

GENERATION TWENTY-TWO

Open-Enrollment
CHARTER APPLICATION

FOR SCHOOLS TO OPEN SCHOOL YEAR 2018-19

SUBCHAPTER D

APPLICATION DUE
DECEMBER 5, 2016
5PM CENTRAL STANDARD TIME

APPLICATION COVERSHEET**Proposed Generation Twenty-Two Charter Name**

Texas Virtual School

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: _____

CEO of Sponsoring Entity: _____

CEO/Superintendent of Proposed Charter School: Tom Stoughton/ Guy SconzoContact Name: Fred Ellis

Contact E-mail Address: _____

Contact Phone #: 317-605-4062

Contact Fax #: _____

Board Member Who Attended an Applicant Conference: Fred EllisDate of Conference: 9/13/2016Applicant Mailing Address (This address will be used for contact regarding this application.): 700 East Sonterra Blvd. Suite 302, San Antonio, Texas 78258Physical Address of Proposed Administrative Offices (if different from above): 700 East Sonterra Blvd. Suite 302, San Antonio, Texas 78258Number of Campuses Being Requested: 1

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: _____

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: 250
☐ Pre-K3 ☐ Pre-K4 ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12
Year 2: Estimated Enrollment: 740
☐ Pre-K3 ☐ Pre-K4 ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12
Year 3: Estimated Enrollment: 970
☐ Pre-K3 ☐ Pre-K4 ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12
Year 4: Estimated Enrollment: 1200
☐ Pre-K3 ☐ Pre-K4 ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12
Year 5: Estimated Enrollment: 1480
☐ Pre-K3 ☐ Pre-K4 ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12
At Capacity: Maximum Enrollment: 10000
☐ 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-Two Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.

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

Date

Printed Name

(BLUE INK) Signature of Application Preparer

Date

Printed Name

With what company is the application preparer associated? _____

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
Fred Ellis		Liaison Director
Al Sutherlin		Management Consultant
Guy Sconzo		Superintendent
Andy Ivankovich		Board Member
Chris King		Director of Registration Compliance
Phil Holden		Administrative Director
Lora Feeser		Principal
Tom Stoughton		CEO
Gar Hoover		Administrative Director

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 2016-17 or 2017-18 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 2017-18?

☐ 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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Once the application is complete and the attachment page numbers have been manually entered on all pages, return to this Table of Contents and key in the corresponding page number for the page where each response begins and for each attachment coversheet. This will ensure that the applicant has provided all of the information required by the Request for Application (RFA).

I. Applicant is an In-State organization?

Yes ☒ No ☐

II. Applicant is an Out-of-State organization?

Yes ☐ No ☒

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

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

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Articulate the mission and vision clearly and concisely.
- Provide compelling evidence that the proposed school will provide an innovative approach to a diversity of students.
- Rationalize the approach that has been proposed for the anticipated student population.
- Present measurable educational goals.

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

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

Texas Virtual School, is a highly effective public virtual charter school that provides an individualized TEKS standards-based education for students in the State of Texas. Our team of hard working, highly qualified staff work as partners with parents to provide an innovative and challenging education that focuses on instructional models that promote the mastery of the Texas Academic standards. Texas Virtual School believes parents are integral in the acquisition of knowledge and works to increase student learning, promote character, and provide skill mastery using technology and our curriculum. Our long-term vision is to differentiate Texas Virtual School from other educational institutions with our gamification (edu-gaming) of curriculum and education to employment programs.

NARRATIVE (2) - Provide a succinct overview of how the school's mission will be aligned with the instructional program. 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 Virtual Education Foundation of Texas (D.B.A. Texas Virtual School) and their Board of Trustees, administration, and teaching staff will share a common vision for student success that is measurable and meaningful. We view it as our responsibility to educate the whole child, and feel that the tools for success lie in a strong foundation in academic content. The following are goals the school will strive to accomplish in its initial five years of operation:

1. Academic Goals:

(a) Students will demonstrate mastery of a curriculum that meets or exceeds the Texas Academic Standards:

- In grades 6-12, all students will master the Acellus online based system aligned to TEKS Standards. Through this system the student will attain the knowledge and skills that Texas has identified students should acquire in each subject area and at each grade level. Acellus is a curriculum that is used in all 50 United States and has been providing curriculum for 15 years. Through the Acellus curriculum we will be providing the very best virtual curriculum that is approved per the TEKS guidelines based on years of experience.
- All students in grades 6 through 8 will demonstrate their mastery in reading and math through participation in Texas state assessment program. On average, students will perform at or above the proficient level.
- All students will participate in state, sponsor, and school required assessments.

(b) Assessment Testing will take place at enrollment.

(1) For students in grades 6-12, Texas Virtual expects to achieve at least the following percentages of students who will attain proficiency for every grade in both English/Language Art and Math in the first five years of operation:

Percentage of Texas Virtual School Students Attaining Proficiency

Fall Testing Year (School Year) English Language Arts Math

Fall 2017 (SY 2017-18)	65.7%	64.3%
Fall 2018 (SY 2018-19)	72.6%	71.5%
Fall 2019 (SY 2019-20)	72.6%	71.5%
Fall 2020 (SY 2020-21)	72.6%	71.5%
Fall 2021 (SY 2021-22)	79.5%	78.7%

(2) For all students participating in testing, Texas Virtual School will attain a Participation Rate of 95 percent or greater.

(c) Requires one-on-one testing using trained teachers.

(d) Students in grades 6 - 12 will demonstrate proficiency in language arts:

Students will develop and use the conventions of successful composition: spelling, grammar, mechanics, and penmanship.

- Students will develop and use an advanced vocabulary in verbal and written

communications.

- Students will grasp meaning, content, tone, and style from a variety of genres (i.e., fiction, poetry, essays, news articles).
- Students will gain exposure to as well as an appreciation for great works of literature. Students will master the skills of the writing process: researching, brainstorming, drafting, revising, editing, and publishing.
- Students will develop and use a variety of writing strategies appropriate for different audiences and purposes-persuasive, creative, descriptive, and research writing-by the end of eighth grade.
- Students will demonstrate their proficiency in language arts through participation in the state testing program. On average, students will perform at or above the proficient level.

(e) Students in grade 6 - 12 will demonstrate proficiency in mathematics:

- Students will understand and apply basic and advanced properties of numbers (ranging from the concept of whole numbers to the theorems of roots and exponents).
- Students will use basic and advanced procedures while performing computations (ranging from adding whole numbers to simplifying radical expressions).
- Students will understand and apply basic and advanced properties of the concept of measurement (ranging from determining length and width to the acceleration of the Space Shuttle).
- Students will understand and apply the basic and advanced properties of algebra, geometry, statistics, and probability.
- Students will apply mathematical skills to solve real-world problems.
- Students will demonstrate their proficiency in mathematics through participation in the state testing program. On average, students will perform at or above the proficient level.

(f) Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Civics, Science, Art, Music, Economics, and other disciplines:

- Students will use this base of information to understand the important connections among these disciplines and their application in daily living.
- Students will be able to identify and draw on these interdisciplinary connections when faced with complex issues and problems, demonstrating an ability to approach them from multiple perspectives.

(g) Students will develop critical reasoning and higher-order thinking skills:

- Students will demonstrate the use of problem-solving and analytical techniques on open-ended questions.
- Students will demonstrate the ability to recognize alternative positions and evaluate their validity.
- Students will be able to analyze, synthesize, evaluate, and apply their knowledge.

(h) Students will acquire skills in both art and music as part of their aesthetic development:

- Students will understand and implement artistic and musical techniques.
- Students will know and can speak intelligently about great works of art and music.
- Students will develop a sense of the history of art and music and how ideas, movements, and trends from one era inform another.

(i) Students will have the opportunity to utilize the Texas Virtual gamified classes once approval has been granted:

- Students will utilize a gaming system to apply and increase their knowledge of a given subject matter.
- The core courses will be implemented into the curriculum and students will have a choice if they want to enter gamified courses.

(j) Texas Virtual School is developing partnerships with business to promote certifications, internships, and education to work opportunities.

2. Non-Academic Goals:

To create a powerful partnership: parents, teachers, student service representatives, and staff will combine forces to ensure that children receive individual attention and achieve academic excellence.

- This goal will be measured in two ways:

(1) Parental satisfaction: 70% or more of parents or other responsible adults in 20018-2019, 80% or more of parents or other responsible adults in 2019-2020 and 90% of parents or other primary adults in 2020-2021 will be satisfied with the academic progress their student is making while enrolled in Texas Virtual; and

(2) Professional Development: 95% of Texas Virtual teachers each year will participate in networking and professional development opportunities with the goal of improving student academic achievement in math and reading. This goal is measured by the percentage of teachers participating in professional development.

Parents and teachers will help us to continuously evaluate the operation and governance of the school online using Power School – Studio Edition. Texas Virtual School interact with parents and teachers online continually to determine their satisfaction with the curriculum, instruction, working with the lessons, student progress, student attitude towards learning, communication, and interaction with other students and parents. Parents and teachers will be offered the opportunity to give critiques and/or testimonials about the program.

(b) Students will be responsible for the improvement of their school and local community:

- All students will participate in assessments required by the school, including the STAAR, STAAR L, STAAR A, and STAAR Alternate 2 and EOC exams.. This goal is measured based on the percentage of students participating in required assessments.

- Students will participate in school activities and events (whether electronically or physically).

- Students will be encouraged to volunteer in their communities on civic projects.

- Students will learn about individuals who have contributed their talents and efforts to improve our country and our world.

(c) Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence:

- Students will take responsibility for their actions and will be asked and encouraged to Learn from their mistakes.

- Students will demonstrate an ability to work in teams and will work toward personal, team, and school goals.

- Students will understand and be able to explain the value of our country's vibrant Diversity and common civic heritage.

- Students will demonstrate respect for others in school, community, and extracurricular activities and an appreciation of differences among individuals and groups.

(d) Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government, and civic affairs:

- Students will learn to work effectively with technology and become proficient users of software, e-mail, and the Internet.

- Students will participate in regular conferences with teachers and parents. This goal is measured by actual student participation in weekly conferences.

- Students shall submit the required work. Texas Virtual School teachers shall provide

- feedback at least once a week on the samples provided. This goal is measured based on the work submitted.

- Students will develop an understanding of the dynamics and importance of entrepreneurship.

- Students will learn to collaborate effectively with other students.

- Students will be expected to meet deadlines and make clear and compelling multimedia presentations.

(e) Students will rise to meet high expectations of performance:

- Students will be expected to give their best effort in their schoolwork.

- Students will respect their parents, teachers, and fellow students and abide by the school's guidelines and rules.
 - Students will learn to interact maturely with peers and adults.
 - Students will conduct themselves with integrity always.
- (f) Students will learn habits of healthy living:
- Students will attend to their social, emotional, and physical well-being.
 - Students will learn to balance school responsibilities with the other demands of their lives (personal, family, social, athletic, artistic).
 - Students will engage in social activities to enrich their academic work with real-world experiences.

I. Applicant proposes to open ONE campus by Year 5? Yes ☒ No ☐

II. Applicant proposes to open MULTIPLE campuses by Year 5? Yes ☐ No ☒

III. 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.*

Tom Stoughton- CEO
 Gar Hoover- Administrative Director

IV. 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.* NA ☐

Tom Stoughton- CEO
 Gar Hoover- Administrative Director



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 factors that will be considered and applied to the decision-making process to facilitate initial and primary campus development.

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

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

NARRATIVE (2) - Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

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 the proposed geographic area(s) and(or) community(s) in relation to the number of requested campuses.
- Identify specific strategic choice areas that will be used to facilitate initial and primary campus development.

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

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

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

As a 100% virtual curriculum, there is a virtual campus, rather than a traditional brick and mortar campus. Therefore this discussion is not germane to the type of school we propose.

NARRATIVE (2) - Discuss the strategic choice areas that will be used to determine if expansion is viable.

If proposing only ONE campus, discuss strategic choice areas that would help determine any future efforts to seek an expansion amendment.

If proposing MULTIPLE campuses, discuss strategic choice areas that would help determine if growth is still viable in the proposed area.

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

There are no factors that would cause an expansion amendment as we propose to serve the entire state of Texas.

EDUCATION PLAN – Demographic Profile

I. Student Demographic Data

Proposed Campus

Occupied District

District 1

District 2

African American

31

666,933

Hispanic

130

2,760,302

White

73

1,507,225

American Indian

1

20,855

Asian

10

212,973

Pacific Islander

0

7,392

Two or More Races

5

108,572

Economically Disadvantaged

148

3,118,758

ELL

46

979,868

At-Risk

125

2,645,402

Gifted & Talented

19

404,540

Special Education

22

453,955

II. Number of charter schools currently operating within the Occupied District.

174

III. Number of traditional school districts within the proposed Geographic Boundary.

1,219

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

Pre-K Kindergarten Grade 1 Grade 2 Grade 3 Grade 4
Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10
Grade 11 Grade 12

NARRATIVE: Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of 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.

Press to Input Narrative Response

District 1 and 2 must be contiguous to the occupied district.

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.

Student demographic data can be found on the school districts Texas Academic Performance Report (TAPR).

Please visit <https://rptsvr1.tea.texas.gov/perfreport/tapr/>

This section has a required Attachment A5- Geographic Attendance Boundary.

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.

I. 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).

Our plan is to use Accellus curriculum. Accellus curriculum is approved to TEKS standards.

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

Including educational or experience requirements.

Dr. Guy Sconzo/ Superintendent, Principal/ TBD, Gar Hoover/ Administrative Director, Accellus/



Open - Enrollment Charter Schools may not charge "blanket" activity fees. See Texas Education Code (TEC) §§12.108 for additional information governing tuition and fee restrictions.

III. 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.

N/A

IV. 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 ☒

NARRATIVE (1) - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain 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) - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

NARRATIVE (3) - Describe the plan and schedule to evaluate the proposed curriculum.

NARRATIVE (4) - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

Press to Input Narrative Response



This section has a required attachment
E1- Sample Course Scope and Sequence.

