000
Office supplies	Per student	\$ 75	\$ 22,500
Photocopier lease	Fixed	\$ 6,000	\$ 6,000
Dues, memberships and subscriptions	Fixed	\$ -	\$ -
Staff recruitment	Fixed	\$ 3,000	\$ 3,000
Student recruitment	Fixed	\$ 3,000	\$ 3,000
Fundraising expenses	Fixed	\$ -	\$ -
Postage and shipping	Per student	\$ 20	\$ 6,000
Printing and copying	Per student	\$ 15	\$ 4,500
Meeting supplies and food	Per FTE employee	\$ 175	\$ 3,938
Payroll processing	Per employee	\$ 125	\$ 2,813
Bank charges	Fixed	\$ 1,500	\$ 1,500
Travel	Per FTE employee	\$ 100	\$ 2,250
<b>Total operational expenses</b>			<b>\$ 80,500</b>

### Classroom

Text books and materials (new students)	Per student	\$ 150	\$ 45,000
Text books and materials (all students)	Per student	\$ 100	\$ -
Classroom supplies	Per student	\$ 120	\$ 36,000
Assessment material and services	Per student	\$ 65	\$ 19,500
Educational software/technology	Fixed	\$ 1,000	\$ 1,000
Events, field trips and assemblies	Per student	\$ 25	\$ 7,500
Library books	Per student	\$ 25	\$ 7,500
Art supplies	Per student	\$ 15	\$ 4,500
Music supplies	Per student	\$ 15	\$ 4,500
Phys Ed supplies	Fixed	\$ 1,000	\$ 1,000
<b>Total classroom</b>			<b>\$ 126,500</b>

**Quantities needed**

Year 1

**For new classrooms**

Teacher computer		15
Teacher printer		15
Smart board		15
LCD projector		15

**Technology expense**

Cost	Year 1
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**For new classrooms**

Computer	\$ 800	\$ 12,000
Printers	\$ 150	\$ 2,250
Smart board	\$ 4,500	\$ 67,500
LCD projector	\$ 600	\$ 9,000
<b>Total technology capital expenses</b>		<b>\$ 90,750</b>

**Furniture expense**

	Cost	Year 1
Student furniture	\$ 50	\$ 15,000
Classroom furniture (teacher's desks, bookcases, cupboards)	\$ 500	\$ 7,500
Office furniture (desks, chairs)	\$ 350	\$ -
Office furniture (filing cabinets, bookcases, etc)	\$ 4,000	\$ 4,000
<b>Total furniture capital expenses</b>		<b>\$ 26,500</b>

If Revenue is not where anticipated, DELL Academy will work with its Business Manager and the board to make changes. Numbers may change due to student enrollment.

**DELL Academy**  
**Budget Summary**

5-year budget template

Year 1
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**Revenue**

**Revenue**

District and state revenue	\$ 4,133,661
Federal revenue	\$ 121,500
Interest and other revenue	\$ -
<b>Total revenue Ex-Fundraising</b>	<b>\$ 4,255,161</b>

<i>\$ Per Student</i>	<i>\$ 14,184</i>
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**Expenses**

**Compensation**

Salaries	\$ 945,000
Payroll taxes and benefits	\$ 286,740

<b>Revenue Ex Compensation</b>	<b>\$ 3,023,421</b>
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**Facility**

Occupancy costs	\$ -
Other facility costs	\$ -
<b>Total facility expense</b>	<b>\$ -</b>
<b>Revenue Ex Comp, Facility</b>	<b>\$ 3,023,421</b>

**Other Expenses**

Classroom Expenses	\$ 131,500
Contracted professional services: instructional	\$ 19,000
School-related services	\$ 125,801
Operational Expenses	\$ 83,000
Contracted professional services: non instructional	\$ 37,000
Depreciation	\$ 35,550
Dissolution escrow	\$ 25,000

<b>Surplus / deficit pre-fundraising</b>	<b>\$ 2,566,570</b>
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<b>Fundraising revenues</b>	<b>\$ -</b>
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<b>Surplus / deficit</b>	<b>\$ 2,566,570</b>
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**DELL Academy**  
**Master assumptions**

*Instructions: Please complete the fields in yellow.*

**Enrollment Assumptions**

	Year 1
New Students	
K	100
1	100
2	100
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

Elementary Student Total	300
Middle School Student Total	0
High School Student Total	0
<b>Enrollment Total</b>	300
<b>New students</b>	300

<b>Students per classroom</b>	20
Classrooms	15

**Special populations**

**Special Education**

Special Ed student (less than 20%)	5%
Special Ed student (20% - 60%)	5%
Special Ed student (more than 60%)	1%
Special Ed student total	11%

**English Language Learners**

ELL percentage	5%
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**Free and reduced-price lunch**

Free lunch	60%
Reduced lunch	15%
Full lunch	25%
Total	100%

Title 1 Percentage	75%
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5-year budget template

**School-related Services**

<b>Transportation</b>	<b>Year 1</b>
School Days	185
Students	300
Number of students eligible for busing	225
Number of days over 180	5
Number of routes	8
Average cost per route, per day	\$ 450
<b>Total transportation</b>	<b>\$ 18,000</b>

**Facility-related services**

Facility type	DOE alone
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*Note: If not in DOE shared space, please select type of :*

Security services	Employee
Nursing services	Agency
Maintenance/ Cleaning Services	Employee

	<b>Year 1</b>
Security services	<b>Required</b>
Nursing services	<b>Required</b>
Maintenance/ Cleaning Services	<b>Required</b>

5-year budget template

**DELL Academy**  
**Expenses**

*Instructions: Please complete the fields in yellow.*  
*Annual expenses growth = 3%*

Expense	Funding rules	Funding rate	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Classroom</b>							
Text books and materials (new students)	Per student	\$ 150	\$ 45,000	\$ 7,725	\$ 7,957	\$ 8,195	\$ 8,441
Text books and materials (all students)	Per student	\$ 100	\$ -	\$ 36,050	\$ 42,436	\$ 49,173	\$ 50,648
Classroom supplies	Per student	\$ 120	\$ 36,000	\$ 43,260	\$ 50,923	\$ 59,007	\$ 60,777
Assessment material and services	Per student	\$ 65	\$ 19,500	\$ 23,433	\$ 27,583	\$ 31,962	\$ 32,921
Educational software/Technology	Fixed	\$ 1,000	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
Events, field trips and assemblies	Per student	\$ 25	\$ 7,500	\$ 9,013	\$ 10,609	\$ 12,293	\$ 12,662
Library books	Per student	\$ 25	\$ 7,500	\$ 9,013	\$ 10,609	\$ 12,293	\$ 12,662
Art supplies	Per student	\$ 15	\$ 4,500	\$ 5,408	\$ 6,365	\$ 7,376	\$ 7,597
Music supplies	Per student	\$ 15	\$ 4,500	\$ 5,408	\$ 6,365	\$ 7,376	\$ 7,597
Phys ed supplies	Fixed	\$ 1,000	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
<b>Total classroom</b>			<b>\$ 126,500</b>	<b>\$ 141,368</b>	<b>\$ 164,970</b>	<b>\$ 189,861</b>	<b>\$ 195,557</b>
<b>Contracted professional services: instructional</b>							
Consultants - not grant dependent	Fixed	\$ 10,000	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Consultants - Title II	Title II	NA	\$ 9,000	\$ 10,605	\$ 12,241	\$ 13,909	\$ 15,609
Consultants - grant dependent	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total contracted professional services: instructional</b>			<b>\$ 19,000</b>	<b>\$ 20,905</b>	<b>\$ 22,850</b>	<b>\$ 24,836</b>	<b>\$ 26,864</b>
<b>School-related services</b>							
Student transportation		NA	\$ 18,000	\$ 20,250	\$ 22,500	\$ 24,750	\$ 29,250
School food program		NA	\$ 107,601	\$ 128,927	\$ 147,345	\$ 165,763	\$ 184,181
Nursing service		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Nursing supplies	Fixed	\$ 200	\$ 200	\$ 206	\$ 212	\$ 219	\$ 225
<b>Total school-related services</b>			<b>\$ 125,801</b>	<b>\$ 149,383</b>	<b>\$ 170,057</b>	<b>\$ 190,732</b>	<b>\$ 213,656</b>
<b>Operational expenses</b>							
General liability/umbrella/ directors and officers	Fixed	\$ 20,000	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510

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5-year budget template

Telephone, internet and technology	Fixed	\$ 5,000	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Office supplies	Per student	\$ 75	\$ 22,500	\$ 27,038	\$ 31,827	\$ 36,880	\$ 37,986
Photocopier lease	Fixed	\$ 6,000	\$ 6,000	\$ 6,180	\$ 6,365	\$ 6,556	\$ 6,753
Dues, memberships and subscriptions	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Staff recruitment	Fixed	\$ 3,000	\$ 3,000	\$ 3,090	\$ 3,183	\$ 3,278	\$ 3,377
Student recruitment	Fixed	\$ 3,000	\$ 3,000	\$ 3,090	\$ 3,183	\$ 3,278	\$ 3,377
Fundraising expenses	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Postage and shipping	Per student	\$ 20	\$ 6,000	\$ 7,210	\$ 8,487	\$ 9,835	\$ 10,130
Printing and copying	Per student	\$ 15	\$ 4,500	\$ 5,408	\$ 6,365	\$ 7,376	\$ 7,597
Meeting supplies and food	Per FTE employee	\$ 175	\$ 3,938	\$ 3,675	\$ 4,200	\$ 4,725	\$ 5,075
Payroll processing	Per employee	\$ 125	\$ 2,813	\$ 2,625	\$ 3,000	\$ 3,375	\$ 3,625
Bank charges	Fixed	\$ 1,500	\$ 1,500	\$ 1,545	\$ 1,591	\$ 1,639	\$ 1,688
Travel	Per FTE employee	\$ 100	\$ 2,250	\$ 2,100	\$ 2,400	\$ 2,700	\$ 2,900
<b>Total operational expenses</b>			<b>\$ 80,500</b>	<b>\$ 87,710</b>	<b>\$ 97,124</b>	<b>\$ 106,960</b>	<b>\$ 110,645</b>