**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.
- Clearly align the proposed curriculum with the general and unique needs of the target population and community.
- 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 LEP students and 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*)
- Provide an adequate rationale for not providing any special programs or extracurricular activities.

I. The applicant will serve any grades Pre K - grade 8.

Yes ☒ No ☐

II. The applicant will serve High School [any grades 9 - 12].

Yes ☒ No ☐

Section III is for applicants who will serve Pre K.

III. Describe the grading system.

We will not serve Pre K. We will serve grades 6-12. The grading system will align with the standard Texas grading system.

Student Service Representatives will be assigned to students, providing personalized services related to their education and graduation planning. These representatives will assist students in planning, charting and following their personalized graduation plans.

Graduation plans will include analysis of the student transcript to determine remaining courses required for graduation. The plan will list each course the student will take and the time line for completion.

Sections IV-VII are for applicants who will serve High School [any grades 9-12].

IV. The applicant will implement Personal Graduation Plans for all students .

Yes ☒ No ☐

Identify person(s), position(s), and/or entities that will be responsible graduation plans.

Guy Sconzo/ Superintendent, TBD/ Principal, Gar Hoover/ Administrative Director

V. The applicant will offer the following endorsement(s): Check all that apply

Arts and Humanities ☐ Business and Industry ☒ Multidisciplinary Studies ☒ Public Service ☐ STEM ☐

VI. Proposed graduation rate goal(s)? (in percentage)

Year One Year Two Year Three Year Four Year Five

VII. The applicant will post grade 11 and grade 12 GPA class ranks on all student transcripts?

Yes ☒ No ☐

NARRATIVE (1) - Discuss promotion and retention requirements for students to the next grade/graduation.

Include additional features of the educational model and(or) course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and (or) graduate.

NARRATIVE (2) - Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.

NARRATIVE (3) - Discuss strategies that will be used to achieve successful vertical alignment between elementary, middle, and high school, where applicable.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Present promotion and retention requirements that are congruent with the proposed mission and vision.
- Discuss additional features of the educational model and(or) courses, outside of required curriculum, that will help students promote to the next grade level.
- Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.
- Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program.
- Provide clear strategies that will assist students to vertically align between elementary, middle, and high school.

NARRATIVE (1) -Discuss promotion and retention requirements for students to the next grade/graduation.

Include additional features of the educational model and(or) course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and (or) graduate.

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

Texas Virtual will have all students perform a diagnostic assessment upon enrollment. The diagnostic assessment provides curriculum direction for Texas Virtual's students. Our Indiana school has NCAA approval and we will attain NCAA approval for Texas Virtual School. The following is our outline that Texas Virtual School implemented to get NCAA approval and Texas Virtual School will implement at Texas virtual School to improve promotion of students to the next grade and promotion of students through graduation.

Course Progress

Standard semester pace in most Texas Virtual School courses is 16-18 weeks to complete; while some courses may have a different standard pace, every course has its own unique pace chart to guide students and parents to success in the course. Students whose enrollment in their course segment exceeds an appropriate and agreed upon pace for learning and retaining course material (as determined by the course pace chart and instructor) will be contacted and offered help.

Students who do not respond to teacher-led interventions by regularly submitting course assessments, as indicated through those interventions, will be withdrawn. Instructional Leadership may exercise discretion in varying from this policy in certain student situations and as needed in courses associated with state or AP assessments.

Withdrawals during the first 28 days of a course enrollment will result in a grade of W on a student's transcript. Thereafter, withdrawals are processed as WP for students who are earning a passing grade (59.5% or above, overall) at the time of withdrawal and as WF for students who are earning a failing grade (59.4% or below, overall) at the time of withdrawal. All final grades and withdrawals are sent to the student's school of record.

Seat Time

Another aspect of Texas Virtual School's commitment to student learning is the seat time policy for each segment of every course. To ensure adequate time for comprehension and mastery, students must work in a course segment consistently for a minimum 14 days starting from the date of first submission (not including pretests). 28 days of work is required, at minimum, for a two-segment course. Based on content, some courses have longer seat time policies. Consistent submission of assessments will ensure the student is engaged and learning. This policy provides students the opportunity to receive ongoing feedback and remediation while demonstrating their learning through several required checkpoints. DBAs (Discussion-Based Assessments) are limited to no more than 1 per day. The Instructional Leadership Team reserves the right to evaluate a student's gradebook to determine when the work habits show consistent progress, thus beginning the count towards the 14-day minimum, and may require a student to take a proctored exam to complete the class.

Mandatory Final Exam

The purpose of the final exam is to assist in validating that students have demonstrated mastery of key course concepts and standards. The final exam, unto itself, is not the sole determiner of student achievement; however, students are required to take a final exam in all Texas Virtual School courses to be eligible for course credit. Texas Virtual School may, at its discretion, require a proctored segment exam for any student on a situational basis. Academic Integrity proctored exams must be successfully passed (grade of 65% or higher) in order for a student to be eligible for course credit.

Our curriculum provider Acellus has multiple supplemental videos to assist with instruction as well as internet connection links relative to the subject matter. Texas Virtual has curriculum benchmarks within each course to ensure the student is on the proper track for completing the course on time. Texas Virtual teachers will provide instruction outside of the required curriculum on an as needed basis to assist the student in their progression to the next grade and graduation.

NARRATIVE (2) - Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.

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

Texas Virtual will provide students with innovative resources, partnerships, and endorsements, that will facilitate promotion and graduation. Edu-gaming is a unique tool that Texas Virtual School will have and apply to student learning. Texas virtual will form partnerships with business to create and encourage students to take certifications in order to understand an industry and employer opportunities. Our goal is that students utilize these certifications in pursuit of job and internship opportunities.

NARRATIVE (3) - Discuss strategies that will be used to achieve successful vertical alignment between elementary, middle, and high school, where applicable.

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

To achieve successful vertical alignment Texas Virtual will:

- Provide staff collaboration time for teachers, student service representatives, and student resource specialists, across school levels (i.e., between the high school and its middle grades) to create partnerships that focus on using data to vertically and horizontally align instruction and curriculum.
- Facilitate coordination among staff and minimize disruption to cohorts of students as they move through the grades.
- Ensure that struggling students are identified early, that information on individual students is communicated across school levels, and that there are multiple opportunities for students to receive academic support.
- Our staff of Student Services Reps, and Student Resource Specialist work along side teachers to keep students motivated and to resolve issues the students may have that could limit their efficiency and effectiveness.

NARRATIVE: Briefly describe an average school day for a prospective student. How will their experience set itself apart from the average school day at the local school district? *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.*

Education Public - A Day in the Life

NARRATIVE: 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. Include 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.
- Discuss how 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 will their experience set itself apart from the average school day at the local school district or charter? *Input answer here or on the previous page. Do not write in both.*

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

Students spend approximately six hours per day working on their courses. Our students attend virtual classes and complete lessons with the help of their teachers and their student services representative.

The virtual school environment has unlimited learning opportunities that are usually not possible if students were working within the confines of brick-and-mortar classroom setting. For example:

- Students receive individualized assistance from supportive teachers each day.
- Students are able to complete an entire week's worth of a subject at once to free up time to be spent on more challenging subjects.
- Students enrolled in a virtual middle and high school learning program have fewer impediments when trying to acquire an education/diploma. For example, students are not dependent on school buses to transport them to school or contend with classes being cancelled for inclement weather. These, and other factors, are all relevant factors for students who attend a brick-and-mortar public school.
- A traditional school calendar runs from August to early June. Throughout the school year, there are school vacations, holidays, and lost instructional days due to substitute teachers. A student who chooses to attend a virtual middle and high school no longer has to adhere to this type type of learning schedule and can instead create a schedule that works for the students and their families.
- Students have enrollment flexibility with the virtual school environment. Parents may enroll their student whenever they deem it appropriate with the simple click of a mouse.
- A student may find their learning stifled in the traditional setting if their learning rate is faster than the pace of a traditional middle and high school class. To remove this barrier to learning, a student is able to enroll in a virtual middle and high school and is able to learn at his or her own pace, and develop a thorough comprehension the subject.
- A virtual middle and high school experience revolves around a consistent set of standards and competencies that are held constant, rather than the unpredictability found within a brick-and-mortar setting. In order to earn credit, the student will be required to master the various standards and course competencies.
- Learning time between the hours of 7 a.m. and 3 p.m. is not always possible for every student—especially a student who is working to save money for college, coping with a chronic illness or expectant teenagers. The virtual middle and high school enables a student to learn when their schedule permits and where they are able, no matter if it's after midnight. Online learning creates a certain flexibility not available within traditional public schools.
- A student at a traditional middle and high school typically must choose courses within the confines of a school's course catalog—meaning they are limited in what courses they can complete. Sometimes physical space is limited for classes, leaving students with no option other than waiting additional semester to complete a required course. The virtual middle and high school setting supports a student's learning journey by offering variety of courses that may not be offered in a brick-and-mortar setting.

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. Include 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.

For each new student, a diagnostic assessment is administered in order to assess the strengths, needs, and goals to develop a personalized learning plan that works best for him or her. Then, as students begin working in our rich digital curriculum, our teachers and student services representatives carefully monitor daily data about students' performance and adjust the learning program to meet their needs.

Our school is committed to mastery learning as a process, students who choose to remediate material to gain additional understanding will have the option to re-attempt a formative assessment in their course. Formative assessments in a course may include: worksheets, written compositions, lab reports, short answer paragraphs, essays, book responses, graded discussion board posts, and other assessments that require teacher evaluation of the student's work.

The following are examples of instructional strategies that teachers utilize:

- Content presented in video, audio, slide show (GT, ENL, IEP and students below grade level)
- Reading materials with supportive resources (ENL and IEP students)
- Graphic representations such as concept maps and graphic organizers (ENL, IEP and students below grade level)
- Illustrative representations such as diagrams (ENL, IEP and students below grade level)
- Text-to-Speech ((ENL, IEP and students below grade level)
- Media-based assignments: drawings, maps, diagrams, videos, slideshows, Prezi (GT, ENL, IEP and students below grade level)
- Online experiments (GT, ENL, IEP and students below grade level)
- Edu-gaming (GT, ENL, IEP and students below grade level)

The brick-and-mortar educational environment has a tendency to approach instruction with a one-size fits-all mindset. For example, students are typically grouped by age, rather than by achievement level or learning style. Online learning is able to provide students with adapted and personalized learning. Students are able to receive instruction at their own pace and in ways modified for their unique learning styles and interests. The adaptation of instruction can make the learning process more enjoyable and productive. It also facilitates an environment for specific and targeted feedback on students' progress, which enables teachers and parents to monitor their student's progress more closely and fosters an atmosphere for student accountability.



Charter holders must enroll and serve students in at least one state-tested grade level by the beginning of the third (3) year of operations, so that the Charter School receives an accountability rating at the end of its third year. Also, the Charter School must enroll and serve at least fifty (50) percent of its students into a state-tested grade level by the beginning of the fifth (5) year of operations.

I. Name(s) of Proposed Assessment(s):

for PreK, Kindergarten, Grade 1, and Grade 2...

N/A

II. Name(s) of Proposed Assessment(s):

for Grade 3 and up...

Acellus Diagnostic Assessment

III. The charter school will be evaluated under Alternative Education Accountability (AEA) provisions.

Yes ☐

No ☒

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

Including educational or experience requirements.

Guy Sconzo/ Superintendent, Principal/ TBD, Gar Hoover/ Administrative Director

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

Data collection will involve the results of assessed students at enrollment with the Acellus Diagnostic Assessment Tool. This is an online tool. The data is collected electronically and stored in a secure environment.

VI. Person(s), position(s), and/or entities that will be responsible for the analysis of data.

Including educational or experience requirements.

Guy Sconzo/ Superintendent, Principal/ TBD, Gar Hoover/ Administrative Director

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

Guy Sconzo/ Superintendent. Gar Hoover/ Administrative Director

If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.

NARRATIVE (1) - Detail all plans to measure and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

NARRATIVE (2) - Provide a rationale for the use and applicability of the proposed assessment model(s).

Press to Input Narrative Response

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).
- Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in 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.

If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.

NARRATIVE (1) - Detail all plans to measure and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

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

Each student will be administered a diagnostic assessment upon enrollment to determine their strengths and weaknesses. Evaluation of academic progress will occur throughout the year in the form of formative assessments which are embedded within the instructional modules to measure mastery of content. Summative assessments will be administered at the conclusion of an instructional module in the form mid-semester and final exams. An additional summative assessment will be administered in the form of the standardized state exam.

The Lead Teachers and content teachers will be responsible for ensuring that students complete the exams. The Data Manager will compile and distribute the data to the appropriate personnel. The superintendent, principal and Lead Teachers will be responsible for the data analysis and the school testing coordinator will be responsible for the implementation of the state summative assessment.

NARRATIVE (2) - Provide a rationale for the use and applicability of the proposed assessment model(s).

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

The assessments will be used to determine the efficacy of the instructional program and determine instructional strategies. Based on the assessment our program will be implemented to focus instruction so that it is targeted and intentional.



Open-Enrollment Charter Schools that are subsequently approved for multiple campuses after Year 1 must hold at least one public meeting within the geographic boundaries at least 1 year prior to opening that campus. See Letter of Special Assurances if proposing to open more than one campus.

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

We will only have one site, but have a public meeting 11/28/2016.

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

700 E, Sonterra Blvd.
Suite 302
San Antonio, TX 78258

II. Number of Attendees - # per meeting



The term “**awareness outreach**” refers to any demonstrable activity undertaken to build awareness of the proposed charter school and (or) any associated public meetings.

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

☒ In-Person

Other

Newspaper

☐ Telephone

☒ Social Media

☐ Direct Mail

NARRATIVE (1) - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include any populations and (or) communities that were targeted for outreach efforts.

NARRATIVE (2) - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan.

Include a summary of audience questions and any responses provided during the meeting.