**Contracted professional services: non-instructional**

Accounting/audit	Fixed	\$ 20,000	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510
Legal	Fixed	\$ 5,000	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
IT support	Fixed	\$ 12,000	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506
Consultants - not grant dependent	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants - grant dependent	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total contracted professional services: non instructional</b>			<b>\$ 37,000</b>	<b>\$ 38,110</b>	<b>\$ 39,253</b>	<b>\$ 40,431</b>	<b>\$ 41,644</b>

**Facilities expenses**

Facility expenses		NA	\$ -	\$ -	\$ -	\$ -	\$ -
Security services	Fixed		\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance / cleaning service	Fixed		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total facility expenses</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Financial expenses**

Depreciation		NA	\$ 35,550	\$ 34,285	\$ 39,706	\$ 15,052	\$ 22,880
Escrow set aside	Fixed	\$75,000 over time	\$ 25,000	\$ 25,000	\$ 25,000	\$ -	\$ -
<b>Total financial expenses</b>			<b>\$ 60,550</b>	<b>\$ 59,285</b>	<b>\$ 64,706</b>	<b>\$ 15,052</b>	<b>\$ 22,880</b>

<b>TOTAL EXPENSES</b>			<b>\$ 449,351</b>	<b>\$ 496,760</b>	<b>\$ 558,961</b>	<b>\$ 567,872</b>	<b>\$ 611,246</b>
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**DELL Academy  
Staffing and Compensation**

*Instructions: Please complete the fields in yellow.  
Annual salary growth = 3%. Annual benefit growth = 5%*

**STAFF HEADCOUNT**

Position	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTEs	Full/ Part	FTEs	Full/ Part	FTEs	Full/ Part	FTEs	Full/ Part	FTEs	Full/ Part
<b>INSTRUCTIONAL LEADERSHIP STAFF</b>										
Executive Director	\$ 70,000	- F	- F	- F	- F	- F	- F	- F	- F	- F
Principal	55,000	- F	- F	- F	- F	- F	- F	- F	- F	- F
Special Education Coordinator	55,000	- F	- F	- F	- F	- F	- F	- F	- F	- F
Dean of Curriculum	55,000	- F	- F	- F	- F	- F	- F	- F	- F	- F
Dean of Assessments	55,000	- F	- F	- F	- F	- F	- F	- F	- F	- F
Dean of Students	55,000	- F	- F	- F	- F	- F	- F	- F	- F	- F

**TOTAL**

**TEACHERS**

Classroom teachers	\$ 48,000	15.0 F	14.0 F	16.0 F	18.0 F	20.0 F
Special education teacher	48,000	- F	- F	- F	- F	- F
Teaching assistant	30,000	7.5 F	7.0 F	8.0 F	9.0 F	9.0 F
ESL specialist	48,000	- F	- F	- F	- F	- F
Reading or math specialist	48,000	- F	- F	- F	- F	- F
Specialist teacher	48,000	- F	- F	- F	- F	- F

**TOTAL**

**OTHER**

Social Worker	\$ 30,000	- P	- F	- F	- F	- F
Guidance counselor/College supp	50,000	- F	- F	- F	- F	- F
Security	30,000	- F	- F	- F	- F	- F
Nurse	30,000	- P	- F	- F	- F	- F
Maintenance / Cleaning	30,000	- F	- F	- F	- F	- F

**TOTAL**

**FINANCE & OPERATIONS**

Director of Operations	\$ 60,000	- F	- F	- F	- F	- F
Director of Finance	60,000	- F	- F	- F	- F	- F
Director of Development	60,000	- F	- F	- F	- F	- F
Business Manager	50,000	- F	- F	- F	- F	- F
Bookkeeper/HR admin	30,000	- F	- F	- F	- F	- F
HR Specialist	45,000	- F	- F	- F	- F	- F
Office manager	40,000	- F	- F	- F	- F	- F
School aides	18,000	- F	- F	- F	- F	- F
Bus matrons	8,000	- P	- P	- P	- P	- P

**TOTAL**

**SALARIES, TAXES AND BENEFITS**

Year 1	Year 2	Year 3	Year 4	Year 5
<b>INSTRUCTIONAL LEADERSHIP STAFF</b>				
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -

**TOTAL**

**TEACHERS**

\$ 720,000	\$ 692,160	\$ 814,771	\$ 944,116	\$ 1,080,488
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 225,000	\$ 216,300	\$ 254,616	\$ 295,036	\$ 303,887
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -

**TOTAL**

**OTHER**

\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -

**TOTAL**

**FINANCE & OPERATIONS**

\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -

**TOTAL**

<b>Total Salaries</b>	\$ 945,000	\$ 908,460	\$ 1,069,387	\$ 1,239,152	\$ 1,384,376
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5-year budget template

**Number of employees**

Total number of employees	23	21	24	27	29
Total number of full-time employees	23	21	24	27	29

**Payroll Taxes**

FICA	6.20%	\$ 58,590	\$ 56,325	\$ 66,302	\$ 76,827	\$ 85,831
Medicare - employer	1.45%	\$ 13,703	\$ 13,173	\$ 15,506	\$ 17,968	\$ 20,073
State unemployment	1.50%	\$ 14,175	\$ 13,627	\$ 16,041	\$ 18,587	\$ 20,766
FUTA (Federal unemployment)	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -
State disability	0.80%	\$ 7,560	\$ 7,268	\$ 8,555	\$ 9,913	\$ 11,075
Worker's compensation insurance	1.00%	\$ 9,450	\$ 9,085	\$ 10,694	\$ 12,392	\$ 13,844

<b>Total payroll taxes</b>		<b>\$ 103,478</b>	<b>\$ 99,476</b>	<b>\$ 117,098</b>	<b>\$ 135,687</b>	<b>\$ 151,589</b>
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Taxes as % of Salaries

11%	11%	11%	11%	11%
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**Benefits - employer contribution**

Health	\$ 6,500	\$ 146,250	\$ 143,325	\$ 171,990	\$ 203,163	\$ 229,123
Dental	\$ 600	\$ 13,500	\$ 13,230	\$ 15,876	\$ 18,754	\$ 21,150
Life	\$ 100	\$ 2,250	\$ 2,205	\$ 2,646	\$ 3,126	\$ 3,525
Long-term disability	\$ 150	\$ 3,375	\$ 3,308	\$ 3,969	\$ 4,688	\$ 5,287
Short-term disability	\$ 300	\$ 6,750	\$ 6,615	\$ 7,938	\$ 9,377	\$ 10,575
401k	3%	\$ 11,138	\$ 10,915	\$ 13,098	\$ 15,472	\$ 17,449

<b>Total Benefits</b>		<b>\$ 183,263</b>	<b>\$ 179,597</b>	<b>\$ 215,517</b>	<b>\$ 254,579</b>	<b>\$ 287,109</b>
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Benefits as % of Salaries

19%	20%	20%	21%	21%
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5-year budget template

**DELL Academy Attachment F3**  
**Expenses**

*Instructions: Please complete the fields in yellow.*  
*Annual expenses growth = 3%*

Expense	Funding rules	Funding rate	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Classroom</b>							
Text books and materials (new students)	Per student	\$ 150	\$ 45,000	\$ 7,725	\$ 7,957	\$ 8,195	\$ 8,441
Text books and materials (all students)	Per student	\$ 100	\$ -	\$ 36,050	\$ 42,436	\$ 49,173	\$ 50,648
Classroom supplies	Per student	\$ 120	\$ 36,000	\$ 43,260	\$ 50,923	\$ 59,007	\$ 60,777
Assessment material and services	Per student	\$ 65	\$ 19,500	\$ 23,433	\$ 27,583	\$ 31,962	\$ 32,921
Educational software/Technology	Fixed	\$ 6,000	\$ 6,000	\$ 6,180	\$ 6,365	\$ 6,556	\$ 6,753
Events, field trips and assemblies	Per student	\$ 25	\$ 7,500	\$ 9,013	\$ 10,609	\$ 12,293	\$ 12,662
Library books	Per student	\$ 25	\$ 7,500	\$ 9,013	\$ 10,609	\$ 12,293	\$ 12,662
Art supplies	Per student	\$ 15	\$ 4,500	\$ 5,408	\$ 6,365	\$ 7,376	\$ 7,597
Music supplies	Per student	\$ 15	\$ 4,500	\$ 5,408	\$ 6,365	\$ 7,376	\$ 7,597
Phys ed supplies	Fixed	\$ 1,000	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
<b>Total classroom</b>			<b>\$ 131,500</b>	<b>\$ 146,518</b>	<b>\$ 170,274</b>	<b>\$ 195,325</b>	<b>\$ 201,185</b>
<b>Contracted professional services: instructional</b>							
Consultants - not grant dependent	Fixed	\$ 10,000	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Consultants - Title II	Title II	NA	\$ 9,000	\$ 10,605	\$ 12,241	\$ 13,909	\$ 15,609
Consultants - grant dependent	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total contracted professional services: instructional</b>			<b>\$ 19,000</b>	<b>\$ 20,905</b>	<b>\$ 22,850</b>	<b>\$ 24,836</b>	<b>\$ 26,864</b>
<b>School-related services</b>							
Student transportation		NA	\$ 18,000	\$ 20,250	\$ 22,500	\$ 24,750	\$ 29,250
School food program		NA	\$ 107,601	\$ 128,927	\$ 147,345	\$ 165,763	\$ 184,181
Nursing service		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Nursing supplies	Fixed	\$ 200	\$ 200	\$ 206	\$ 212	\$ 219	\$ 225
<b>Total school-related services</b>			<b>\$ 125,801</b>	<b>\$ 149,383</b>	<b>\$ 170,057</b>	<b>\$ 190,732</b>	<b>\$ 213,656</b>
<b>Operational expenses</b>							
General liability/umbrella/ directors and officers	Fixed	\$ 20,000	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510

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5-year budget template

Telephone, internet and technology	Fixed	\$ 7,500	\$ 7,500	\$ 7,725	\$ 7,957	\$ 8,195	\$ 8,441
Office supplies	Per student	\$ 75	\$ 22,500	\$ 27,038	\$ 31,827	\$ 36,880	\$ 37,986
Photocopier lease	Fixed	\$ 6,000	\$ 6,000	\$ 6,180	\$ 6,365	\$ 6,556	\$ 6,753
Dues, memberships and subscriptions	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Staff recruitment	Fixed	\$ 3,000	\$ 3,000	\$ 3,090	\$ 3,183	\$ 3,278	\$ 3,377
Student recruitment	Fixed	\$ 3,000	\$ 3,000	\$ 3,090	\$ 3,183	\$ 3,278	\$ 3,377
Fundraising expenses	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Postage and shipping	Per student	\$ 20	\$ 6,000	\$ 7,210	\$ 8,487	\$ 9,835	\$ 10,130
Printing and copying	Per student	\$ 15	\$ 4,500	\$ 5,408	\$ 6,365	\$ 7,376	\$ 7,597
Meeting supplies and food	Per FTE employee	\$ 175	\$ 3,938	\$ 3,675	\$ 4,200	\$ 4,725	\$ 5,075
Payroll processing	Per employee	\$ 125	\$ 2,813	\$ 2,625	\$ 3,000	\$ 3,375	\$ 3,625
Bank charges	Fixed	\$ 1,500	\$ 1,500	\$ 1,545	\$ 1,591	\$ 1,639	\$ 1,688
Travel	Per FTE employee	\$ 100	\$ 2,250	\$ 2,100	\$ 2,400	\$ 2,700	\$ 2,900
<b>Total operational expenses</b>			<b>\$ 83,000</b>	<b>\$ 90,285</b>	<b>\$ 99,777</b>	<b>\$ 109,692</b>	<b>\$ 113,459</b>

**Contracted professional services: non-instructional**

Accounting/audit	Fixed	\$ 20,000	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510
Legal	Fixed	\$ 5,000	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
IT support	Fixed	\$ 12,000	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506
Consultants - not grant dependent	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants - grant dependent	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total contracted professional services: non instructional</b>			<b>\$ 37,000</b>	<b>\$ 38,110</b>	<b>\$ 39,253</b>	<b>\$ 40,431</b>	<b>\$ 41,644</b>

**Facilities expenses**

Facility expenses		NA	\$ -	\$ -	\$ -	\$ -	\$ -
Security services	Fixed		\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance / cleaning service	Fixed		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total facility expenses</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Financial expenses**

Depreciation		NA	\$ 35,550	\$ 34,285	\$ 39,706	\$ 15,052	\$ 22,880
Escrow set aside	Fixed	\$75,000 over time	\$ 25,000	\$ 25,000	\$ 25,000	\$ -	\$ -
<b>Total financial expenses</b>			<b>\$ 60,550</b>	<b>\$ 59,285</b>	<b>\$ 64,706</b>	<b>\$ 15,052</b>	<b>\$ 22,880</b>

<b>TOTAL EXPENSES</b>			<b>\$ 456,851</b>	<b>\$ 504,485</b>	<b>\$ 566,918</b>	<b>\$ 576,067</b>	<b>\$ 619,687</b>
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5-year budget template

**DELL Academy**  
**Capital Expenses**

*Instructions: Please complete the fields in yellow.*  
*Annual expenses growth = 3%*

**Capital expense budget**

	Year 1	Year 2	Year 3	Year 4	Year 5
New students	300	50	50	50	50
<b>Enrollment</b>	300	350	400	450	500
New classrooms	15	-1	2	2	2
<b>Total Number of Classrooms</b>	15	14	16	18	20
Staff (excluding classroom teacher / TA)	0	0	0	0	0
New staff (excluding classroom teacher / TA)	0	0	0	0	0

**Quantities needed**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>For new classrooms</b>					
Teacher computer	15	-1	2	2	2
Teacher printer	15	-1	2	2	2
Smart board	15	-1	2	2	2
LCD projector	15	-1	2	2	2

	Per staff member	Year 1	Year 2	Year 3	Year 4	Year 5
<b>For new office / instructional staff</b>						
Computer	1	0	0	0	0	0
Printers (1 for every 3 staff members)	0.33	0	0	0	0	0

**Technology expense**

	Cost	Year 1	Year 2	Year 3	Year 4	Year 5
<b>For new classrooms</b>						
Computer	\$ 800	\$ 12,000	\$ (824)	\$ 1,697	\$ 1,748	\$ 1,801
Printers	\$ 150	\$ 2,250	\$ (155)	\$ 318	\$ 328	\$ 338
Smart board	\$ 4,500	\$ 67,500	\$ (4,635)	\$ 9,548	\$ 9,835	\$ 10,130
LCD projector	\$ 600	\$ 9,000	\$ (618)	\$ 1,273	\$ 1,311	\$ 1,351

	Cost	Year 1	Year 2	Year 3	Year 4	Year 5
<b>For new staff</b>						
Computer	\$ 800	\$ -	\$ -	\$ -	\$ -	\$ -
Printers	\$ 150	\$ -	\$ -	\$ -	\$ -	\$ -

**School wide**

Network equipment (in dollars)	Varies					
Other	Varies					

<b>Total technology capital expenses</b>		\$ 90,750	\$ (6,232)	\$ 12,837	\$ 13,222	\$ 13,619
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5-year budget template

**Furniture expense**

	Cost	Year 1	Year 2	Year 3	Year 4	Year 5
Student furniture	\$ 50	\$ 15,000	\$ 2,575	\$ 2,652	\$ 2,814	\$ 2,898
Classroom furniture (teacher's desks, bookcases,	\$ 500	\$ 7,500	\$ (515)	\$ 1,061	\$ 1,126	\$ 1,159
Office furniture (desks, chairs)	\$ 350	\$ -	\$ -	\$ -	\$ -	\$ -
Office furniture (filing cabinets, bookcases, etc)	\$ 4,000	\$ 4,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000

<b>Total furniture capital expenses</b>		<b>\$ 26,500</b>	<b>\$ 4,060</b>	<b>\$ 5,713</b>	<b>\$ 5,939</b>	<b>\$ 6,057</b>
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**Depreciation**

**Technology depreciation**

Depreciation period (in years)	3					
Annual incremental depreciation expense		\$ 30,250	\$ (2,077)	\$ 4,279	\$ 4,407	\$ 4,540
Cumulative depreciation expense		\$ 30,250	\$ 28,173	\$ 32,452	\$ 6,609	\$ 13,226

**Furniture depreciation**

Depreciation period (in years)	5					
Annual incremental depreciation expense		\$ 5,300	\$ 812	\$ 1,143	\$ 1,188	\$ 1,211
Cumulative depreciation expense		\$ 5,300	\$ 6,112	\$ 7,255	\$ 8,442	\$ 9,654

<b>Total depreciation expenses</b>		<b>\$ 35,550</b>	<b>\$ 34,285</b>	<b>\$ 39,706</b>	<b>\$ 15,052</b>	<b>\$ 22,880</b>
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5-year budget template

**DELL Academy**  
**Food Service**

*Instructions: Please complete the fields in yellow.*

**Food service (Assuming NYC DOE SchoolFood)**

		Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment		300	350	400	450	500
School Days		185	190	190	190	190
Collection Rate from Parents		50%	50%	50%	50%	50%

**Number of meals**

Full price meals served		13,875	16,625	19,000	21,375	23,750
Reduced price meals served		8,325	9,975	11,400	12,825	14,250
Free meals served		33,300	39,900	45,600	51,300	57,000

**NYC DOE SchoolFood Costs**

Breakfast	Free all students	\$ -	\$ -	\$ -	\$ -	\$ -
Lunch	Full price	\$ 1.50	\$ 1.50	\$ 1.50	\$ 1.50	\$ 1.50
Lunch	Reduced price	\$ 0.25	\$ 0.25	\$ 0.25	\$ 0.25	\$ 0.25
Snack	Full price	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75
Snack	Reduced price	\$ 0.15	\$ 0.15	\$ 0.15	\$ 0.15	\$ 0.15

**DOE SchoolFood Cost**

Lunch		\$ 83,250	\$ 99,750	\$ 114,000	\$ 128,250	\$ 142,500
Snack		\$ 41,625	\$ 49,875	\$ 57,000	\$ 64,125	\$ 71,250
<b>Total</b>		<b>\$124,875</b>	<b>\$149,625</b>	<b>\$171,000</b>	<b>\$192,375</b>	<b>\$213,750</b>

**Parent Contribution**

Lunch full		\$ 20,813	\$ 24,938	\$ 28,500	\$ 32,063	\$ 35,625
Lunch reduced		\$ 2,081	\$ 2,494	\$ 2,850	\$ 3,206	\$ 3,563
Snack full		\$ 10,406	\$ 12,469	\$ 14,250	\$ 16,031	\$ 17,813
Snack reduced		\$ 1,249	\$ 1,496	\$ 1,710	\$ 1,924	\$ 2,138
<b>Total possible parent contribution</b>		<b>\$34,549</b>	<b>\$41,396</b>	<b>\$47,310</b>	<b>\$53,224</b>	<b>\$59,138</b>
<b>Collected parent contribution</b>		<b>\$17,274</b>	<b>\$20,698</b>	<b>\$23,655</b>	<b>\$26,612</b>	<b>\$29,569</b>

<b>Net SchoolFood Cost</b>		<b>\$107,601</b>	<b>\$128,927</b>	<b>\$147,345</b>	<b>\$165,763</b>	<b>\$184,181</b>
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# **Attachment F4**

## **Audit Report**

**Attachment F4 Audit Report**

DELL Charter School has been a non-profit organization in the state of Texas since its formation on January 23, 2014. Because it is an organization that is less than one year old, an audit report is not available. An unaudited financial report has been included with a statement of financial position; and a statement of activity. The founders of DELL has been providing necessary funds her personal accounts from inception through 12/31/14. The report a cash flow statement from inception to date for the non-profit is unavailable as no funds are being received or used through the organization.

# **Attachment F5**

## **Credit Report**

**Attachment F5 Credit Report**

No documents are being provided because the sponsoring entity was incorporated after January 1, 2014.

**Attachment F6**

**IRS Form 990**

**Attachment F6 (IRS) Form 990, Form 990-N, or Form 990EZ**

No Form 990 is being provided because DELL Charter School has only been a nonprofit organization in the state of Texas since January 2014. Therefore, the first Form 990 for DELL will be filed in May 2015.