NARRATIVE (3) - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Discuss method(s) of awareness outreach that were used to build awareness prior to the meeting(s).
- Detail specific areas of interest and concern that were discussed during the meeting(s).
- Explain possible reasons for unexpectedly low attendance rates or detail strategies that possibly increased attendance at the meeting(s).

NARRATIVE (1) - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include any populations and (or) communities that were targeted for outreach efforts.

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

For our initial meeting on 11/28/2016 we engaged in outreach strategies with social media, in person discussions, and newspaper identification of starting Texas Virtual School. With expected approval in 2018 our enrollment outreach is planned to begin in September of 2017. The school has ample time to recruit students and meet enrollment and budget targets. The Board of Trustees will receive periodic enrollment updates leading up to the opening of school and will provide the same to the Office of Charter Schools. By opening day, the school will be ready to open at any level of enrollment, though the Board of Trustees fully expects to meet its enrollment targets. Several recruitment strategies will be used by Texas Virtual to recruit students from across the State. These same recruiting strategies have been used in Indiana with our Texas Virtual School.

- Texas Virtual representatives will meet with neighborhood leaders, including those in minority and low income areas, to recruit students.
- Information sessions will be held in communities throughout the state open to interested families and the public. These sessions will provide the opportunity to interact with the Acellus Curriculum. Information sessions will be advertised in various print and electronic media as well as through public school channels.
- The school will establish a website to provide information to interested families.
- The school, through its contract with Texas Virtual will produce recruiting materials about its mission, curriculum, leadership, and the application process which will be available in public places such as libraries.
- Texas Virtual School staff will participate in television, radio and newspaper interviews.
- The school will distribute information in English and Spanish to local papers.
- Texas Virtual has high expectations for the success of its students. We are committed to meeting the needs of all students and will work tirelessly to facilitate student success. To maintain instructional momentum, students are required to submit assignments in their course on a Weekly Basis and to maintain regular contact with their instructors.
- Any student who does not make progress in the course for a period of 14 days and has not made prior arrangements with his/her instructor will be required to reconnect the student with the course instructor.
- The student and parent with the course instructor will create a Success Plan for the student.
- Failure to respond or failure to adhere to the Success Plan created by the student and family may result in Administrative Removal from the course with an F grade.

Enrollment applications for Texas Virtual School will be available online as well as the administrative office. A draft of an enrollment form is contained in Attachment H. Parents must fully complete the enrollment packet and submit all required documentation, including placement test information, before enrollment is approved. All applicants offered enrollment shall be required to affirmatively respond to an offer of enrollment by submitting a complete enrollment packet.

NARRATIVE (2) - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan.

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

The public meeting held at 700 E. Sonterra Blvd 11/28/2016 held to discuss the proposed charter revealed some of the following questions and responses.

When is the charter school going to start? A. We are not sure of a start date and the start date is determined by the Texas Education Agency. We will inform the public through social media, in person contact, and the newspaper once we can get an approval on a start date.

Why would a student want to attend Texas Virtual School vs. a brick and mortar school? There are many reasons a student would want to attend:

- Bullying, difficulty with the social environment, a teen mother, home schooling, traveling athletes, or the student likes the type of learning virtual provides.

Is it free for a student to attend Texas Virtual? Once we are approved the education program Yes, it is free to Texas 6-12th grade students.

If a student receives a diploma is that diploma recognized by colleges and universities? Yes, we will be NCAA approved and the student can utilize this diploma as part of their entry into college.

Does the school have teachers that interact with the students? Texas Virtual has teachers that will assist students with their work regarding their classes. We also provide other staff members like student service representatives and student resource representatives to assist in course guidance and helping the student get to graduation.

NARRATIVE (3) - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

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

We did not have a large turnout for our initial meeting, but that was somewhat expected. We like the social media strategy in that we can reach a lot more people than we can through in person contact and newspaper. Our experience with social media and the internet has been very positive for enrollment. We have also targeted Spanish speaking students through radio stations as part of enrollment, but did not use that tool for our initial meeting. As we get approval and closer to starting the school we will have another meeting where we will utilize a Spanish speaking radio station. The Spanish speaking radio station has brought us a lot of success in Indiana in making that connection with Spanish speaking students and parents. Not using the Spanish radio station has contributed to lower attendance in our opinion.

I. Has the applicant identified a specific location for at least one campus in Year 1?

Yes ☒ No ☐



ONLY COMPLETE THIS PAGE IF ... you indicated “yes” above that you have already chosen a facility (or facilities). This means that you know the physical address for at least one of the proposed campus(es) in Year 1. If you indicated “no” above, proceed to the next page.

II. Physical Address of Location(s):

700 E. Sonterra Blvd. Suite 302, San Antonio, TX 78258

III. Does the applicant intend to lease or purchase property?

Lease ☒ Purchase ☐

If leasing, is the applicant within the 2nd or 3rd degree of consanguinity or affinity to the lessor?

Yes ☐ No ☒

IV. The applicant will:

Use the Existing Facility As-Is ☒

Build a New Facility ☐

Repurpose/Remodel the Existing Facility ☐

V. Has the building been issued a certificate of occupancy for educational use?

Yes ☐ No ☒

VI. What was the facility's last nature of use?

Media Services and Marketing Services

VII. 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.

Texas Virtual will have it's own Board Room, Superintendent, and Administrative Assistant Room.



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

NARRATIVE (1) - Detail the proposed acquisition process to account for any lease or purchase agreements.

Include projected acquisition timelines and associated cost(s) and fee(s).

NARRATIVE (2) - Describe the facility and community and how they will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation. If any, detail all construction and(or) renovations that must take place before serving students.

Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Provide a clear description of the facility and community and how it will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.
- Justify the facility and community'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 - including timeline(s), cost(s), and fee(s).
- Provide a clear plan for any construction or renovations that must occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

NARRATIVE(1)- Detail the proposed acquisition process to account for any lease or purchase agreements.

Include projected acquisition timelines and associated cost(s) and fee(s).

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

The projected acquisition of the Initial Texas Virtual School lease at 700 E. Sonterra Boulevard, Suite 302, San Antonio, TX. 78258 is slated to take place in October of 2017 with the expectation to start school operations in January 2018. Texas Virtual School will have a Superintendent's office, Administrative Director office, Board Room, Student study room, and Administrative desk with approximately 1200 square feet of working space. Cost for the 1200 square feet is \$1200/month.

NARRATIVE(2)- Describe the facility and community and how they will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation. If any, detail all construction and(or) renovations that must take place before serving students.

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.

The facility and space is an office building that has been used for media and marketing services. The space is suitable for a virtual school environment. The space is suitable for Texas Virtual School's mission of assisting students with academic and non-academic progress through a virtual environment. Given we are operating virtually Texas Virtual will not need a large square foot area to operate. We will provide a study area for students that would want to visit the facility for study time. Our educational model allows us to serve students with great flexibility relative to their time and place. The facility is compliant to the Americans with Disability Act (ADA) and suitable for visiting students and staff with disabilities.

I. Has the applicant identified a specific location for at least one campus in Year 1?

Yes ☒ No ☐



ONLY COMPLETE THIS PAGE IF ... you indicated “no” above that you have NOT chosen a facility (or facilities). This means that you do NOT know the physical address for at least one of the proposed campuses in Year 1. Only complete this page for any campuses that do not have a specific location.

II. Does the applicant intend to lease or purchase property?

Lease ☐ Purchase ☐

III. Does the applicant intend to use a broker or consultant to procure occupancy?

Yes ☐ No ☐

If yes, provide name and company?

IV. 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 ☐



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

NARRATIVE (1) - Describe the desired facility and community and how it will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.

NARRATIVE (2) - Describe the process for identifying and securing a facility. Including plans for building or renovating, timelines, and financing.

Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Provides a clear description of the desired facility and community and how it will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.
- 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.



All references to “**daily transportation**” should reflect any transportation services that will facilitate student pick-up and drop-off.

I. Does the applicant intend to offer daily transportation to all students?

Yes ☐ No ☒

II. If yes, what year will the service begin?

Year 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

III. Will the charter provide public transportation vouchers? *Ex. public bus passes*

Yes ☐ No ☐

IV. If yes, what year will the service begin?

Year 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

V. What is the total dollar amount budgeted for transportation?

2,500



Charter Schools must provide transportation services to individual students, if included in their Individualized Education Program (IEP).

NARRATIVE: Describe any student transportation plans. If transportation 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.
- Articulate clear reasons why transportation will not be offered.
- 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 transportation 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.

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

The number of IEP students is unknown at this time. We have included a \$ 2,500 line item as a start up budget figure that grows over the first five years. Sufficient reserves are anticipated to meet any additional requirements.

I. Admission Period: Include start date/end dates

1/1/2018

to

12/31/2018

II. Date of Lottery (if needed):

III. 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

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

This section has a required Attachment E2- 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 TEC § 12.111(a)(5)(A).

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Clearly supports fair and equitable opportunity for all students to apply. *Attachment E2*
- 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.
- Demonstrate alignment for any enrollment requirements (such as auditions) with Texas Education Code (TEC) §12.111(a)(6) and §12.1171.
- Provide a non-discrimination statement in Attachment E2 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.

As a virtual school, we stated a maximum enrollment of 10,000 students; however, there is no limit to the capacity of our systems.

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 TEC § 12.111(a)(5)(A).

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

PROCEDURES

1. Texas Virtual School students may enroll online via the school's website. Students may also apply via phone or in person at the school.
2. Demographic data and previous school information is provided in the enrollment process. For students under the age of 18, the enrollment application must be submitted by a parent or guardian.
3. Once the enrollment application is submitted, a school student services representative will contact the parent/guardian to confirm the application and verify the information provided.
4. Upon confirmation and verification of the enrollment application, a request for the student's transcript is submitted to the most recent school attended. This information is used determine the courses required for the student.

POLICIES

1. Texas Virtual School accepts all students in sixth through twelfth grades, including IEP/504 students, special education, at-risk and expelled students.
2. There is not a pre-qualification process, and students may begin studies immediately upon completion of the enrollment process.
3. Enrollment applications must be submitted by a parent or guardian if the student is under age 18. If a student is an emancipated minor, legal evidence of status must be provided to confirm enrollment.
4. Enrollment status with Texas Virtual School is considered as full-time status.
5. All student discipline, course assignment and enrollment policies of Texas Virtual School are conducted in accordance with the Texas Education Agency.
6. Students who have been expelled from a school and are submitting an enrollment application with Texas Virtual School will be required to submit a written statement, cosigned by a parent or guardian, indicating their desire to enroll and complete school. They will also be required to sign a standard agreement on school discipline policies.

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

II. Person(s), position(s), and/or entities that will be responsible for planning, implementing, and evaluating recruitment activities? *Including educational or experience requirements.*

Dr. Guy Sconzo/ Superintendent, Principal/ TBD, Gar Hoover/ Administrative Director

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

5

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

- ☐ Low-Income Families
- ☐ Gifted and Talented Students
- ☐ 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.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

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

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Present specific community needs that are not being met by other available resources and educational institutions.
- Present specific strategies to meet community needs.
- Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- Reference budget amounts that are congruent with the financial workbook.

I. Anticipated Date of Opening:



To receive **full funding**, a charter school must now offer 75,600 minutes of instruction (includes intermissions and recess) minus any minutes waived by the TEA in writing.

II. Total Number of Instructional Minutes in the School Year:

III. Start/Dismissal Times :

PreK	<input type="text"/>	to	<input type="text"/>
K-5	<input type="text"/>	to	<input type="text"/>
6-8	<input type="text"/>	to	<input type="text"/>
9-12	<input type="text"/>	to	<input type="text"/>

IV. Number of Instructional Hours Per Day --provide per every applicable grade level.
Indicate "N/A" in the appropriate box if the grade level will not be offered.

Pre K	<input type="text"/>			
Kindergarten	<input type="text"/>	5th Grade	<input type="text"/>	10th Grade <input type="text"/>
1st Grade	<input type="text"/>	6th Grade	<input type="text"/>	11th Grade <input type="text"/>
2nd Grade	<input type="text"/>	7th Grade	<input type="text"/>	12th Grade <input type="text"/>
3rd Grade	<input type="text"/>	8th Grade	<input type="text"/>	
4th Grade	<input type="text"/>	9th Grade	<input type="text"/>	

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.

Press to Input Narrative Response

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.
- 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.

Texas Virtual School students will conduct their coursework remotely via any locale where they may obtain an Internet connection. While most work is performed in their homes, students may work from libraries, cafés, or other locations.

We require students to complete two gradable assignments per week for each course. With an average course load of four classes per semester, this equates to students investing six to seven hours of study per day.

Texas Virtual School teachers provide continual, one-on-one support for their students. This includes contact via phone, text, email, virtual blackboard sessions, and in-person sessions when appropriate. Students have the flexibility to study any time of day or evening, weekends or holidays. Accordingly, they have the opportunity to excel at their own pace and potentially complete courses earlier than scheduled.

In the course of a typical week, students and teachers will have communicated an average of three to four times on course content. Additionally, our Student Service Representatives contact students on a weekly basis to ensure they are navigating the learning management system well and succeeding in their studies.

We place a strong emphasis on the working relationship between our teachers and students as well as their parents. This 'triad' approach ensures students are engaged in their studies and that parents are familiar with the online education process.



All teachers must be degreed. Special Education teachers, Bilingual teachers, and teachers of English as a second language must also be certified in the fields in which they are assigned to teach, as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.

I. Number of Certified Special Education Teachers anticipated in Year 1

II. Number of Certified Bilingual/ESL Teachers anticipated in Year 1

III. Number of teachers who have received the required minimum 30 clock hours of Gifted/Talented professional development and minimum 6 clock hours of professional development in Gifted/Talented education each subsequent year as required to provide instruction and services that are a part of the charter's defined Gifted/Talented services (TAC §89.2(3); TAC §233.1; State Plan 4.2C).