## Attachment 7

### Evidence of other Financial Support

**Attachment 7** Evidence of other Financial Support

No documentation is available at this time. DELL Academy will began immediately seeking financial support from a variety of sources. Support will possibly come from local universities, business corporation and grants.

**Attachment F8**  
**Facilities Information**

## Attachment F8 Proposed Facility Description

Students at this pre-adolescent age are becoming more independent, experimental, and temperamental. They have transitioned from primary school, where instruction occurs for the most part in one classroom with one teacher, and are learning to follow schedules and find their way to different parts of the building. The physical organization of the school needs to provide easy navigation that builds confidence without sacrificing safety and security. Middle schools also require space for lockers, science labs, art studios, industrial arts, choral and band, and other programs. Media centers, often as large as 4,000 to 5,000 square feet, are more sophisticated and frequently used in middle schools. Middle school teachers value cross-disciplinary team teaching, which typically requires spacious, flexible facilities. For these reasons, and to separate young children from older students, primary and middle school spaces must be delineated. These buildings should also be good environmental citizens as they are teaching tools in and of themselves. Community leaders, parents, and educators value schools that have a strong connection to the community. And finally, elementary schools need to be cost effective in order to maximize limited funding and provide the best learning environments possible for the budget.

### A. Types of Spaces

Fundamental space types for elementary schools include, but are not limited to:

- Administrative Offices
- Art facility
- Cafeteria—In elementary schools, the cafeteria often doubles as the auditorium,
- Classroom—Daylighting is most important in classrooms, where most teaching and learning occurs.
- Common areas/courtyards
- Gymnasium
- Health Services
- Lobby—Schools often showcase team trophies in the foyer or feature a colorful display at child's eye level.
- Media Center—Schools are changing traditional libraries into media centers, adapting to new technology, as well as to other issues such as comfort, flexibility and maximum use of space.
- Multipurpose Rooms
- Music Education
- Restrooms
- Science Facility

### B. Important Design Considerations

**DELL Academy will have 15 classrooms to accommodate the population (from 300 – 500 students). The kindergarten classroom size should not be any smaller than 1350 sq. ft. First and second grade classroom should not be smaller than 1000 sq. ft.**


- Design spaces to meet the specific needs of students, teachers, and administrative staff with disabilities.

- The United States Access Board, which supports ADA implementation, recognizes that poor acoustics also have a negative impact on hearing-impaired students specifies acoustical performance criteria for learning spaces.
- Design for future flexibility, which enables spaces to be easily modified.

<https://www.wbdg.org/.../elementary.php>

**Attachment G1**

**501 (c) (3) Determination Letter or Proof of Filing**



DELL ACADEMY  
C/O SHERRY LEWIS  
1311 PRAIRIE DR  
LANCASTER TX 75146

133729

Employer identification number: 46-4623291  
Tax form: 1023

~~Document locator number: 17053-022-31201-5~~  
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into two groups:

1. Those that can be processed based on information submitted
2. Those that require additional information to be processed

If your application falls in the first group you'll receive a determination letter within approximately 90 days from the date of this notice stating that you re exempt from federal income tax.

If your application falls in the second group, you'll be contacted when your application has been assigned to an Exempt Organizations specialist for review. You can expect to be contacted within approximately 180 days from the date of this notice. After 180 days, if you haven't been notified your application was assigned to a specialist, you can contact Customer Account Services Monday through Friday at the toll-free number shown above to check on its status. The individual calling on your behalf will need the following information:

- \* Your name
- \* Your employer identification number (EIN)
- \* The document locator number listed above and assigned to your request
- \* A proper power of attorney submitted with your exemption application, unless the individual calling is an officer or director and legally authorized to represent you

The IRS doesn't issue "tax-exempt numbers" or "tax-exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Most organizations are required to file an annual information return

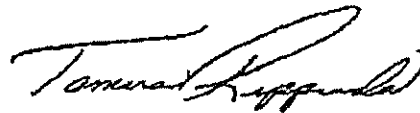
DELL ACADEMY  
C/O SHERRY LEWIS  
1311 PRAIRIE DR  
LANCASTER TX 75146

(Form 990, Form 990-EZ, or Form 990-PF) or electronic notice (Form 990-N, the e-Postcard) while their applications for exemption or miscellaneous determination requests are pending. If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked. Visit [www.irs.gov](http://www.irs.gov) and type "annual exempt organization return: who must file" in the search box for information on the types of organizations that are required to file annual returns or notices.

To receive the Exempt Organizations' EO Update, an electronic newsletter with information for tax-exempt organizations and tax practitioners, go to [www.irs.gov/charities](http://www.irs.gov/charities) and click on "Free e-Newsletter."

For tax forms, instructions, and publications, visit [www.irs.gov](http://www.irs.gov) or call 1-800-TAX-FORM (1-800-829-3676).

Sincerely yours,



Tamera Ripperda  
Director, Exempt Organizations

## **Attachment G2**

### **Articles of Incorporation and All Amendments**

**Article I Name and Incorporation**

Section 1.

The name of the organization shall be DELL Academy Incorporated Charter School. Hereinafter referred to as

“DELL Academy”

“DELL”

“The Corporation”

Section 2. Location

The principal location of DELL Academy shall be Dallas County, Texas.

Section 3. Purposes. The Corporation is a non-profit corporation organized under the Laws of the State of Texas and its purposes are exclusively educational as set forth in the Certificate of Incorporation. More specifically, the purposes for which the Corporation are organized to provide learning that will improve students’ academic achievement and to enhance students’ knowledge and skills while promoting productive citizens in a global society.

**Article II  
Mission**

DELL Academy’s mission is to provide a superior education to our students, equipping our scholars with the knowledge and skills needed to become industrious citizens.

In order to fulfill this mission DELL Academy shall:

- Maintain a safe and secure environment for learning.
- Nurture and develop parents, teachers and students.
- Instill faith, hope and trust daily in students and staff.
- Foster morals and values of great respect for mankind.

**Article III. Preamble**

DELL Academy has set forth the following bylaws, provisions and regulations for the management of DELL Academy, all are consistent with Texas law and the certificate of formation. DELL Academy’s Board of Directors has adopted these Bylaws as true and holds the power to amend, repeal or adopt new bylaws.

**Article IV. Non Discrimination Clause**

DELL shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring or other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State

Section 1.

#### **Article V. Meetings**

Meetings will be held the third Tuesday of each month and at other times as deemed necessary. Meetings may be canceled or rescheduled by a majority vote of all Board of Trustee members present in a quorum at a given meeting.

Time of meeting shall be from 6 o'clock p.m. to 8 o'clock p.m.

In the month of June, the Annual Meeting shall be held in conjunction with the regular business meeting, at which time new officers will be elected and a full and complete Annual Accounting Report of the financial condition of the Cooperation shall be made to the Trustees.

Special meetings may be called at any time by the Chief Executive Officer. Also, any 3 Trustees (with the prior approval from the Chief Executive Officer) may request a special meeting in writing. In all cases, special meetings shall be limited to the stated purpose, which must be communicated in advance to the CEO and all Trustee members.

A quorum of 3 Trustees shall be present at any regular or special meeting in order for cooperation business to be conducted, e.g., amend, elect or add to policies, and/ or procedure procedures. The Chief Executive Office shall have the sole power to override any vote of the trustees. A majority vote of the Trustees present is needed to approve any cooperation business not otherwise specified in the Bylaws herein.

A majority of Trustees shall be present at any regular, special, or Annual Meeting before the election of officers or amendments to the Cooperation Agreement or Cooperation Bylaws can commence. A majority vote of the Trustees present is needed to approve amendments to the Cooperation Agreement or Bylaws, or to elect officers.

Each Trustee shall have one vote in all matters regardless of his capital account balance. Any Trustee who fails to attend 2 consecutive regular meetings without being excused by the Chief Executive Officer from attending, or who fails to attend 4 in any twelve (12) month period, will be considered for termination. Chief Executive Officer shall make the final decision on all matters.

The use of written proxies is hereby permitted for those Trustees unable to attend any regular, special, or Annual Meeting. A proxy vote will be counted when it pertains to a specific issue previously discussed by the Trustee, not to issues brought up and decided at missed monthly meeting.

The Chief Executive Officer will have the sole power to veto, override and make the final decision on any and all business in the cooperation.

### **Article VI. Liability Limitation**

DELL shall establish governance which will be in accordance with the Texas Charter Schools Association liability and limitation guidelines. There are ten sections, each devoted to a separate area of District governance:

#### **1. Insurance (professional liability insurance)**

The law creates immunity from liability, not immunity from suit. It does not:

- prevent a parent from filing a suit that can cost thousands of dollars to defend;
- prevent a parent from filing a police report;
- protect a teacher who engages in excessive or negligent discipline; or
- provide immunity for violations of nondiscretionary duties.

#### **2. Immunity (teacher association)**

*A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee's position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.*

- By using the phrase “judgment and discretion”, the Legislature created immunity for acts involving professional decision making and rejected immunity for the failure to follow rules that delineate exactly what an employee must do in a specific situation. No immunity exists when a teacher causes physical harm through excessive or negligent discipline or the use or operation of a motor vehicle.

#### **3. Ethics and Conduct with Students**

**Education Code of Ethics** sets the parameters of ethical conduct for Texas educators. The Code requires educators to (1) respect people and school districts; (2) treat people fairly; (3) protect the confidentiality of information; and (4) not misuse district funds or the privileges of teaching. Unethical conduct can lead to contract termination, credential revocation, and a criminal record that cannot be expunged.

#### **4. Sexual Harassment**

**Inappropriate conduct will not be tolerated. Conduct such as flattery, flirting, touching or any behavior deemed offensive shall require investigation. District policy requires an employee to notify District officials immediately if there is a belief of inappropriate conduct.**

**5. Family Educational Rights and Privacy Act**

**Student records must be maintained confidentially at all times.**

**6. Acceptable Use Policy**

**District computers and network use is a privilege and not a right. Use must be for instruction and or administrative purposes. Users must comply with copyright and protect information of other people. Misuse may result in disciplinary action.**

**7. Child Abuse**

**School personnel is expected to report if they have cause to believe abuse or neglect has occurred or may occur. Failure to report may lead to disciplinary actions and /or conviction.**

**8. IDEA and Section 504**

**District must follow the law required by the Education of all Handicapped Children Act. Section 504 of Rehabilitation Act 1973 prevents discrimination on the basis of disability.**

**9. Teacher Rights and Benefits**

Charter schools must comply with some laws; e.g., accountability, state funding, open government, open records, curriculum, graduation, and data reporting. Charter school teachers have immunity (discussed previously), but not, as a matter of law, many of the benefits discussed in this Section.