IV. What method(s) will the applicant use to identify, recruit, and hire qualified teachers? *Choose all that apply*

- ☒ Web Advertising *e.g. Monster, Indeed, Idealist etc*
- ☒ Print Media
- ☒ Social Media *e.g. Facebook, Twitter, Forums etc.*
- ☒ Partnerships with University or Colleges

Other

V. Person(s), position(s), and/or entities that will plan, implement, and evaluate staff recruitment activities. *Include educational or experience requirements.*

The school superintendent and principal will determine staffing needs in all areas: teachers, student support specialists, administrative personnel, etc.



The Superintendent must reside in the State of Texas at the time of employment.



Open - Enrollment Charter Schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. See 19 Texas Administrative Code (TAC) 100.102 (c)(2)(B)(i)

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.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

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 qualified teachers, administrative staff, and (or) various support staff.
- Identify specific roles and responsibilities of the person(s), position(s), and(or) entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- 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 school's mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

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

As staffing needs are determined, a designated human resources specialist will be responsible for the recruitment process. Candidates will be presented to the superintendent and principal for review and consideration.

All prospective employees – from teachers to administrative staff – must pass a comprehensive background investigation. There are no exceptions to this policy. Teachers must be licensed by the Texas Education Agency and complete a multi-phase training program as a virtual educator. This includes immersive and continual training on our learning management and student information systems.

Based on our experience with the operations of Texas Virtual School, we realize not all teachers will acclimate to virtual teaching. We seek teachers and staff who are adept at using technology and various means of communication with students. Our goal is to provide an outstanding education for our students, and it is paramount to have the requisite staff to deliver it.

I. Person(s), positions(s), and/or entities that will plan, implement, analyze, report, and evaluate Professional Development activities. Include educational or experience requirements.

II. Will the applicant require any professional development prior to the start of the school year?

Yes ☐ No ☐

If yes, briefly explain.

III. How often will teachers be appraised?

NARRATIVE (1) - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program. Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

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.
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.
- Clearly explain how the school's calendar, daily schedule and staffing structure will help facilitate the professional development 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.

Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

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

In an effort to build a cohesive, collaborative instructional relationship among the teachers, we propose the following to increase student achievement:

1. Team members:

- Superintendent - chair
- Principal
- School Improvement Team members: Data, Lead Teachers for Language Arts and Math

2. Focus:

- Develop and revisit an ongoing action plan of instructional strategies that embed remediation, interventions and re-teaching into current instruction based on whole-school data
- Build a cohesive instructional team that will increase student achievement
- Correlation between summative and formative assessments relative to student achievement (classroom grades versus assessment data)
- Scheduled meetings will occur bi-monthly, where attendance is mandatory for all parties involved. (In order for this process to be effective, the superintendent's and principal's attendance is also mandatory.)
- Meetings will last no longer than one hour
- The Data Manager will create agendas for the meetings
- Meeting notes will be distributed to the Superintendent, the school principal and the lead teachers.

3. Professional Development

As a result of the school collaboration and instructional plan, based on school-wide data, it will then allow the school superintendent and principal to develop, implement and monitor all onsite comprehensive professional development that ensures the successful implementation of the school's ongoing action plan.

- Differentiated Instruction
- Rigor and Relevance
- Critical Vocabulary
- Making inclusion work in a virtual environment
- Data-driven instruction

4. Outcomes

- Increased student engagement
- Increased student achievement
- Greater collaborative relationships between Administrators and School Improvement team
- An ongoing action plan that has successfully impacted whole school achievement
- Increased utilization of instructional best practices for a virtual environment

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

Professional development for school instructional staff takes many forms, all supported by current research on adult learning. The school may offer/encourage the following professional development activities:

- training programs (workshops/conferences/on-site presentations);
- action research projects, individual and peer groups
- in-depth topic-focused study groups/cadres

- peer coaching/observation;
- self-assessment using journals or learning logs
- continuous improvement project (i.e.: curriculum teams)
- university course work
- webinars or on-line course work

• Although there are various elements of professional development, the yearly school calendar indicates specific days established for professional development. Some of those days are designated for school level planning, while others are the responsibility of the school's administration or professional development planning committee. An individual's request for participation at an additional professional development activity requires the submission of a form identifying the activity, and funding request.

• Educators seeking additional professional development opportunities are encouraged to seek assistance from the school's administration or professional development planning committee. Professional Growth Points for license renewal can be offered for most professional development activities.

• In many cases, participants that attend an off-site conference may be requested to share the knowledge gained with his/her peers. Thus, a "train the trainer" model.

• At the completion of all professional development opportunities (in-house and off site), evaluations will be conducted to monitor the success and efficiency of each opportunity.

TEACHER-STUDENT RATIO

Texas Virtual School strives to provide academic excellence for all students. In a virtual setting, teachers typically work with students one-on-one, providing educational support via phone, text, email, virtual blackboard sessions and in-person tutoring sessions.

Additionally, we provide small group online sessions for up to 10 students simultaneously. This allow group interaction and experience in given topics.



The governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns. See 19 TAC 100.1033 (13)(c)(i)

I. Number of Board Members:

3

II. Number of Board Members Domiciled in Texas:

3

III. Number of Board Members with Prior Charter Experience:

0

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

If yes, briefly explain.

N/A



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

V. How often will the Superintendent report to the Board? Choose all that apply.

Weekly ☐

Bi-Weekly ☐

Monthly ☒

Quarterly ☐

Annually ☐

Other

VI. How often will the Board review financial reporting data? Choose all that apply.

Weekly ☐

Bi-Weekly ☐

Monthly ☒

Quarterly ☐

Annually ☐

Other

VII. The sponsoring entity is a current grantee/sub-grantee of a state and/or federal grant.

Yes ☐

No ☒

VIII. The sponsoring entity has been investigated for grant mismanagement within the past 5 years.

Yes ☐

No ☒



This section has a required Attachment 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.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Provide a clear list of roles and responsibilities for board members.
- Discuss member selection criteria and how it aligns with the school's mission and vision.
- Present a governance structure that is compliant with 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

In regards to governance, board members are responsible to help steer the organization to a sustainable future through ethics, proper legal governance, and ethical financial management policies. The board makes sure the nonprofit charter has adequate resources to advance its mission in an ethical way. Board members interact with the Superintendent, Principle, Administrative Director and any advisory bodies as oversight and consultant. The metrics to measure success of the school are attendance, operate financially at a breakeven point or better, improvement in test scores, improvement in graduation rates vs. peers, higher entrance rate into college, technical programs, military, and the job market vs. our peers. We are successful as it specifically relates to governance when all the variables are met in an ethical and legal manner.



For a list of specific activities that make up each financial projection below, 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 workbook.

I. What are the expected *personnel* costs for the start-up year zero?

238,805

II. What are the expected *contracted service* costs for the start-up year zero?

52,010

III. What are the expected *school operation* costs for the start-up year zero?

572,100

IV. What are the expected *facility operation and maintenance* costs for the start-up year zero?

82,836

V. State the fiscal year end-date for the Sponsoring Entity. mm/dd

630

VI. State the fiscal year end-date for the Charter.

June 30 ☒

August 31 ☐



Per Texas Education Code §44.0011, a fiscal year for a school district or charter shall begin on July 1 or September 1 of each year.

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.

Include any contingencies if funding is not as anticipated.

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

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Provide funding/revenue sources that can be fully supported by *Verifiable Proof of Secured Funds* documentation.
- Present revenues that cover expenditures.
- Present start-up time frames that are consistent with any and all other time frames within the application.
- Present all start-up expenses and revenues are congruent with the financial workbook.
- Establish clear 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.

Including any contingencies if funding is not as anticipated.

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

As a Virtual School managed by an experienced team, essentially all resources needed to start the school are already in place. Expenses for marketing, securing staff and advertising expenses are considered nominal.

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.

The school will be self funded from the founder's resources to meet start up year zero expenses.



The term **"initial contract period"** refers to the initial five-year 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.

I. What is the cumulative amount of donations COLLECTED? If any...

How many donors reflect this amount?

II. What is the cumulative amount of donations received with a FIRM COMMITMENT ? If any...

How many donors reflect this amount?

III. What is the cumulative amount of all other donations ANTICIPATED? If any...

How many donors reflect this amount?

IV. What is the cumulative amount of donations CONTINGENT UPON CHARTER ? If any...

How many donors reflect this amount?



A child who is eligible for enrollment in a prekindergarten (PK) class under Texas Education Code, 29.153, *Free Prekindergarten for Certain Children*, will only generate half-day attendance. Prekindergarten classes must operate on a half-day basis unless funding other than *Foundation School Program (FSP)* funding is used to offer a full-day PK program.

NARRATIVE(1) - Explain the source of funds, property, or other resources expected to be available during the initial five-year 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 are used to pay for expenses incurred during the start-up period, if any.
- Present expenses and revenues that 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 five-year charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

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

The founders are prepared to cover the cost of the start up if needed.

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.

The founders are prepared to cover the cost of the start up if needed.

I. Does the applicant plan to outsource services?

Yes ☐ No ☒



ONLY COMPLETE THIS PAGE IF ... you indicated "yes" above that the Charter School will outsource services to a management company or other service provider. A management company refers to a person or entity, other than a charter holder, who provides for an Open-Enrollment Charter School. If you indicated "no" above, proceed to the next page.

II. What area(s) of service will be outsourced?

Check all that apply.

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

Other

III. Does the applicant plan to negotiate service agreements with any organization(s) and/or individual(s) that will include any form of financial accounting, payroll, and/or tax accounting services?

Yes ☒ No ☐

Beginning in Year 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐

IV. Briefly describe the fee structure of the Charter Management Organization (CMO) contract.

NA ☒

NARRATIVE: Identify each provider and detail what their respective roles, duties, and qualifications will be. 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.

Include discussion on costs, timelines, and the selection process of prospective vendors.

Press to Input Narrative Response

FINANCIAL INFORMATION – Contracted Services

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 costs, timelines, and selection processes of prospective vendors.
- Present costs that are congruent with the financial workbook.

NARRATIVE: NARRATIVE: Identify each provider and detail what their respective roles, duties, and qualifications will be. 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.

Include discussion on costs, timelines, and the selection process of prospective vendors.

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

Texas Virtual School will commission an audit firm acceptable and approved by the State of Texas to conduct yearly audits. Cyber Educational Services/Bright Financial Services will be contracted for financial and accounting services via a professional services agreement. AlphaCom, Inc. will be contracted to provide professional business services related to customer service and operations. All services over \$1,000.00, with the exception of emergencies require School Board approval.

I. Is the applicant an Out-of-State organization?

Yes ☐ No ☒



ONLY COMPLETE THIS PAGE IF ... you indicated “yes” above that the applicant is an *Out-of-State* organization. If you indicated “no” above, you are done with the narrative portion of this application.

II. List all other states in which the applicant currently operates, or has in the past operated a Charter School(s).

Include the years each school was opened.

III. Number of schools currently serving the following grades outside the State of Texas.

Elementary School

Middle School

High School

IV. All other states in which the applicant plans to apply and(or) begin serving students within the next five years.

Include all proposed year(s) of opening.

V. Applicant currently has a pending charter school application in another states.

Yes ☐ No ☐

If yes, list all states

NARRATIVE (1) - Provide an overview for the *out-of-state* organizations' overall strategic vision, desired impact goals, five-year growth plan, and rationale for developing a charter school in Texas.

NARRATIVE (2) - Discuss all currently targeted markets/communities and criteria for selecting them. Including projected enrollments.

NARRATIVE (3) - Discuss the challenges associated with operating a charter in Texas compared to operating in the current state(s) of operation.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Present a clear growth plan that is supported by a solid rationale, specifically related to how expansion into Texas is a good fit.
- Establish measurable impact goals.
- Provide clear selection criteria for other target markets/communities and projected enrollment.
- Establish a capacity to learn from past challenges as demonstrated by: (1) addressing current challenges associated with operating a charter in Texas; (2) discussing comparable challenges; and (3) articulating successful and applicable solutions.

I. Identify the *out-of-state* organization's leadership team and their specific roles and responsibilities. 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.

II. Total Number of Support Services

NARRATIVE (1) - Discuss all shared or centralized support services, including all associated costs, that the *out-of-state* organization will provide to the school in Texas.

NARRATIVE (2) - Explain how the relationship between the governing board and the school administration will be managed.

NOTE - The governing body of an Open-Enrollment Charter School accepts ultimate responsibility for the school- including the school's academic performance, financial, and operational viability. The governing board may not delegate this responsibility and is also responsible for (a) overseeing any management company that actively provides management-services for the school; and (b) holding the management company accountable for the school's performance.

Press to Input Narrative Response



The term "**support services**" refers to any service that will be provided by the out-of-state organization for the purposes of assisting the proposed charter school succeed. Such services might include *software, mentoring, professional development, technical support etc.*

Evaluation Criteria

A response that meets the standard will:

- Establish a capable network leadership team with defined roles and responsibilities.
- Demonstrate a capacity to lead the short - and long-term success of the school(s) as part of the growing network.
- Describe a clear structure of the support service framework.
- Detail all specific services.
- Provide costs associated with specific services and describe how those costs will be allocated among campuses.
- Identify specific service goals.
- Present a clear plan for management of the relationships between the governing board and school administration.

Identify the *out-of-state* organization's leadership team and their specific roles and responsibilities. Input answer here or on the previous page. Do not write in both.

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

NARRATIVE (1) - Discuss all shared or centralized support services that the *out-of-state* organization will provide to the school in Texas

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

NARRATIVE (2) - Explain how the relationship between the governing board and the school administration will be managed.

NOTE - The governing body of an Open-Enrollment Charter School accepts ultimate responsibility for the school-including the school's academic performance, financial, and operational viability. The governing board may not delegate this responsibility and is also responsible for (a) overseeing any management company that actively provides management-services for the school; and (b) holding the management company accountable for the school's performance.

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



The Texas Education Agency will use the information in this section to assess the (1) academic, (2) organizational, and (3) financial performance records of the organization and its charter schools. The Agency reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information. Including academic proficiency data, growth data, recent renewal evaluations, site reports, and independent financial audit reports.