The Texas Public Information Act makes all district information public, subject to specific exceptions.

**10. Criminal Background Checks**

All district personnel must pass a background check in order to become a employee. Volunteers such as fieldtrip chaperones and volunteers must also comply with criminal background check.

**Article VII Addendums**

## Attachment G3

### Bylaws of Sponsoring Entity

DELL ACADEMY CHARTER SCHOOL

# DELL Academy Inc.

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## Bylaws, policies & procedures

**DR. SHERRY LEWIS & KIA MARIE**

The following provisions are the bylaws required under the Texas Business Organization Code Chapter 22 Subchapter C, D & E Section Codes 22.101 -22.235 for Nonprofit Corporations.

## **Article I Name and Incorporation**

### Section 1.

The name of the organization shall be DELL Academy Incorporated Charter School. Hereinafter referred to as

“DELL Academy”

“DELL”

“The Corporation”

### Section 2. Location

The principal location of DELL Academy shall be 1311 Prairie Dr. Lancaster, Texas 75146.

Section 3. Purposes. The Corporation is a non-profit corporation organized under the laws of the State of Texas and its purposes are exclusively educational as set forth in the Certificate of Incorporation. More specifically, the purposes for which the Corporation is organized are:

to provide learning that will improve student academic achievement and to enhance students' knowledge and skills while promoting productive citizens in a global society.

## **Article II Mission**

DELL Academy's mission is to provide a superior education to our students, equipping our scholars with the knowledge and skills needed to become industrious citizens.

In order to fulfill this mission DELL Academy shall:

- Maintain a safe and secure environment for learning.
- Nurture and develop parents, teachers and students.
- Instill faith, hope and trust daily in students and staff.
- Foster morals and values of great respect for mankind.

## **Article III. Preamble**

DELL Academy has set forth the following bylaws, provisions and regulations for the management of DELL Academy, all are consistent with Texas law and the certificate of formation. DELL Academy's Board of Directors has adopted these Bylaws as true and holds the power to amend, repeal or adopt new bylaws.

## **Article IV. Non Discrimination Clause**

DELL shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring or other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State

Section 1.

#### **Article V. Meetings**

Meetings will be held the third Tuesday of each month and at other times as deemed necessary. Meetings may be canceled or rescheduled by a majority vote of all Board of Trustee members present in a quorum at a given meeting.

Time of meeting shall be from 6 o'clock p.m. to 8 o'clock p.m.

In the month of June, the Annual Meeting shall be held in conjunction with the regular business meeting, at which time new officers will be elected and a full and complete Annual Accounting Report of the financial condition of the Cooperation shall be made to the Trustees.

Special meetings may be called at any time by the Chief Executive Officer. Also, any 3 Trustees (with the prior approval from the Chief Executive Officer) may request a special meeting in writing. In all cases, special meetings shall be limited to the stated purpose, which must be communicated in advance to the CEO and all Trustee members.

A quorum of 3 Trustees shall be present at any regular or special meeting in order for cooperation business to be conducted, e.g., amend, elect or add to policies, and/ or procedure procedures. The Chief Executive Office shall have the sole power to override any vote of the trustees. A majority vote of the Trustees present is needed to approve any cooperation business not otherwise specified in the Bylaws herein.

A majority of Trustees shall be present at any regular, special, or Annual Meeting before the election of officers or amendments to the Cooperation Agreement or Cooperation Bylaws can commence. A majority vote of the Trustees present is needed to approve amendments to the Cooperation Agreement or Bylaws, or to elect officers.

Each Trustee shall have one vote in all matters regardless of his capital account balance. Any Trustee who fails to attend 2 consecutive regular meetings without being excused by the Chief Executive Officer from attending, or who fails to attend 4 in any twelve (12) month period, will be considered for termination. Chief Executive Officer shall make the final decision on all matters.

The use of written proxies is hereby permitted for those Trustees unable to attend any regular, special, or Annual Meeting. A proxy vote will be counted when it pertains to a specific issue

previously discussed by the Trustee, not to issues brought up and decided at missed monthly meeting.

The Chief Executive Officer will have the sole power to veto, override and make the final decision on any and all business in the cooperation.

## **Article VI. Liability Limitation**

DELL shall establish governance which will be in accordance with the Texas Charter Schools Association liability and limitation guidelines. There are ten sections, each devoted to a separate area of District governance:

### **1. Insurance (professional liability insurance)**

The law creates immunity from liability, not immunity from suit. It does not:

- prevent a parent from filing a suit that can cost thousands of dollars to defend;
- prevent a parent from filing a police report;
- protect a teacher who engages in excessive or negligent discipline; or
- provide immunity for violations of nondiscretionary duties.

### **2. Immunity (teacher association)**

A *professional employee* of a school district is not personally liable for any act that is *incident to or within the scope of the duties of the employee's position of employment* and that involves the *exercise of judgment or discretion* on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.

- By using the phrase “judgment and discretion”, the Legislature created immunity for acts involving professional decision making and rejected immunity for the failure to follow rules that delineate exactly what an employee must do in a specific situation. No immunity exists when a teacher causes physical harm through excessive or negligent discipline or the use or operation of a motor vehicle.

### **3. Ethics and Conduct with Students**

**Education Code of Ethics sets** the parameters of ethical conduct for Texas educators. The Code requires educators to (1) respect people and school districts; (2) treat people fairly; (3) protect the confidentiality of information; and (4) not misuse district funds or the privileges of teaching. Unethical conduct can lead to contract termination, credential revocation, and a criminal record that cannot be expunged.

### **4. Sexual Harassment**

Inappropriate conduct will not be tolerated. Conduct such as flattery, flirting, touching or any behavior deemed offensive shall require investigation. District policy requires an employee to notify District officials immediately if there is a belief of inappropriate conduct.

**5. Family Educational Rights and Privacy Act**

Student records must be maintained confidentially at all times.

**6. Acceptable Use Policy**

District computers and network use is a privilege and not a right. Use must be for instruction and or administrative purposes. Users must comply with copyright and protect information of other people. Misuse may result in disciplinary action.

**7. Child Abuse**

School personnel is expected to report if they have cause to believe abuse or neglect has occurred or may occur. Failure to report may lead to disciplinary actions and /or conviction.

**8. IDEA and Section 504**

District must follow the law required by the Education of all Handicapped Children Act. Section 504 of Rehabilitation Act 1973 prevents discrimination on the basis of disability.

**9. Teacher Rights and Benefits**

Charter schools must comply with some laws; e.g., accountability, state funding, open government, open records, curriculum, graduation, and data reporting. Charter school teachers have immunity (discussed previously), but not, as a matter of law, many of the benefits discussed in this Section.

The Texas Public Information Act makes all district information public, subject to specific exceptions.

**10. Criminal Background Checks**

All district personnel must pass a background check in order to become a employee. Volunteers such as fieldtrip chaperones and volunteers must also comply with criminal background check.

**Article VII Addendums**

Attachment G4

Board Members Biographical Affidavit Form

Name of proposed charter school:

Name of sponsoring entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

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.

- Yes     No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

I am interested in serving on the board of the proposed charter school in order to help educators maintain quality schools. It is crucial that children today have an opportunity to excel in learning endeavors. By serving on the board, I can positively impact learning and ensure that the needs the student's needs are met.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is be an advocate for children. Support their efforts and make every resource available to students. Board members should provide leadership and establish a relationship with the learning community and assist in the monitoring of education.

3. 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 worked closely with community leaders, teachers, parents, and students on basic needs for success. For more than twenty five years, I have collaborated with learning communities as and advocate for student learning. I have been a member of the campus improvement plan, campus leadership team and Foundation "START On Time Team". I have a wealth of experience in the delivery of expectations for developing and maintaining great schools.

4. Describe the specific knowledge and experience that you would bring to the board.

I have experience and knowledge in education both inside and outside the classroom. I have served in many capacities: parent, teacher, lead teacher, department chair, gifted and talented teacher/ coordinator, test coordinator, academic coordinator, world language coordinator, instructional coach, and administrator.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The purpose of the Academy is to equip all students academically and socially to enhance their skills and knowledge to become productive leaders in society.

2. What is your understanding of the school's proposed educational program?

DELL Academy strives to prepare students to comprehend, contribute, and become a competitive force of success in society, and lead the positive paradigm shift. Our vision provides an opportunity for experiences in real world application, competitiveness in literacy education, hands-on solution to the world of math and global networking.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school are implementing a safe and secure environment that perpetuates conduciveness for learning. Successful school shares relationships with the learning community and every student's needs are met. All participants in the environment are committed and consistently emulate professionalism daily. Staff provides great learning opportunities by maintaining high expectations throughout the learning cycle.

4. How will you know that the school is succeeding (or not) in its mission?

I will know that the school is succeeding in its mission when students become active participants in real world application activities. Students are competitors both academically and in extra curricular. When students master Texas Essential Knowledge and Skills objectives on state texts, when teachers excel in the delivery of lessons, and reach higher heights in their careers. Final the school is succeeding when students embrace literacy and apply higher standard for their own learning. Student learn the basic skills.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

It is my role to assist in maintaining rules policies and procedures. By serving on the board, I must be fair and impartial at all time. I must maintain a high degree of ethical and moral code. As board member, I will ensure that students , parents, and teachers have the best professional development that will prepare them to maintain the policies and procedures of the school.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first school year the school should be organized, safe and secure for all. Students will feel safe and everyone in the learning community respect and share the vision of the school as stake holders.

3. How will you know at the end of four years if the school is successful?

At the end of the fourth year, the school will be flourishing with students as well as teachers. Effective management teams are plentiful. State assessments data shows a level of mastery across the board. The students are happy to be a part of the environment.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

There should be continued academic support yearly. Board member will need to broaden their scope of services to accommodate a technological age.

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 interest of the school?

If one or more members of the school board were acting unethically or not in the best interest of the school, I would make provision to have open dialogue with the board. This issue should be investigated resolved as soon as possible and the superintendent should be notified in order to rectify the situation.

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes       No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know one of the members through work relationship. My spouse do not know any of the board members.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes       No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I know a teacher who is retire.

3. Indicate whether you (or your spouse) knows 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).

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

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, owner, directors, or agents of that provider.

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

- Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends 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.

- Yes       No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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.

- Yes       Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

NA

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.

NA

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes     Does not apply to me.

If yes, state the compensation you expect to receive.

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 with 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 he sponsoring entity or of the governing body of the charter school?

Yes     Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

## CERTIFICATION

I, Sherry Lewis, 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 Sherry Lewis Date 11/29/15

## Verification

State of Texas

County of Dallas

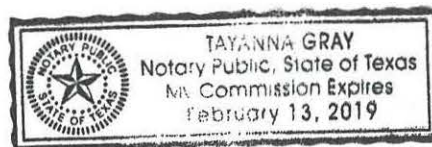
On this day, Sherry Lewis (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 29th day of October, 2015.

(Notary Public) Tayanna Gray

My commission expires 2/13/2019

(Seal)



Name of proposed charter school: DELL Academy Charter School

Name of sponsoring entity: DELL Academy Charter School

### BACKGROUND

Full Legal Name: Carolyn Brown

Home Mailing Address: 654 FM 633 Kerens, TX 75144

Phone Number: 832-561-7166

E-mail Address: [Redacted]

Business Name: DELL Academy Charter School

Business Mailing Address: Dallas County, Texas

Phone Number: 832-561-7166

E-Mail Address: [Redacted]

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.

Yes  No, does not apply to me

If Yes, state the name of the entity: [Redacted]

1. What was your motivation to serve on the board of the proposed charter school?

I am a retired middle school counselor who worked in the educational system for 38 years. I believe that my knowledge, skills, and support to DELL Academy will definitely help students to develop to their highest potentials. Additionally, using my expertise to serve on the Board of Directors would be a great way to give back to the community

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school member is to participate in planning and goal setting for the school community, evaluating the school growth, policy making, designating the chief executive of school, and the approval/adoption of an annual budget to carry out educational programs.

3. 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.

He worked in education for 38 years and served on the campus improvement committee for 20 of those 38 years.

4. Describe the specific knowledge and experience that you would bring to the board.

He has served as a classroom teacher, computer technologist, special education/regular education counselor, ESL coordinator, at-risk coordinator, and coordinator for college readiness

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The purpose of the Academy is to equip all students academically and socially to enhance their skills and knowledge to become productive leaders in society.

2. What is your understanding of the school's proposed educational program?

The educational program will strive to meet the educational/emotional needs of each individual student in the school.

3. What do you believe to be the characteristics of a successful school?

In a successful school, there is a climate of high expectations in which all staff members believe that all students can learn and master the curriculum. The staff also believes that they have the ability to help all students to be successful and master the curriculum.

4. How will you know that the school is succeeding (or not) in its mission?

I would look at the following data: student observation, teacher made tests, 6 weeks exams, progress reports, report cards, end of the year exams, and standardized testing.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board of directors is responsible for governing the school. The Board is also responsible for addressing major matters including: setting the school's general policies and overall curriculum policies; approving and monitoring the annual budget and financial procedures; fund-raising; hiring and evaluating the school's principal; approving personnel policies and monitoring their implementation by the principal; assuring that the charter school fulfills its charter contract; and, strategic planning

2. How will you know if the school is successful at the end of the first year of operation?

The students' academic performance has increased and is comfortable to other successful schools in nearby districts. The enrollment of the school has increased, positive surveys from the teachers, students, and parents. The school finances are in good order.

3. How will you know at the end of four years if the school is successful?

The school has met AYP (annual yearly progress) for all four years based on the state of Texas standards.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board needs to work closely with the school management team to make sure that the school is adhering to its mission statement, vision statement, goals, and the scope and sequence for each grade level.

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 interest of the school?

I would bring the situation to the other board members for investigation/discussion, and based on the findings of the investigation/discussion, together the board would determine if an action is required.

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes     No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes     No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Yes, I worked for an educational system for 38 years.

3. Indicate whether you (or your spouse) knows 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).

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

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, owner, directors, or agents of that provider.

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

- Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends 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.

- Yes     No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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.

- Yes     Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

No, I do not.

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 managements company of the school?

- Yes       Does not apply to me.

If yes, state the compensation you expect to receive.

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 with 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 he sponsoring entity or of the governing body of the charter school?

- Yes       Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for describing relationship]

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

[Empty box for providing information]

**CERTIFICATION**

I, Carolyn Brown, 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 Carolyn Brown Date 10/29/15

**Verification**

State of Texas

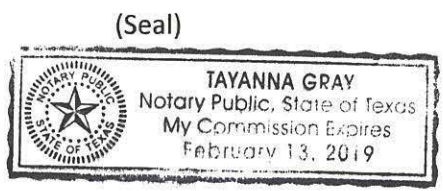
County of Dallas

On this day, Carolyn Brown (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 29th day of October, 2015.

(Notary Public) Tayanna Gray

My commission expires 2/13/2019



Name of proposed charter school: DELL Academy Charter School

Name of sponsoring entity: DELL Academy Charter School

**BACKGROUND**

Full Legal Name: Kim Craigie-Marie Millender

Home Mailing Address: 211 Pinecrest, Seagoville, TX 75159

Phone Number: 915-667-9560

E-mail Address: [REDACTED]

Business Name: DELL Academy

Business Mailing Address: Dallas County, TX

Phone Number: 214-729-4672

E-Mail Address: dellacademy98@yahoo.com

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.

Yes  No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

As a parent, community member, and educator I am motivated to serve on the board for numerous reasons. The most important reason is due to the fact I have been an active member of each school that my three children have attended, from early childhood through college, I have seen some changes in our families, communities, and schools. I have become an advocate for children over the last 20 years and I want to be apart of making positive changes in our educational system.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the appropriate role of a public charter school board member is that I would become an active advocate of the children within the charter school by supporting them and helping to choose the best resources, leaders, and educators available to them.

3. 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 believe my life experience is relevant to serving on the board because I care enough to voice my concerns and be heard. I have been an active school volunteer, PTA officer, PTO member, parent, an community member. In these duties I have networked and intermixed with all walks of life that have our children's best interests at heart. I actively seek to understand the changes within our and other educational systems world wide as well as changes to the nature of our communities and families.

4. Describe the specific knowledge and experience that you would bring to the board.

I have only five years of experience in education but those years were served working with grades 4, 7, and college level; which has allowed me to see in a vertical manner that our children's needs are not being met. I have attended all PTO, community, and board meetings in the Canutillo ISD area and actively fought for changes. I'm a MS grade and dept level lead highly qualified to teach 4-12 ELAR, 4-8 Social studies, 4-12 ESL, 4-12 Talented and Gifted, and junior college level English and Writing.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The purpose of DELL Academy is to equip all students academically and socially. To enhance their skills and knowledge to become productive leaders in society.

2. What is your understanding of the school's proposed educational program?

DELL Academy strives to prepare students to comprehend, contribute, and become a competitive force of success in society; to lead the paradigm shift. Our vision provides an opportunity for experience in real world application, competitiveness in literacy education, hands-on solutions to real world math, and global networking in the 21st century.

3. What do you believe to be the characteristics of a successful school?

Successful schools have good leaders striving to be great. They endeavor to create an environment that welcomes the community and family as a whole. In addition successful schools will be safe spaces for all students regardless of race, sex, or religion. Successful school teach students in the best way they each need to learn, the student teacher ratio is small enough to allow for individualized attention regardless of the "classification" of the student. Successful school maintain high expectations for students and staff.

4. How will you know that the school is succeeding (or not) in its mission?

I will know that the school is succeeding in its mission by the preparedness of the teachers for the upcoming year. I know that everything is not instantaneous, but the teachers knowing where their students are, how they can help them close achievement gaps, and how to best serve the students and help them grow and move up to the next level.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The boards role in the school's operation is to maintain rules, policies, and procedures. As the board secretary I will maintain adequate notes, minutes, and discussions, as well as follow up on directives provided by other board members.

2. How will you know if the school is successful at the end of the first year of operation?

I will know if the school is successful at the end of the first year by the preparedness of the faculty and staff for the upcoming year. In addition, the parents and community will show confidence and support the schools efforts.

3. How will you know at the end of four years if the school is successful?

I will know at the end of four years that the school is successful by the enrollment of the students, the parents attendance at school and community functions, and by the need to increase faculty and staff to match the schools growth.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter board will need to continually ensure that academic and social programs are effective and conducive to the learning environment while making changes as necessary. The board will maintain the ideology - keep what works, until it no longer does. From the moment we see that there is a need for change we will be working towards that goal, making the school better.

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 interest of the school?

If one or more members of the board were acting unethically or not in the best interest of the school a meeting would need to be called immediately and a discourse began to resolve the issue. If the issue cannot be resolved then the superintendent will need to be alerted to the conflict for resolution.

## DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes       No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know one board member as a colleague.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes       No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

No I do not know or have a relationship with any other board members.

3. Indicate whether you (or your spouse) knows 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).

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

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, owner, directors, or agents of that provider.

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

- Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends 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.

- Yes       No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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.

- Yes       Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

- Yes       Does not apply to me.

If yes, state the compensation you expect to receive.

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 with 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 he sponsoring entity or of the governing body of the charter school?

- Yes       Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for relationship description]

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

[Empty box for conviction information]

**CERTIFICATION**

I, Kim C. MARIE MILLENDER, 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 10/29/15

**Verification**

State of Texas

County of Dallas

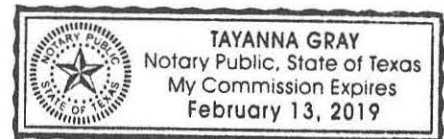
On this day, Kim Millender (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 29th day of October, 2015.