I. Applicant's national charter school portfolio contains at least one school that was previously approved by any charter authorizer, but failed to open or did not open on-time.

Yes ☐ No ☐

If yes, provide reasons for the failure or delay.



This section has a required Attachment OS1 Charter School Performance Data.

NARRATIVE: If the *out-of-state* organization's national charter school portfolio contains at least one school that contained performance deficiencies or compliance violations that have led to formal authorizer intervention within the last five years [including shortened or conditional renewals], provide an explanation and how such deficiencies or violations were resolved.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Demonstrate strong student academic performance data in Attachment OS1 among student population(s) similar to the proposed school.
- Demonstrates strong financial performance data in Attachment OS1.
- Demonstrates strong organizational performance data in Attachment OS1.
- Establish a capacity to learn from past challenges/mistakes, demonstrated by: (1) failed openings; (2) delayed openings; (3) resolution of performance deficiencies; and/or (4) violations that have led to formal authorizer intervention within the last five years.

Provide the following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in September. Applicants who attended both sessions need only submit one document.

TEA hosted identical Applicant Information Sessions on September 13 and 19, 2016, of which applicants were required to attend one. Each session provided details about applying for and holding a charter in the state of Texas, the contents of the RFA documents, the application preparation guidelines and submission requirements for both electronic and hard copy application documents. Attendees received a *Proof of Attendance* document at the conclusion of each session.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter must have attended one of the sessions. It was recommended that the person(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

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

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, 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.texas.gov prior to attending the applicant information session.

Attendance by one governing board member of the sponsoring entity is required. 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: Texas Virtual School

Sponsoring Entity Name as reflected on the 501(c)(3): Virtual Education Foundation of Texas

Application Contact Name: Fred Ellis

Title/Role: Director

Email: ccepellis@gmail.com Phone: 317-605-4062

Board Member Attending: Fred Ellis Fred W. Ellis

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Date of Session: ☒ Tuesday, September 13, 2016, 9:00 a.m. - 1:00 p.m.

☐ Monday, September 19, 2016, 9:00 a.m. - 1:00 p.m.

RECEIVED
TEXAS EDUCATION AGENCY
2016 SEP 13 AM 9:35
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Submit the completed form at least 24 hours prior to the session indicated above to
charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact John Garland at
512-463-3533 or john.garland@tea.texas.gov.

Provide the following:

The actual posting as printed in the newspaper along with the header of the page printed at the top of the newsprint stating the name of the paper and date published.

Each notice shall include:

- the proposed school/campus name;
- the sponsoring entity name;
- date, time, and place of meeting; and
- the names of all sponsoring entity board members.

Applicants must hold a public meeting in the proposed charter school campus' geographic area to publicly discuss the application for the charter school. This meeting must take place no earlier than 18 months before the charter application due date. Any person may be present at and participate in the meeting.

The applicant shall publish a notice of the meeting in a newspaper of general distribution in the geographic area proposed for the school.

- Any application that only provides evidence of notices from circular publications offered for free (such as neighborhood-specific flyers, including but not limited to, the GreenSheet) will be deemed ineligible as these publications are considered newspapers of de minimis distribution.
- Any application that only provides evidence of publication in electronic media will be deemed ineligible.

11/28/16

Notice of:

Virtual Charter School Application
for

Southern Virtual School
DBA Texas Virtual School

Address:

700 E. Sonterra Blvd. Suite 302.
San Antonio, TX. 78258

58

RECEIPT

Ad Name: 1328946A

Ad Id: 1328946

Original Ad Id

Start: 11/29/2016
Stop: 11/29/2016
Issues: 1
Words: 27
Dimensions: 1 X 9
Color:

Editions

Austin American-Statesman
Austin Web

Notice of:
Virtual Charter School Application
for
Southern Virtual School
DBA Texas Virtual School
Address:
700 E. Sonterra Blvd. Suite 302.
San Antonio, TX. 78258
11-29/2016 #679346

Ad shown is not actual print size.

Date Printed 11/23/2016
Time Printed 02:07 PM

Austin American Statesman
Statesman.com/Austin360.com

Order 679346
Page 1 of 2

RECEIPT

Account: S77878
Name: Andy Ivankovich
Address: 700 E. Sonterra Blvd.
Ste 302
SAN ANTONIO TX 78254

Phone: 210-858-5566
E-mail:

Order Name: Online School Notice
Order Id: 679346
Original Order Id:
Copy Line: Notice of: Virtual Charter School Applica
Sales Rep: S1125 Alejandro Cado (S)
Purchase Order:
Pay Type: Credit Card
Account Group:
Caller: Elizabeth Delgado
Section: 6205 Legal Notices
Reply Request:
Tear Sheets: 0

Order Summary	
Base:	\$89.19
Other Charges:	\$0.00
Discounts:	\$0.00
Agency Commission:	\$0.00
Sales Tax:	\$0.00
Total Order	\$89.19

Payment Summary	
Credit Card	\$89.19
Total Payment:	\$89.19

Virtual Charter School

Proof Confirmation

Agency:		Order ID:	2850480
Customer:	Virtual Charter School	Notes/Comments:	
Address:		Description:	NOTICE of: Virtual Charter School Application for Sout
City:		Caller name:	elizabeth delgado
State:		Fax no:	
Phone no:	2108585566	Sales rep:	Castillo, Cynthia A
Account ID:	355861		
Purchase order no:			
Payment type:	ElectronicCreditCardTransfer		

Newspaper Classified

Title	Publication	Class.code	Class.name	Package	Ins.date	Size	Template	CMYK	Spot
EN Classified	EN Classified Liner	1526	Legals Public Notices	Legals Liners	29-NOV-16	1 x 9	6C_BasicLegal	No	*

Internet Classified

Website	Master category	Class.code	Class.name	Package	First ins.date	Duration	Rank	No. of clicks
Wave2	ETC.	1526	Legals Public Notices	Legals Liners	11-29-2016	2 weeks		

NOTICE OF:
Virtual Charter School Application
for
Soutren Virtual School
DBA Texas Virtual School
Address:
700 E. Sentera Blvd Suite 300
San Antonio, TX 78258

Total price:	\$ 180.41
Charges:	\$ 50.00
Discounts:	\$ 0.00
Allowances:	\$ 0.00
Gross price:	\$ 230.41
Agency commission:	\$ 0.00
Net before tax:	\$ 230.41
Sales tax:	\$ 0.00
Net price:	\$ 230.41
Prepaid amount:	\$ 230.41
Amount due:	\$ 0.00

Legal Notices

1045-C, Austin TX 78704, then publicly opened and read aloud in the Suite 1045-C, Congress Conference Room UNLESS OTHERWISE INDICATED below:

1. **DEL CURTO ROAD WASTEWATER IMPROVEMENTS (SER-3486R2) (CIP).** IFB 6100 CLMC626. Bid documents available on City of Austin Vendor Connection webpage after 11/14/16. No Deposit required. For info: Cole Huggins, 512-972-0250. A MANDATORY Vendor Conf will be held at Waller Creek Center, 625 E. 10th Street, Rm 104 Austin, TX 78701 at 2:00P on 11/28/16. Offers due prior to 9:30A on 12/8/16. Compliance plans due prior to 1:30P on 12/8/16. Offers will be opened on 12/8/16 at 1:30P.
2. **STORMWATER DRAINAGE IMPROVEMENTS (CIP 4912 8107 C502).** IFB 6100 CLMC605. A Complete set of the Bid Documents, including Project Manual and Drawings are only obtained through the City's Vendor Connection website after 11/21/16. No Deposit required. For info: Alison Vonstein, 512-974-7217. A MANDATORY Vendor Conf will be held at 2716 Spirit of Texas Drive Rm 174-C, Austin, Texas 78719 at 9:00A on 11/30/16. Offers due prior to 9:00A on 12/15/16. Compliance plans due prior to 1:00P on 12/15/16. Offers will be opened on 12/15/16 at 1:00P.
3. **AUSTIN ENERGY SYSTEM CONTROL CENTER OFFICE FINISH OUT (CIP).** IFB 6100 CLMC627. Bid documents available on City of Austin Vendor Connection after 11/21/16. No Deposit required. For info: Paul Sanchez, 512-322-6323. A MANDATORY Vendor Conf will be held at 2500 Montopolis Drive Rm1075A, Austin TX 78704 at 1:30P on 11/30/16. Offers due prior to 10:30A on 12/15/16. Compliance plans due prior to 2:30P on 12/15/16. Offers will be opened on 12/15/16 at 2:30P.
4. **2016-18 QUARTER CENT SIDEWALK SOUTH DISTRICTS 2, 5, 8(CIP).** IFB 6100 CLMC608. Bid documents available on City of Austin Vendor Connection webpage after 11/21/16. No Deposit required. For info: Diane Rice, 512-974-7081. A MANDATORY Vendor Conf will be held at One Texas Center 505 Barton Springs Road, Rm 805 Austin, TX 78704 at 2:00P on 11/29/16. Offers due prior to 9:00A on 1/5/17. Compliance plans due prior to 1:00P on 1/5/17. Offers will be opened on 1/5/17 at 1:00P.
5. **2016-18 QUARTER CENT SIDEWALK NORTH DIST. 1, 3, 4, 6, 7, 9, 10(CIP).** IFB 6100 CLMC609. Bid documents available on City of Austin Vendor Connection webpage after 11/28/16. No Deposit required. For info: Diane Rice, 512-974-7081. A MANDATORY Vendor Conf will be held at One Texas Center 505 Barton Springs Road Rm 805 Austin, TX 78704 at 2:00P on 12/6/16. Offers due prior to 9:00A on 1/5/17. Compliance plans due prior to 1:00P on 1/5/17. Offers will be opened on 1/5/17 at 1:00P.

Legal Notices

INVITATION FOR BID

Sealed bids addressed to Federico Sanchez, P.E., City of Round Rock, Utilities and Environmental Services 2008 Enterprise Drive, Round Rock, Texas 78664, for:

Kensington Channel Improvements

will be received prior to December 7th, 2016, at 2:00 p.m. then be publicly opened and read aloud. Solicitation documents may be obtained from the City website at: www.roundrock-texas.gov/utilities/cip. Bidders shall be responsible for printing or obtaining prints of the aforementioned documents as necessary.
11-22, 11-29/2016 #677379

INVITATION FOR BID

Sealed bids addressed to Federico Sanchez, P.E., City of Round Rock, Utilities and Environmental Services Dept. 2008 Enterprise Drive, Round Rock, Texas 78664, for:

Hester's Crossing Channel Improvements

will be received prior to December 7th, 2016 at 10:00 a.m. then be publicly opened and read aloud. Solicitation documents may be obtained from the City website at: www.roundrock-texas.gov/utilities/cip. Bidders shall be responsible for printing or obtaining prints of the aforementioned documents as necessary.
11-22, 11-29/2016 #677367

Notice of:

Virtual Charter School Application for

Southern Virtual School
DBA Texas Virtual School

Address:

700 E. Sonterra Blvd. Suite 302.
San Antonio, TX. 78258

11-29/2016 #679346

NOTICE OF MEETING PLACES TO THE RESIDENTS AND TAXPAYERS OF PILOT KNOB MUNICIPAL UTILITY DISTRICT NO. 1 AND TO ALL PERSONS INTERESTED IN THE MEETINGS OF THE BOARD OF DIRECTORS OF SUCH DISTRICT:

NOTICE IS HEREBY GIVEN that the Board of Directors of Pilot Knob Municipal Utility District No. 1 has established meeting places and District offices outside the boundaries of the District at: (a) Armbrust & Brown, PLLC, 100 Congress Avenue, Suite 1300, Austin, Texas; (b) 100 Congress Avenue, Suite 285, Austin, Texas; (c) Brookfield Residential, Domain 7, 11501 Alterra Parkway, Suite 100, Austin, Texas; (d) DuBois, Bryant & Campbell, LLP, 303 Colorado, Suite 2300, Austin, Texas; and (e) Mueser Engineering Associ-

61 A


Austin American-Statesman

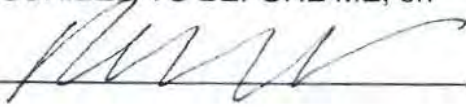
statesman.com | austin360.com

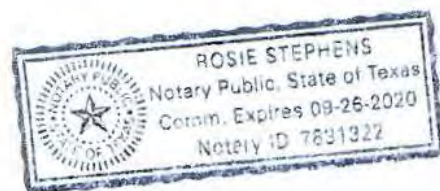
Notice of:
Virtual Charter School Application
for
Southern Virtual School
DBA Texas Virtual School
Address:
700 E. Sonterra Blvd. Suite 302.
San Antonio, TX. 78258
11-29/2016 #679346

STATE OF TEXAS
COUNTY OF TRAVIS

Before me, the undersigned authority, a Notary Public in and for the County of Travis, State of Texas, on this day personally appeared Alejandro Cado. Advertising Agent of the Austin American-Statesman, a daily newspaper published in said County and State that is generally circulated in Bastrop, Bell, Blanco, Brazos, Burleson, Burnet, Caldwell, Colorado, Comal, Coryell, Fayette, Gillespie, Gonzales, Guadalupe, Hays, Kerr, Lampasas, Lee, Llano, Milam, Nueces, San Saba, Travis, Washington and Williamson Counties, who being duly sworn by me, states that the attached advertisement was published at the lowest published rate for Classified advertising in said newspaper on the following date(s), to wit: Andy Ivankovich,, First date of Publication 11/29/2016, Last date of Publication 11/29/2016, Web and print times Published 2, Legal Notices, 1 X 9, and that the attached is a true copy of said advertisement.
Online School Notice
Ad ID: 1328946
Ad Cost: 89.19


SWORN AND SUBSCRIBED TO BEFORE ME, on
11/30/2016


Notary Public



61B

catching up. On Black Friday, consumers spent \$3.34 billion, a 21.6 per cent jump from last year, according to Adobe.

"Because of technology, the shopping process has been deconstructed, and the consumer constructs their own flow," said Alvarez.