(Notary Public) Tayanna Gray

(Seal)

My commission expires 2/13/2019



Name of proposed charter school: DELL Academy Charter School

Name of sponsoring entity: DELL Academy Charter School

## BACKGROUND

Full Legal Name: Verneice Sanford Daniels

Home Mailing Address: 111 The Meadows Pkwy, Desoto, Texas 75115

Phone Number: 972-224-0222

E-mail Address: [REDACTED]

Business Name: DELL Academy

Business Mailing Address: Dallas County, TX.

Phone Number: 214-729-4672

E-Mail Address: dellacademy98@yahoo.com

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.

Yes  No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

I serve on the board of the proposed charter school in order to help educators maintain quality schools. It is crucial that children today have an opportunity to excel in learning endeavors. By serving on the board, I can positively impact learning and ensure that the need of a specific culture is provided. Children are our future and we must secure the opportunity for la bright prosperous one for our youth.

2. What is your understanding of the appropriate role of a public charter school board member?

Understand the school's mission and support it; select qualified administrators; work to have adequate resources and approve annual budgets; and monitor the school's educational programs and services.

3. 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.

Keeping a classroom running smoothly with the various administrative request needed at anytime all the time and believing that my students could and would be successful. Knowing when various implemented programs were not working and believing that I could find or do something that would bring about success.

4. Describe the specific knowledge and experience that you would bring to the board.

Thirty years of teaching Social Science and Special Education in Texas Public Schools.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The purpose of DELL Academy is to equip all students academically and socially to enhance their skills and knowledge to become productive leaders in society.

2. What is your understanding of the school's proposed educational program?

DELL Academy strive to prepare students to comprehend, contribute to and become a competitive force of success in society and lead the positive paradigm shift. Our vision provides an opportunity for experience in real world application, competitiveness in literacy education, hands-on solution to the world of math and global networking in Art of Science and expansion of current events. Our students will have an opportunity to acquire leadership skills and curriculum knowledge that is essential for success.

3. What do you believe to be the characteristics of a successful school?

One that is able to reach every student at his/her level and see a positive outcome through motivation and strong academics.

4. How will you know that the school is succeeding (or not) in its mission?

During and at the end of the school year when academic grades are good and growth can be seen with each student.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Set policies; create budgets; develop goals and evaluate progress toward those goals.

2. How will you know if the school is successful at the end of the first year of operation?

Successful students; budget is in the black; each goal has been met with a positive outcome and a good state rating.

3. How will you know at the end of four years if the school is successful?

A growth in enrollment with a stronger successful academic plan than before that is successful and a great state rating.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Have a good mission, plain operating guidelines, reasonable and measurable goals.

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 interest of the school?

Review by-laws/policies, speak to member(s) in question and present concerns to the entire board to be addressed.

## DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes       No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Former co-worker

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes       No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Former co-worker

3. Indicate whether you (or your spouse) knows 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).

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

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, owner, directors, or agents of that provider.

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

- Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends 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.

- Yes       No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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.

- Yes       Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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.

Gulf Shores Academy  
11300 South Post Oak  
Houston, Texas

Summer school, 1998  
Social Science Teacher

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

- Yes     Does not apply to me.

If yes, state the compensation you expect to receive.

Teacher

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 with 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 he sponsoring entity or of the governing body of the charter school?

- Yes     Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for relationship description]

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

[Empty box for conviction information]

**CERTIFICATION**

I, \_\_\_\_\_, 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 Verneice Sanford Daniels Date 10/29/2015

**Verification**

State of Texas

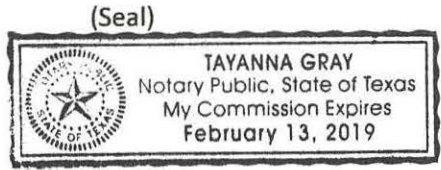
County of Dallas

On this day, Verneice Daniels (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 29th day of October, 2015.

(Notary Public) Tayanna Gray

My commission expires 2/13/2019



Name of proposed charter school: DELL Academy

Name of sponsoring entity: DELL Academy

### BACKGROUND

Full Legal Name: Juan Argeles De Leon

Home Mailing Address: 1135 Esters Rd Irving TX, 75061

Phone Number: 972-741-4379

E-mail Address: [Redacted]

Business Name: DELL Academy

Business Mailing Address: Dallas County, TX

Phone Number: 214-729-4672

E-Mail Address: dellacademy@yahoo.com

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.

- Yes
- No, does not apply to me

If Yes, state the name of the entity: [Redacted]

1. What was your motivation to serve on the board of the proposed charter school?

I am a Mexican immigrant who migrated to the United States when I was 17 years old. Beck then, I was not offered a lot of opportunities to succeed. I want to be able to help students from all backgrounds and offer them opportunities that I was not offered when I came here.

2. What is your understanding of the appropriate role of a public charter school board member?

First and foremost, the role of a board member is to look out for students.

3. 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 do not have experience in this position, I am capable of learning and perform at a high level. When I came to America, I did not know English, but with hard work, I was able to learn it and to graduate college with a Master degree. I believe that I am capable of performed at a high level in this position.

4. Describe the specific knowledge and experience that you would bring to the board.

Hispanic culture, Spanish language (professional translations)

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The purpose of the Academy is to equip all students academically and socially to enhance their skills and knowledge to become productive leaders in society.

2. What is your understanding of the school's proposed educational program?

the relevance of the proposed educational program is dependent on doing what matters. DELL Academe must educate the students so that they become college-ready students.

3. What do you believe to be the characteristics of a successful school?

Shared vision and goals, purposeful teaching, high expectations, learning communities, accountability, stimulating and secure learning environment, professional leadership, focus on learning and teaching.

4. How will you know that the school is succeeding (or not) in its mission?

Test scores alone do not measure the success of a school, we have to also look at the following: attendance data, dropout data, college data, teacher availability, school safety, parent involvement, and class/ethnic diversity in order to measure the success of the school.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

I will be the liaison between the Hispanic community and the school board. I will translate the documentation into Spanish to make it available to the Hispanic community.

2. How will you know if the school is successful at the end of the first year of operation?

We have to also look at the following: attendance data, dropout data, college data, teacher availability, school safety, parent involvement, and class/ethnic diversity in order to measure the success of the school.

3. How will you know at the end of four years if the school is successful?

Look at the data from previous years, make appropriate changes to better the education of the students.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The staff, management and board will need to continue its efforts to effectively communicate to the students and their parents/guardians the mission of Dell Academy.

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 interest of the school?

I would meet with the individuals whom I believe were involved with the unethical behavior to address my concerns. I would address this to the board chairman so that my concerns could be addressed to the entire board.

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes       No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes       No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows 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).

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

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, owner, directors, or agents of that provider.

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

- Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends 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.

- Yes       No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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.

- Yes       Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes       Does not apply to me.

If yes, state the compensation you expect to receive.

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 with 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 he sponsoring entity or of the governing body of the charter school?

Yes       Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

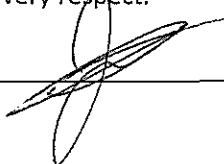
Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

### CERTIFICATION

I, Juan Angelus De Leon, 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

10/29/15

### Verification

State of

Texas

County of

Dallas

On this day, Juan De Leon (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

29th day of

October

2015.

(Notary Public)

Tayanna Gray

My commission expires

2/13/2019

(Seal)



## Attachment G5

### Governing Board Code of Ethics and Conflict of Interest Policy

**Section 2.2. 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 DELL Academy has a transaction or arrangement,
- b. a compensation arrangement with DELL Academy or any entity or individual with which DELL Academy has a transaction or arrangement, or
- c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which DELL Academy is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature. A Financial Interest is not necessarily a conflict of interest.

Under Section 3.2, a person who has a Financial Interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

## **Article III**

### **Procedures**

**Section 3.1. Duty to Disclose.** In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her Financial Interest and must be given the opportunity to disclose all material facts to the directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.

**Section 3.2. Determining Whether a Conflict of Interest Exists.** After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, he or she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

### **Section 3.3. Procedures for Addressing the Conflict of Interest.**

a. An Interested Person may make a presentation at the board or committee meeting, but after such presentation, he or 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 Chair of the board or committee shall, if appropriate, appoint a disinterested person or committee to obtain appropriate data as to comparable transactions and investigate alternatives to the proposed transaction or arrangement. Appropriate data as to compensation shall include compensation data from three comparable organizations in the geographic area for similar services. Appropriate data as to a property transaction may include independent appraisals and/or offers received as part of an open and competitive bidding process.

c. The board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interests, for its own benefit, and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

### **Section 3.4. Violations of the Conflicts of Interest Policy.**

- a. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

## **Article IV**

### **Records of Proceedings**

**Section 4.1. Content of Minutes.** The minutes of the 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 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 therewith.
- c. A description of the comparability or other data obtained and relied upon by the board or committee and how that data was obtained.
- d. A description of the terms of the transaction that was approved and the date it was approved.
- e. A record of the actions of members of the board or committee having a conflict of interest with respect to the transaction.

**Section 4.2. Time for Completing Records of Proceedings.** The minutes described in Section 4.1 above must be prepared before the later of (1) the next meeting of the board or committee or (2) sixty days after the final determination as to the transaction has been made.

**Section 4.3. Approval of Records of Proceedings.** The minutes described in

Section 4.1 above must be approved by the board or committee that authorized the transaction as reasonable, accurate and complete within a reasonable time period thereafter.

## **Article V**

### **Compensation**

A voting member of the board who receives compensation, directly or indirectly, from DELL Academy for services is precluded from voting on matters pertaining to that member's compensation. A voting member of

or indirectly, for DELL Academy for services is precluded from voting on matters pertaining to that member's compensation. No voting member of the board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from DELL Academy, 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 board-delegated powers shall annually sign a statement which affirms such person:

- a. has received a copy of this Conflicts of Interest policy;
- b. has read and understands the policy;
- c. has agreed to comply with the policy; and
- d. understands DELL Academy 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.

## **Article VII**

### **Periodic Reviews**

To ensure DELL Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, including the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to DELL Academy's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

## **Article VIII**

[www.txnp.org/Article/?ArticleID=12774](http://www.txnp.org/Article/?ArticleID=12774)

o .

Attachment 01  
Organization Chart (s)

# Attachment 01: Organization Chart(s)

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## **Attachment 02**

### **Staffing Chart**

Attachment 02: Staffing Chart

Name of proposed charter school: DELL Academy

Name of Sponsoring Entity: DELL Academy

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Elementary School Campus Staff					
Executive Director	.25	.25	.25	.25	.25
Principal	.75	.75	.75	.75	.75
Campus Leader	1	1	1	1	1
Campus Leader	1	1	1	1	1
Campus Leader	1	1	1	1	1
Campus Leader	1	1	1	1	1
Classroom Teacher (Reading)	3	4	5	6	7
Classroom Teacher (Math)	3	4	5	6	7
Classroom Teacher (Language Arts)	3	4	5	6	7
Classroom Teacher (Science)	3	4	5	6	7
Classroom Teacher (Extra-Curricular)	1	1	2	2	2
Classroom (Extra-Curricular)	1	1	1	2	2
Student Support (Counselor)	1	1	1	2	2
Specialized Campus Staff (Nurse)	1	1	1	1	1
Teachers Aid / Asst. Campus	1	1	1	2	2
Operational Support Staff	.50	.50	.50	1	1
Asst. Campus Support	.50	.50	.50	1	1
Total FTE's at Elementary school	24	28	32	40	45
Total Organizational FTE's					

**Attachment 03**

**Supplemental Human Resources Information Form**

Name of Proposed Charter School:

Name of sponsoring entity:

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://www.tea.state.tx.us/cedir/>. Additionally, traditional districts **will not** have an eight as the

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Desoto ISD"/>	<input type="text" value="906"/>	<input type="text" value="Desoto"/>	<input type="text" value="336"/>	<input type="text" value="120,893. - 180,000."/>
<input type="text" value="Lancaster ISD"/>	<input type="text" value="913"/>	<input type="text" value="Lancaster"/>	<input type="text" value="446"/>	<input type="text" value="120,893. - 185,000."/>
<input type="text" value="Red Oak ISD"/>	<input type="text" value="911"/>	<input type="text" value="Red Oak"/>	<input type="text" value="329"/>	<input type="text" value="66,041 -173.055"/>

Name of Proposed Charter School: DELL Academy Charter School

Name of Sponsoring Entity: DELL Academy Charter School

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Hiring and firing of senior staff
2. Overseeing the implementation of all state and federal statutes and programs relating to school
3. Handling teacher and staff disciplinary matters
4. Managing the budget
5. Helping to set educational standards and measure student achievement in their districts
6. Authority over school curricula, within state guidelines
7. Work with the school board to develop and implement short- and long-range plans for curriculum
8. Keeping the board informed of events and happenings in the district
9. Preparing the agenda for all board meetings
10. Superintendent should to carry out that mandate that are voted on and approved by board

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**Attachment 04**  
**Teacher Evaluation Tool**

## **Attachment 04 -Teacher Evaluation Tool**

**The Dell Academy will utilize the following criteria to assess teachers' effectiveness found in Teacher Evaluation Forms ( ) The a evaluation will be measured as follows: teacher observation will be 50%, teachers' lessons plans will be 30%, and student performance on 6 weeks exams and standardized testing will be 20%. Each teacher will be rated in each category as satisfactory, needs improvement, unsatisfactory, or not observed.**

### **I. Classroom Instruction**

#### **A. Planning and Preparation**

- Demonstrates knowledge of content and related pedagogy
- Demonstrates knowledge of development characteristics of age group
- Demonstrates knowledge of how students learn
- Demonstrates awareness of student skills and knowledge
- Demonstrates awareness of student interests and cultural heritage
- Demonstrates knowledge of resources for teaching and student resources
- Designs instructional materials and activities
- Designs and structures lessons

#### **B. Teacher/Student Relationships**

- Student demonstrates respect for teacher
- Teacher demonstrates positive attitude and openness to students
- Teacher demonstrates ability to personalize the instructional program for students
- Teacher demonstrates willingness to be flexible

#### **C. Class Management**

- Teacher creates a stimulating and effective environment for learning
- Teacher establishes and maintains a disciplined environment
- Teacher demonstrates effective planning and organization skills
- Teacher is effective in directing the class
- Teacher effectively organizes the class
- Teacher has established procedures that govern the handling of routine

#### **D. Management of Student Behavior**

- Teacher has established procedures that govern student verbal participation during different types of activities – whole class instruction, small group instruction, etc.
- Teacher has established procedures that govern student movement in the classroom during different types of instructional activities
- Teacher frequently monitors the behavior of all students during whole-class small group and seat work activities and during transitions between instructional activities
- Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student

- E. Instructional Time
- Materials, supplies, and equipment are ready at the start of the lessons or instructional activity
  - Students are on task quickly at the beginning of each lesson or instructional activity
  - Teacher maintains a high level of student time on-task
- F. Instructional Presentation
- Begins lesson or instructional activity with an appropriate review of previous material
  - Introduces the lesson or instructional activity and specifies learning objectives
  - Speaks fluently and precisely
  - Presents the lesson or instructional activity using concepts and language understandable to students
  - Provides relevant examples and demonstrations to illustrate concepts and skills
  - Assigns tasks appropriate to student level
  - Asks appropriate levels of questions
  - Conducts lessons or instructional activities at an appropriate pace
  - Facilitates smooth and effective transitions between instructional activities
  - Makes assignments clear
  - Provides opportunities for the application of concepts and skills
  - Summarizes the main point(s) at the end of the lesson or instructional activities
- :
- G. Instructional Monitoring of Student Performance
- Maintains clear, firm and reasonable work standards and due dates
  - Circulates during class to check all students' performance
  - Routinely uses oral, written or other work products to check student progress
- H. Instructional Feedback
- Provides prompt feedback on assigned work
  - Affirms a correct oral response
  - Provides sustaining feedback after an incorrect response
- I. Facilitating Instruction
- Develops an instructional plan based upon school, district, and Board adopted curricular goals

- Uses diagnostic information from tests and other assessment procedures to develop and revise objectives and/or tasks
- Develops an instructional plan that matches/aligns objective, learning strategies, assessment and student needs at the appropriate levels of difficulty

## **II. Interpersonal/Professional Responsibilities**

### **A. Communicating with Families**

- Teacher participates in school's activities and processes for parent communication
- Teacher provides information to parents about the instructional, behavioral, and attendance program and the student's progress on a regular basis
- Teacher responds to parent concerns in a professional manner

### **B. Maintaining Accurate Records**

- \* Teacher's system for maintaining information on student completion of assignments, student progress, behavior, and attendance is effective

### **C. Contributing to the School and the District**

- Teacher maintains professional working relationships with staff including supervisor
- Teacher cooperates with colleagues to fulfill school required duties
- Teacher participates in school events when assigned (e.g. Open House)
- Teacher actively and constructively participates in and makes a contribution to school or district projects

### **D. Showing Professionalism**

- Teacher shows respect for students, parents, peers and administration by being punctual and prepared for class, work and meetings
- Teacher shows respect for students, peers, parents and administration through his/her words and actions
- Teacher participates in activities that will enhance his/her professional skills
- Teacher addresses and/or reports student language, bullying, harassing, hostile, prejudicial or belittling statements and/or behaviors
- Teacher follows the policies, regulations, and procedures of the school district

from Teacher evaluations forms: <http://www.nctq.org/docs/53-08.pdf>

## **Attachment 05**

### **Principal/Principal Candidate Qualifications**

**Attachment 05**

**Principal/Principal Candidate Qualification**

**Bachelor's degree from an accredited school and certified**

**Classroom experience (two to four year preferred)**

**Master's Degree in education or**

**School Administrator's Certification**

**CLASSROOM TEACHER**

**Bachelor's degree from an accredited school and/or certified**

**TEACHER AIDE**

**High school graduate or hold a General Educational Development Certificate (GED)**

**Have experience working with students**

**All employees must submit a resume, be interviewed for job, submit credential along with transcripts (originals and copies will be made and returned) and agreed to a background check.**

**Attachment 06**

**Superintendent/Superintendent Candidate  
Qualifications**

## **Attachment 06 Qualifications**

### **Superintendent / Superintendent Candidate Qualification**

#### ***Initial Certificate***

- Meet appropriate assessment requirements.
- Master's degree from approved institution.
- At least 80 months of successful teaching, with at least 50 in public or approved private schools, in positions requiring or that would have required certification, or as a professional or managerial staff member in a state education agency. This total may include the 24 months of required administrative experience (see below).
- 24 school months of full-time administrative or supervisory experience in public or approved private schools, or as a managerial or professional staff member of a state education agency, in position requiring or that would have required intermediate administrator or supervisor certification
- Graduate study in at least one of the following:
  - psychological and pedagogical foundations of learning,
  - curriculum development and program monitoring,
  - school administration,
  - personnel evaluation and supervision,
  - and contemporary educational problems and policy solutions.

# Letter of Special Assurances

**OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION**  
**Generation Twenty-One**  
**Special Assurances Document**

Sponsoring Entity: DELL Academy Charter School  
Proposed Charter School Name: DELL Academy Charter School

*The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.*

**I. Open Meetings Requirements**

SL The proposed 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.

SL Furthermore, the proposed 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.

**II. Public Information Requirements**

SL The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

**III. Criminal History Check Requirements**

SL The proposed 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.

**IV. Annual Training Requirements**

SL The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

**V. Residential Facilities Monitoring (RFM) System**

SL The proposed 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.

**VI. Special RF Training**

SL The proposed 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: DELL Academy Charter School

Proposed Charter School Name: DELL Academy Charter School

## VII. Admission and Enrollment

- SL The proposed 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.
- SL The proposed 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.
- SL The proposed 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.
- SL The proposed 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.
- SL The proposed 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.

## VIII. Withdrawal and Expulsion

- SL The proposed charter holder assures that 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.
- SL The proposed 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.
- SL The proposed 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).
- SL The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e)

Sponsoring Entity: DELL Academy Charter School

Proposed Charter School Name: DELL Academy Charter School

**IX. Federal and State Funding**

SL The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *No Child Left Behind* funds, as granted by the *No Child Left Behind Act of 2001*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151

SL The charter holder understands that any *No Child Left Behind* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015

**X. Required Disclosure**

SL The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

*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 all previous pages.*

Dr. Sherry Lewis

Printed Name of Sponsoring Entity Board Chair

Sherry Lewis  
Signature of Sponsoring Entity Board Chair

10/28/2015  
Date