Joseph Jaconi, whose company TechArmor

and set your appointment to turn back the hands of time and GET IT BACK.

Patients are assured of the utmost privacy and professionalism with private waiting rooms and a professional staff ready to help you today. And remember, results are guaranteed.

Male Medical Group

14615 San Pedro Ave. #100, San Antonio, TX 78232

www.malemedicalgroup.com

210-255-1977

TX1-3

Legal Notices

Legal Bids & Proposals

CANYON REGIONAL WATER AUTHORITY LAKE DUNLAP WTP CLEARWELL IMPROVEMENTS

Notice is hereby given that sealed bids will be received until 10:00 AM, Tuesday December 20, 2016 for the above project and then publicly opened and read aloud at the Canyon Regional Water Authority Office located at 850 Lakeside Pass, New Braunfels, Texas 78130. Plans and specifications can be obtained November 29, 2016 at the office of the Engineer for a non-refundable fee of \$100.00 or at no cost via FTP site download. Please contact the office of the engineer, River City Engineering at (830) 626-3588, ext. 150 for more information. The project generally consists of the following:

PROJECT: LAKE DUNLAP WTP CLEARWELL IMPROVEMENTS

Legal Bids & Proposals

Furnish and install one (1) precast, wire wound pre-stressed concrete 1.25 ground storage tank with all appurtenances, piping, and valving as designated in the project drawings and described in the contract documents and technical specifications.

Legals/Public Notices

NOTICE TO THE PUBLIC

The Texas New School Accelerator, Inc. Board of Directors will conduct an informational meeting for the public on December 1st at 6pm at 221 W. Poplar, San Antonio, TX 78212, to provide information about a proposed open-enrollment public charter school. Impact Public Schools would educate students in grades K-12 (Elementary/Middle/High) and would be located in San Antonio, TX. Participants will be presented with the proposal and will be able to ask questions about the school. If approved, classes will begin in August of 2018. Members of the board are Brenda

Legals/Public Notices

Garcia, Alex DeBarros, and Doug Dawson.

NOTICE OF PUBLIC HEARING

TO DISCUSS SCHOOL OF SCIENCE AND TECHNOLOGY'S STATE FINANCIAL ACCOUNTABILITY RATING

As part of the December 5, 2016 Board of Directors Regular Meeting, School of Science and Technology will hold a public hearing to discuss the SST Schools' 2015-2016 Financial Rating Systems of Texas (FIRST) accountability ratings. The meeting will be held at 7 p.m. in the Conference Room, located at 4241 Woodcock Dr., Suite B-206 San Antonio, TX 78228.

NOTICE OF:

Virtual Charter School Application
for
Southern Virtual School
DBA Texas Virtual School
Address:
700 E. Sonterra Blvd. Suite 302.
San Antonio, TX. 78258

TO
C
BAT

BEFORE

QUICK

Call
FR

* SOME
MINIMUM PURCH



Hearst Media Services | San Antonio Express-News
mySA.com | ExpressNews.com | Conexión
The San Antonio Light | EN Community & Military Newspapers

SAN ANTONIO EXPRESS NEWS
AFFIDAVIT OF PUBLICATION

STATE OF TEXAS,
COUNTY OF BEXAR

Customer ID: 822478

Order ID: 25644

Publication: 5/1/2007

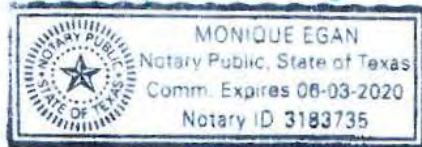
Pub Date

Lynette Nelson
Lynette Nelson
Bookkeeper

Sworn and subscribed to before me, this 29 day of Nov., A.D. 2016

Notary public in and for the State of Texas

Monique Czar



61 D

Provide the following:

Certified mail receipt cards showing the dates the Statement of Impact forms and Application Coversheets were received by the superintendent of each traditional district from which the proposed school intends to draw students. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each school district, fees paid, and the date mailed will be accepted.

Mailing address must include the name of the school district to which the information was sent.

Applicants shall send a Statement of Impact Form (found at, <http://tea.texas.gov/charterapp.aspx>) and Application Coversheet to the superintendent of each traditional district from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any adverse impact the proposed school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Additionally, applicants must also send a Statement of Impact Form and Application Coversheet to:

- the President of the Board of Trustees of each traditional district from which the proposed school intends to draw students,
- each member of the Texas legislature that represents the geographic area to be served by the proposed school, and
- the State Board of Education member that represents the geographic area to be served by the proposed school.

See Texas Education Code (TEC) §12.1101.

Attachment A3

As a Virtual School, Texas Virtual School does not have traditional boundaries and would accept any resident of the State of Texas.

Statement of Impact Forms were sent to

- a.) ALL Traditional District superintendents in the state of Texas,
- b.) ALL Presidents of Board of Trustees of traditional districts in the state of Texas,
- c.) All members of the Texas Legislature,
- d.) All members of the State Board of Education

Texas Virtual School utilized an electronic US Certified mailer system to accomplish the preparation and mailing of 2,226 certified letters. Copies of those letters/mailers are provided as a separate attachment. The certified mail receipt is a part of each letter/mailer and shows the postmark date, fees paid and the school district.

ARTICLE ADDRESS USED TO:
MR JOSE G FRANCO
FT HANCOCK ISD
PO BOX 98
FT HANCOCK TX 79039-0098

FEES
Postage Per Piece \$0.09
Certified Fee 3.00
Return Receipt Fee 2.70
Total Postage & Fees \$6.00

Post Mark
Here

stamps.com

(Extra Fee) ☐ Yes

CERTIFIED

Article Number

5414 7113 9956 4410 9196 71

9414 7118 9956 4410 9196 71

COMPLETE THIS SECTION ON DELIVERY

A. Signature: (☐ Addressee or ☐ Agent)

B. Received By: (Please Print Clearly)

C. Date of Delivery

X

D. Addressee's Address (If Different From Address Used by Sender)

Article Addressed To:

Secondary Address / Suite / Apt. / Floor (Please Print Clearly)

Delivery Address

City

State

ZIP + 4 Code

MR JOSE G FRANCO
FT HANCOCK ISD
PO BOX 98
FT HANCOCK TX 79039-0098



USPS MAIL PERMIT NO. 1000 FT. HANCOCK, TX 79039-0098

USA CNF-076 04/16

Envelope Laser Form

Return Address Label

Covered by and/or for use with U.S. Patents 5,510,992; 5,682,311; 5,801,944; 6,868,406; 7,216,110; 7,236,956; 7,236,970; 7,490,065; 7,567,940; 7,613,639; 7,743,043; 7,882,094; 8,027,926; 8,027,927; 8,027,935; 8,041,644; 8,046,823; 8,103,647; 8,195,579; 8,301,572; 8,392,391; and 8,496,943.

*Remember to place your
Return Address Label on
the green card as indicated

Thomas H. Stoughton
Virtual Education Foundation of TX
510 E 96th Street, Suite 180
Indianapolis, IN 46240

↑RECEIPT↑

CERTIFIED MAIL

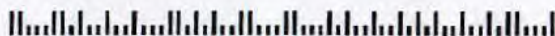
CERTIFIED MAIL

Thomas H. Stoughton
Virtual Education Foundation of TX
510 E 96th Street, Suite 180
Indianapolis, IN 46240



9414 7118 9956 4410 9196 71

RETURN RECEIPT REQUESTED



MR JOSE G FRANCO
FT HANCOCK ISD
PO BOX 98
FT HANCOCK TX 79039-0098

\$6.890
US POSTAGE
FIRST-CLASS
FROM 46240
DEC 02 2016

stamps.com



0625008859471

9414 7118 9956 4410 9196 71

DIRECTION

9414 7118 9956 4410 9196 71

ARTICLE ADDRESSED TO:
PRESIDENT BOARD OF TRUSTEES
MCCAMEY ISD
PO Box 1069
MCCAMEY TX 79752-1069

FEES
Postage Per Piece \$0.88%
Certified Fee 3.30
Return Receipt Fee 2.70
Total Postage & Fees \$6.88%

Post Mark
Here

stamps.com

↑RECEIPT↑

Thomas Stoughton
Virtual Education Foundation of TX
510 E. 96th Street
Suite 180
Indianapolis, IN 46240

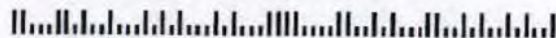
CERTIFIED MAIL

CERTIFIED MAIL



9414 7118 9956 4416 8267 75

RETURN RECEIPT REQUESTED



PRESIDENT BOARD OF TRUSTEES
MCCAMEY ISD
PO Box 1069
MCCAMEY TX 79752-1069

(Extra Fee) ☐ Yes

CERTIFIED

Article Number

9414 7118 9956 4416 8267 75



9414 7118 9956 4416 8267 75

COMPLETE THIS SECTION ON DELIVERY

A. Signature: (<input type="checkbox"/> Addressee or <input type="checkbox"/> Agent) X	B. Received By: (Please Print Clearly)	C. Date of Delivery
D. Addressee's Address (If Different From Address Used by Sender)		
Secondary Address / Suite / Apt. / Floor (Please Print Clearly)		
Delivery Address		
City	State	ZIP + 4 Code

Article Addressed To:

PRESIDENT BOARD OF TRUSTEES
MCCAMEY ISD
PO Box 1069
MCCAMEY TX 79752-1069



USA/CERTIFIED MAIL

UNITED STATES POSTAL SERVICE

PS Form 3810, 2/04

USA CMF-076 04/16

Envelope Laser Form

Return Address Label

Covered by and/or for use with U.S. Patents 5,510,992; 5,682,31
5,801,944; 6,868,406; 7,216,110; 7,236,956; 7,236,970; 7,490,065
7,567,940; 7,613,639; 7,743,043; 7,882,094; 8,027,926; 8,027,927
8,027,935; 8,041,644; 8,046,823; 8,103,647; 8,195,579; 8,301,572
8,392,391; and 8,498,943.

*Remember to place your
Return Address Label on
the green card as indicated

\$6.88%
US POSTAGE
FIRST-CLASS
FROM 46240
DEC 02 2016

stamps.com



0625000859471

9414 7118 9956 4416 8267 75

Provide the following:

State the proposed school's primary attendance boundary by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

If the proposed charter school will have a secondary attendance boundary in accordance with 19 Texas Administrative Code (TAC), §100.1207(f) (e.g., it will admit students who reside outside of the primary geographic boundary just described), once all eligible applicants who reside within the primary geographic boundary have submitted a timely application and have been enrolled, the school may accept students from the secondary boundary if it hereby adopts a transfer policy. If the charter elects to have a transfer policy, list the school districts from which the proposed charter school will establish its secondary boundary. *Do not list the charter schools located within the designated geographic boundary.*

Attachment A4 – Geographic Attendance Boundary

Texas Virtual School proposes to accept students who reside within the state boundaries. Thus all school districts are included in the Texas Virtual School primary attendance boundary.

List of school districts within the primary attendance boundary:

District Number	District Name
'109901	ABBOTT ISD
'095901	ABERNATHY ISD
'221901	ABILENE ISD
'014901	ACADEMY ISD
'180903	ADRIAN ISD
'178901	AGUA DULCE ISD
'015901	ALAMO HEIGHTS ISD
'250906	ALBA-GOLDEN ISD
'209901	ALBANY ISD
'101902	ALDINE ISD
'184907	ALEDO ISD
'125901	ALICE ISD
'101903	ALIEF ISD
'043901	ALLEN ISD
'022901	ALPINE ISD
'037901	ALTO ISD
'126901	ALVARADO ISD
'020901	ALVIN ISD
'249901	ALVORD ISD
'188901	AMARILLO ISD
'140901	AMHERST ISD
'036901	ANAHUAC ISD
'093901	ANDERSON-SHIRO CISD
'002901	ANDREWS ISD
'020902	ANGLETON ISD
'043902	ANNA ISD
'127901	ANSON ISD
'071906	ANTHONY ISD
'110901	ANTON ISD
'228905	APPLE SPRINGS ISD
'109912	AQUILLA ISD
'004901	ARANSAS COUNTY ISD
'205901	ARANSAS PASS ISD
'005901	ARCHER CITY ISD
'061910	ARGYLE ISD
'220901	ARLINGTON ISD

'212901	ARP ISD
'217901	ASPERMONT ISD
'107901	ATHENS ISD
'034901	ATLANTA ISD
'061907	AUBREY ISD
'227901	AUSTIN ISD
'196901	AUSTWELL-TIVOLI ISD
'070901	AVALON ISD
'194902	AVERY ISD
'034902	AVINGER ISD
'161918	AXTELL ISD
'220915	AZLE ISD
'030903	BAIRD ISD
'200901	BALLINGER ISD
'195902	BALMORHEA ISD
'010902	BANDERA ISD
'025901	BANGS ISD
'178913	BANQUETE ISD
'036902	BARBERS HILL ISD
'014902	BARTLETT ISD
'011901	BASTROP ISD
'158901	BAY CITY ISD
'123910	BEAUMONT ISD
'183901	BECKVILLE ISD
'013901	BEEVILLE ISD
'039904	BELLEVUE ISD
'091901	BELLS ISD
'008901	BELLVILLE ISD
'014903	BELTON ISD
'125902	BEN BOLT-PALITO BLANCO ISD
'066901	BENAVIDES ISD
'138904	BENJAMIN ISD
'187901	BIG SANDY ISD
'230901	BIG SANDY ISD
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'177903	BLACKWELL CISD
'016902	BLANCO ISD
'116915	BLAND ISD
'025904	BLANKET ISD
'034909	BLOOMBURG ISD
'175902	BLOOMING GROVE ISD

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'072904	BLUFF DALE ISD
'109913	BLUM ISD
'130901	BOERNE ISD
'116916	BOLES ISD
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'148901	BOOKER ISD
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'249902	BOYD ISD
'180901	BOYS RANCH ISD
'136901	BRACKETT ISD
'160901	BRADY ISD
'008903	BRAZOS ISD
'020905	BRAZOSPORT ISD
'215901	BRECKENRIDGE ISD
'198901	BREMOND ISD
'239901	BRENHAM ISD
'181901	BRIDGE CITY ISD
'249903	BRIDGEPORT ISD
'203902	BROADDUS ISD
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'024901	BROOKS COUNTY ISD
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'031901	BROWNSVILLE ISD
'025902	BROWNWOOD ISD
'161919	BRUCEVILLE-EDDY ISD
'021902	BRYAN ISD
'119901	BRYSON ISD
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'186901	BUENA VISTA ISD
'145901	BUFFALO ISD
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'121903	BUNA ISD

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'049905	CALLISBURG ISD
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'106901	CANADIAN ISD
'234902	CANTON ISD
'071907	CANUTILLO ISD
'191901	CANYON ISD
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'057903	CARROLLTON-FARMERS BRANCH ISD
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'220917	CASTLEBERRY ISD
'001902	CAYUGA ISD
'057904	CEDAR HILL ISD
'116902	CELESTE ISD
'043903	CELINA ISD
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'103901	CHANNING ISD
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'126903	CLEBURNE ISD
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'091902	COLLINSVILLE ISD
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'045902	COLUMBUS ISD
'046902	COMAL ISD
'047901	COMANCHE ISD
'130902	COMFORT ISD
'116903	COMMERCE ISD
'043918	COMMUNITY ISD
'112908	COMO-PICKTON CISD
'233903	COMSTOCK ISD
'161921	CONNALLY ISD
'170902	CONROE ISD
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'129901	CRANDALL ISD
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'161901	CRAWFORD ISD
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'101906	CROSBY ISD
'054901	CROSBYTON CISD
'030901	CROSS PLAINS ISD
'107904	CROSS ROADS ISD
'078901	CROWELL ISD
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'254901	CRYSTAL CITY ISD
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'112905	CUMBY ISD
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'101907	CYPRESS-FAIRBANKS ISD
'172902	DAINGERFIELD-LONE STAR ISD
'056901	DALHART ISD
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'133905	DIVIDE ISD
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'108902	DONNA ISD
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'171901	DUMAS ISD
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'048901	EDEN CISD
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'108904	EDINBURG CISD
'120901	EDNA ISD
'241903	EL CAMPO ISD
'071902	EL PASO ISD
'243902	ELECTRA ISD
'011902	ELGIN ISD
'001903	ELKHART ISD
'102906	ELYSIAN FIELDS ISD
'070903	ENNIS ISD
'049906	ERA ISD

'174910	ETOILE ISD
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'107905	EUSTACE ISD
'121906	EVADALE ISD
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'043904	FARMERSVILLE ISD
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'246902	FLORENCE ISD
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'178914	FLOUR BLUFF ISD
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'169910	FORESTBURG ISD
'129902	FORNEY ISD
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'242906	FORT ELLIOTT CISD
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'066903	FREER ISD
'152907	FRENSHIP ISD
'084911	FRIENDSWOOD ISD
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'043905	FRISCO ISD
'175905	FROST ISD
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'015914	FT SAM HOUSTON ISD
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'050902	GATESVILLE ISD
'166902	GAUSE ISD
'149901	GEORGE WEST ISD
'246904	GEORGETOWN ISD
'161925	GHOLSON ISD
'144901	GIDDINGS ISD
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'234904	GRAND SALINE ISD
'238904	GRANDFALLS-ROYALTY ISD
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'123914	HAMSHIRE-FANNETT ISD
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'086902	HARPER ISD
'101000	HARRIS COUNTY DEPT OF ED
'244901	HARROLD ISD
'035902	HART ISD
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'225907	HARTS BLUFF ISD
'104901	HASKELL CISD
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'127904	HAWLEY ISD
'105906	HAYS CISD
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'065902	HEDLEY ISD
'202903	HEMPHILL ISD
'237902	HEMPSTEAD ISD
'201902	HENDERSON ISD
'039902	HENRIETTA ISD
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'246906	HUTTO ISD
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'132902	JAYTON-GIRARD ISD
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'126905	JOSHUA ISD
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'129903	KAUFMAN ISD
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'220907	KELLER ISD
'242905	KELTON ISD
'129904	KEMP ISD
'131001	KENEDY COUNTY WIDE CSD
'128902	KENEDY ISD
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'220914	KENNEDALE ISD
'175907	KERENS ISD
'248901	KERMIT ISD
'133903	KERRVILLE ISD
'092902	KILGORE ISD
'014906	KILLEEN ISD
'137901	KINGSVILLE ISD
'121905	KIRBYVILLE CISD
'101915	KLEIN ISD
'058905	KLONDIKE ISD
'232901	KNIPPA ISD
'138902	KNOX CITY-O'BRIEN CISD
'018907	KOPPERL ISD
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'219905	KRESS ISD
'061905	KRUM ISD
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'061902	LEWISVILLE ISD
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'028902	LOCKHART ISD
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'083902	LOOP ISD
'168902	LORAIN ISD
'161907	LORENA ISD
'054902	LORENZO ISD
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'241906	LOUISE ISD
'043919	LOVEJOY ISD
'113903	LOVELADY ISD
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'182903	MINERAL WELLS ISD
'108908	MISSION CISD
'238902	MONAHANS-WICKETT-PYOTE ISD
'169908	MONTAGUE ISD
'108915	MONTE ALTO ISD
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'161910	MOODY ISD
'209902	MORAN ISD
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'163903	NATALIA ISD
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'001906	NECHES ISD
'123905	NEDERLAND ISD
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'019905	NEW BOSTON ISD
'046901	NEW BRAUNFELS ISD
'170908	NEW CANEY ISD
'152902	NEW DEAL ISD
'230906	NEW DIANA ISD
'153905	NEW HOME ISD
'037908	NEW SUMMERFIELD ISD
'236901	NEW WAVERLY ISD
'252902	NEWCASTLE ISD
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'089903	NIXON-SMILEY CISD
'169902	NOCONA ISD
'062902	NORDHEIM ISD
'145906	NORMANGEE ISD
'015910	NORTH EAST ISD
'112906	NORTH HOPKINS ISD
'139911	NORTH LAMAR ISD
'154903	NORTH ZULCH ISD
'015915	NORTHSIDE ISD
'244905	NORTHSIDE ISD
'061911	NORTHWEST ISD
'069902	NUECES CANYON CISD

'235904	NURSERY ISD
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'205905	ODEM-EDROY ISD
'153903	O'DONNELL ISD
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'195901	PECOS-BARSTOW-TOYAH ISD
'109914	PENELOPE ISD
'119903	PERRIN-WHITT CISD
'179901	PERRYTON ISD
'095904	PETERSBURG ISD
'039903	PETROLIA CISD
'013903	PETTUS ISD
'172905	PEWITT CISD
'227904	PFLUGERVILLE ISD
'108909	PHARR-SAN JUAN-ALAMO ISD
'061903	PILOT POINT ISD
'092904	PINE TREE ISD

'032902	PITTSBURG ISD
'251902	PLAINS ISD
'095905	PLAINVIEW ISD
'043910	PLANO ISD
'019912	PLEASANT GROVE ISD
'007905	PLEASANTON ISD
'117904	PLEMONS-STINNETT-PHILLIPS CISD
'031909	POINT ISABEL ISD
'061906	PONDER ISD
'184901	POOLVILLE ISD
'178908	PORT ARANSAS ISD
'123907	PORT ARTHUR ISD
'123908	PORT NECHES-GROVES ISD
'085902	POST ISD
'007906	POTEET ISD
'247904	POTH ISD
'091913	POTTSBORO ISD
'028906	PRAIRIE LEA ISD
'169909	PRAIRIE VALLEY ISD
'139912	PRAIRILAND ISD
'125905	PREMONT ISD
'189902	PRESIDIO ISD
'167904	PRIDDY ISD
'043911	PRINCETON ISD
'098903	PRINGLE-MORSE CISD
'108910	PROGRESO ISD
'043912	PROSPER ISD
'099903	QUANAH ISD
'034907	QUEEN CITY ISD
'116908	QUINLAN ISD
'250904	QUITMAN ISD
'190903	RAINS ISD
'054903	RALLS ISD
'066005	RAMIREZ CSD
'015906	RANDOLPH FIELD ISD
'067907	RANGER ISD
'231902	RANKIN ISD
'245903	RAYMONDVILLE ISD
'192901	REAGAN COUNTY ISD
'019911	RED LICK ISD
'070911	RED OAK ISD
'019906	REDWATER ISD
'196903	REFUGIO ISD

'137902	RICARDO ISD
'045903	RICE CISD
'175911	RICE ISD
'093905	RICHARDS ISD
'057916	RICHARDSON ISD
'206902	RICHLAND SPRINGS ISD
'161912	RIESEL ISD
'214901	RIO GRANDE CITY CISD
'031911	RIO HONDO ISD
'126907	RIO VISTA ISD
'067908	RISING STAR ISD
'188902	RIVER ROAD ISD
'194903	RIVERCREST ISD
'137903	RIVIERA ISD
'041902	ROBERT LEE ISD
'161922	ROBINSON ISD
'178909	ROBSTOWN ISD
'076903	ROBY CISD
'160904	ROCHELLE ISD
'166904	ROCKDALE ISD
'069901	ROCKSPRINGS ISD
'199901	ROCKWALL ISD
'014907	ROGERS ISD
'214903	ROMA ISD
'152908	ROOSEVELT ISD
'110905	ROPES ISD
'177901	ROSCOE COLLEGIATE ISD
'073905	ROSEBUD-LOTT ISD
'076904	ROTAN ISD
'246909	ROUND ROCK ISD
'075908	ROUND TOP-CARMINE ISD
'139908	ROXTON ISD
'237905	ROYAL ISD
'199902	ROYSE CITY ISD
'104903	RULE ISD
'128903	RUNGE ISD
'037907	RUSK ISD
'091914	S AND S CISD
'232902	SABINAL ISD
'092906	SABINE ISD
'123913	SABINE PASS ISD
'169911	SAINT JO ISD
'014908	SALADO ISD

'112909	SALTILLO ISD
'074917	SAM RAYBURN ISD
'226903	SAN ANGELO ISD
'015907	SAN ANTONIO ISD
'203901	SAN AUGUSTINE ISD
'031912	SAN BENITO CISD
'066902	SAN DIEGO ISD
'071904	SAN ELIZARIO ISD
'233901	SAN FELIPE-DEL RIO CISD
'214902	SAN ISIDRO ISD
'105902	SAN MARCOS CISD
'245904	SAN PERLITA ISD
'206901	SAN SABA ISD
'022903	SAN VICENTE ISD
'058909	SANDS CISD
'117903	SANFORD-FRITCH ISD
'061908	SANGER ISD
'042903	SANTA ANNA ISD
'084909	SANTA FE ISD
'137904	SANTA GERTRUDIS ISD
'031913	SANTA MARIA ISD
'031914	SANTA ROSA ISD
'182904	SANTO ISD
'074911	SAVOY ISD
'094902	SCHERTZ-CIBOLO-U CITY ISD
'207901	SCHLEICHER ISD
'075903	SCHULENBURG ISD
'129910	SCURRY-ROSSER ISD
'083901	SEAGRAVES ISD
'008902	SEALY ISD
'094901	SEGUIN ISD
'083903	SEMINOLE ISD
'012901	SEYMOUR ISD
'152909	SHALLOWATER ISD
'242902	SHAMROCK ISD
'108911	SHARYLAND ISD
'210903	SHELBYVILLE ISD
'101924	SHELDON ISD
'204904	SHEPHERD ISD
'091906	SHERMAN ISD
'143903	SHINER ISD
'047905	SIDNEY ISD
'115902	SIERRA BLANCA ISD

'100904	SILSBEE ISD
'023902	SILVERTON ISD
'019909	SIMMS ISD
'205906	SINTON ISD
'049909	SIVELLS BEND ISD
'013905	SKIDMORE-TYNAN ISD
'152903	SLATON ISD
'249908	SLIDELL ISD
'001909	SLOCUM ISD
'011904	SMITHVILLE ISD
'110906	SMYER ISD
'026903	SNOOK ISD
'208902	SNYDER ISD
'071909	SOCORRO ISD
'015909	SOMERSET ISD
'026902	SOMERVILLE ISD
'218901	SONORA ISD
'015908	SOUTH SAN ANTONIO ISD
'031916	SOUTH TEXAS ISD
'085903	SOUTHLAND ISD
'015917	SOUTHSIDE ISD
'015912	SOUTHWEST ISD
'098904	SPEARMAN ISD
'170907	SPLENDORA ISD
'101920	SPRING BRANCH ISD
'117907	SPRING CREEK ISD
'092907	SPRING HILL ISD
'101919	SPRING ISD
'140907	SPRINGLAKE-EARTH ISD
'184902	SPRINGTOWN ISD
'063903	SPUR ISD
'229905	SPURGER ISD
'079910	STAFFORD MSD
'127906	STAMFORD ISD
'156902	STANTON ISD
'072903	STEPHENVILLE ISD
'216901	STERLING CITY ISD
'247906	STOCKDALE ISD
'211902	STRATFORD ISD
'182905	STRAWN ISD
'140908	SUDAN ISD
'112910	SULPHUR BLUFF ISD
'112901	SULPHUR SPRINGS ISD

'110907	SUNDOWN ISD
'057919	SUNNYVALE ISD
'171902	SUNRAY ISD
'020906	SWEENY ISD
'143905	SWEET HOME ISD
'177902	SWEETWATER ISD
'205907	TAFT ISD
'153904	TAHOKA ISD
'146907	TARKINGTON ISD
'201910	TATUM ISD
'246911	TAYLOR ISD
'081904	TEAGUE ISD
'014909	TEMPLE ISD
'210904	TENAHA ISD
'022004	TERLINGUA CSD
'222901	TERRELL COUNTY ISD
'129906	TERRELL ISD
'019907	TEXARKANA ISD
'240503	TEXAS A&M INTERNATIONAL UNIVERSITY ISD
'123503	TEXAS ACADEMY OF LEADERSHIP IN THE HUMANITIES
'084906	TEXAS CITY ISD
'227622	TEXAS JUVENILE JUSTICE DEPARTMENT
'227905	TEXAS SCH FOR THE BLIND & VISUALLY IMPAIRED
'227906	TEXAS SCH FOR THE DEAF
'152504	TEXAS TECH UNIVERSITY HIGH SCHOOL
'211901	TEXHOMA ISD
'056902	TEXLINE ISD
'166905	THORNDALE ISD
'246912	THRALL ISD
'149902	THREE RIVERS ISD
'072901	THREE WAY ISD
'224901	THROCKMORTON ISD
'158902	TIDEHAVEN ISD
'210905	TIMPSON ISD
'091907	TIOGA ISD
'111903	TOLAR ISD
'091918	TOM BEAN ISD
'101921	TOMBALL ISD
'071908	TORNILLO ISD
'221905	TRENT ISD
'074912	TRENTON ISD
'107907	TRINIDAD ISD
'228903	TRINITY ISD

'212904	TROUP ISD
'014910	TROY ISD
'219903	TULIA ISD
'178912	TULOSO-MIDWAY ISD
'096905	TURKEY-QUITAQUE ISD
'212905	TYLER ISD
'230908	UNION GROVE ISD
'230904	UNION HILL ISD
'240903	UNITED ISD
'061501	UNIVERSITY OF NORTH TEXAS
'227506	UNIVERSITY OF TEXAS AT AUSTIN H S
'031505	UNIVERSITY OF TEXAS RIO GRANDE VALLEY
'232904	UTOPIA ISD
'232903	UVALDE CISD
'122902	VALENTINE ISD
'018904	VALLEY MILLS ISD
'049903	VALLEY VIEW ISD
'108916	VALLEY VIEW ISD
'091908	VAN ALSTYNE ISD
'234906	VAN ISD
'158906	VAN VLECK ISD
'180902	VEGA ISD
'126908	VENUS ISD
'226908	VERIBEST ISD
'244903	VERNON ISD
'235902	VICTORIA ISD
'181907	VIDOR ISD
'143904	VYSEHRAD ISD
'161914	WACO ISD
'089905	WAELDER ISD
'059902	WALCOTT ISD
'226906	WALL ISD
'237904	WALLER ISD
'049908	WALNUT BEND ISD
'018905	WALNUT SPRINGS ISD
'229904	WARREN ISD
'102903	WASKOM ISD
'226905	WATER VALLEY ISD
'070912	WAXAHACHIE ISD
'184903	WEATHERFORD ISD
'240904	WEBB CISD
'045905	WEIMAR ISD
'044902	WELLINGTON ISD

'223904	WELLMAN-UNION CISD
'037909	WELLS ISD
'108913	WESLACO ISD
'100908	WEST HARDIN COUNTY CISD
'161916	WEST ISD
'181906	WEST ORANGE-COVE CISD
'178915	WEST OSO ISD
'201914	WEST RUSK COUNTY CONSOLIDATED ISD
'202905	WEST SABINE ISD
'168903	WESTBROOK ISD
'062905	WESTHOFF ISD
'073904	WESTPHALIA ISD
'001908	WESTWOOD ISD
'241904	WHARTON ISD
'242903	WHEELER ISD
'033904	WHITE DEER ISD
'092908	WHITE OAK ISD
'220920	WHITE SETTLEMENT ISD
'040902	WHITEFACE CISD
'212906	WHITEHOUSE ISD
'091909	WHITESBORO ISD
'091910	WHITEWRIGHT ISD
'110908	WHITHARRAL ISD
'109911	WHITNEY ISD
'243905	WICHITA FALLS ISD
'180904	WILDORADO ISD
'170904	WILLIS ISD
'234907	WILLS POINT ISD
'153907	WILSON ISD
'105905	WIMBERLEY ISD
'236903	WINDHAM SCHOOL DISTRICT
'005904	WINDTHORST ISD
'225905	WINFIELD ISD
'248902	WINK-LOVING ISD
'250907	WINNSBORO ISD
'212910	WINONA ISD
'200904	WINTERS ISD
'174906	WODEN ISD
'116909	WOLFE CITY ISD
'196902	WOODSBORO ISD
'224902	WOODSON ISD
'229903	WOODVILLE ISD
'081905	WORTHAM ISD

'043914	WYLIE ISD
'221912	WYLIE ISD
'250905	YANTIS ISD
'062903	YOAKUM ISD
'062904	YORKTOWN ISD
'071905	YSLETA ISD
'253901	ZAPATA COUNTY ISD
'003906	ZAVALLA ISD
'025906	ZEPHYR ISD

Provide the following:

State the teacher to student ratio to be maintained. If different grades will have different ratios, so state and provide the information per each grade.

TEACHER-STUDENT RATIO

Texas Virtual School strives to provide academic excellence for all students. In a virtual setting, teachers typically work with students one-on-one, providing educational support via phone, text, email, virtual blackboard sessions and in-person tutoring sessions.

Additionally, we provide small group online sessions for up to 10 students simultaneously. This allow group interaction and experience in given topics.

In the first year, teacher student ratio is 1:20.

At full capacity, the student teacher ratio will trend to 1:70 which as a virtual school is adequate to meet instructional goals.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, provide a sample scope and sequence for one foundation course for each division of grade levels, or portion thereof, the applicant proposes to serve: grades K-5, grades 6-8, and/or grades 9-12. If proposing to serve grades K-5, the applicant shall submit a sample scope and sequence for a third grade foundation subject. If proposing a grade 6-8 program, the applicant shall submit a sample scope and sequence from a foundation subject in grade seven or eight. A proposal to serve grades 9-12 shall include a sample scope and sequence from a ninth or tenth grade foundation course. The scope and sequence shall identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). It should also provide three (3) sample lessons, which reference the TEKS they are aligned with. It is not necessary to submit a complete curriculum or TEKS alignment for all subjects and grades that the proposed charter will serve.

Based on the grade offerings proposed, the applicants could be required to submit one, two, or three separate scope and sequence documents in response to this attachment.

Charter Name:

Subject/Course Title:

English/Language Arts

Grade Level:

7

Prepared By:

Unit Planning Template

Student Expectations/Learning Outcomes

Describe what the student should be able to know and do by the end of the unit

After completing these lessons, the student will be able to:

- identify coordinate adjectives and non-coordinate adjectives
- properly punctuate adjectives that appear in sequence
- identify the purpose of introductory clauses, introductory phrases, and introductory words
- properly punctuate introductory elements in the sentence
- identify appropriate times to use formal versus informal writing
- demonstrate the ability to follow several spelling rules
- correctly add a suffix to words that end with y
- correctly add ally rather than ly to create adverbs from words that end with the letters ic
- correctly place possessive apostrophes in singular words, plural words, and names that end in s
- identify exceptions to several spelling rules
- define temporal words and phrases
- incorporate and properly punctuate temporal words and phrases in a narrative text

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

Recognizing and correcting misplaced and dangling modifiers.

Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

How do writers convey purpose, position, and meaning in their work?

Compare/contrast formal and informal language

What are some examples of temporal words?

What is the effect of the figurative language?

Texas Essential Knowledge & Skills Alignment

Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.

ELA-L.2. - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

TX.110.19.7.2 (E)Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

TX.110.19.7.14 (C)Revise drafts to ensure precise word choice and vivid images; consistent point of view; use of

simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.
TX.110.19.7.15 (A) (i)Sustains reader interest.
TX.110.19.7.15 (A) (iii)Creates a specific, believable setting through the use of sensory details.
TX.110.19.7.15 (A) (v)Uses a range of literary strategies and devices to enhance the style and tone.

Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

Students will provide or have access to:
Disk space on your computer as well as external device to back up your files (flash drive, external hard drive, CD-Rom, etc.)
Word processing and presentation software
Research materials which are typically found on-line or at public libraries

Review

If a unit review will be provided, please describe the formate and nature of the review.

A semester exam will be administered and will consist of multiple choice, extended response and essay questions.

Next Steps

identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum

Students will complete formative and summative assessments which are course inclusive.

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Lesson Planning Template

Example.

Instructional Strategies- Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovative learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

Student Activities- Describe the Student Activities for each lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

Student Assessments- Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

LESSON ONE (1)- instructional Strategies

Ongoing, specific and immediate feedback; vocabulary development; interactive, teacher-guided lessons

LESSON ONE (1)- Student Activities

Through an interactive activity, students will read each sentence in order to determine if the adjectives in bold are coordinates or non-coordinates; introductory clause or introductory phrase. TX.110.19.7.19 (C) Use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses. TX.110.19.7.20 (B) (i) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: Write complex sentences and differentiate between main versus subordinate clauses.

LESSON ONE (1)- Student Assessments

Students will complete a multiple choice activity; Discussion-Based Assessments with the instructors.

LESSON TWO (2)- instructional Strategies

Ongoing, specific and immediate feedback; vocabulary development; interactive, teacher-guided lessons via video

LESSON TWO (2)- Student Activities

Through an interactive activity, students will to add a suffix, select the correct spelling from the choices given. T

LESSON TWO (2)- Student Assessments

Students will complete a multiple choice activity which will require them to choose the correct placement of possessive apostrophes. TX.110.19.7.20 (B) (i) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. TX.110.19.-7.21 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. Discussion-Based Assessments with the instructors.

LESSON THREE (3)- *Instructional Strategies*

Ongoing, specific and immediate feedback; vocabulary development; interactive, teacher-guided lessons

LESSON THREE (3)- *Student Activities*

Through an interactive activity, students will evaluate text and determine the questions and phrases that are distracting for the intended audience. Using the information from their Narrative Organization Chart, your introduction, and your body, you will write your conclusion.

LESSON THREE (3)- *Student Assessments*

Students will complete a multiple choice activity; Using the information from the Narrative Organization Chart, students will draft an introduction, and your body, you will write your conclusion.

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Charter Name:

Subject/Course Title:

Grade Level:

10

Prepared By:

Student Expectations/Learning Outcomes

Describe what the student should be able to know and do by the end of the unit

The students will be able to:

- use knowledge regarding word parts to decipher the meaning of words
- incorporate new vocabulary in your writing
- use phrases and fragments for effect
- employ reading strategies specific to nonfiction selections
- identify and use features unique to nonfiction text
- organize information in a meaningful way
- Fear is a response to a perceived threat, a threat that appears to be real but may or may not be. One of the best ways to conquer fear is to learn how it affects the body and mind.
- analyze a famous political speech from US History
- access prior learning to evaluate an author's claim or argument
- identify choices an author makes to effectively communicate a message to persuade
- describe and explain why the evidence an author chooses is convincing in a famous speech

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

Application of knowledge regarding word parts to decipher the meaning of words
Application of reading strategies specific to nonfiction selections
Evaluate an author's claim or argument
Identify choices an author makes to effectively communicate a message to persuade

Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

Imagine that you are organizing evidence from this lesson to write about the similarities and differences of persuasive speeches and persuasive essays. List and explain one similarity and two differences.
What would be the best way to communicate the following information on the most common fears?

Texas Essential Knowledge & Skills Alignment

Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.

TX.110.31. EI.1 (A): Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.
TX.110.31. EI.1 (E) Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.
TX.110.31. (EI.8): Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts

and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.
TX.110.31. EL.12 (A) Compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts.

Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

Students will provide or have access to:
Disk space on the computer as well as external device to back up your files (flash drive, external hard drive, CD-Rom, etc.)
Word processing and presentation software
Research materials which are typically found on-line or at public libraries

Review

If a unit review will be provided, please describe the format and nature of the review.

A semester exam will be administered and will consist of multiple choice, extended response and essay questions.

Next Steps

Identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum

Students will complete formative and summative assessments which are course inclusive.

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Charter Name:

Subject/Course Title:

Language Arts

Grade Level:

10

Prepared By:

Lesson Planning Template

Example.

Instructional Strategies- Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovative learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

Student Activities- Describe the Student Activities for each lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

Student Assessments- Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

LESSON ONE (1)- instructional Strategies

Ongoing, specific and immediate feedback; vocabulary development; interactive, teacher-guided lessons; interactive activities

LESSON ONE (1)- Student Activities

Through interactive activities students will categorize and synthesize new information to enhance reading comprehension and vocabulary through matching activities; completion of reading passages and self-assessments. TX.110.31. El.1 (A): Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. TX.110.31. El.1 (E) Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.

LESSON ONE (1)- Student Assessments

Students will complete a pre-assessment; a post-module assessment including multiple-choice and extended response questions.

LESSON TWO (2)- instructional Strategies

Ongoing, specific and immediate feedback; vocabulary development; interactive, teacher-guided lessons; interactive activities

LESSON TWO (2)- Student Activities

Through interactive activities, students will submit a written response to exploration and reflection questions; completion of independent reading activity. TX.110.31. (El.8): Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.

LESSON TWO (2)- <i>Student Assessments</i>	Students will complete a multiple choice activity; Discussion-Based Assessments with the instructor
LESSON THREE (3)- <i>instructional Strategies</i>	Ongoing, specific and immediate feedback; vocabulary development; interactive, teacher-guided lessons via video
LESSON THREE (3)- <i>Student Activities</i>	<p>Students will listen to and analyze a famous political speech from US History. TX.110.31. (El.8): Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.</p> <p>TX.110.31. El.12 (A) Compare and contrast how events are presented and information is communicated by visual images (e. g., graphic art, illustrations, news photographs) versus non-visual texts.</p>
LESSON THREE (3)- <i>Student Assessments</i>	Students will complete a multiple choice and essay activity which will require them to identify choices an author makes to effectively communicate a message to persuade and describe and explain why the evidence an author chooses is convincing in a famous speech.

7th Grade E/LA

TX.110.19.7.2 (E) Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

TX.110.19.7.14 (C) Revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.

TX.110.19.7.15 (A) (i) Sustains reader interest.

TX.110.19.7.15 (A) (iii) Creates a specific, believable setting through the use of sensory details.

TX.110.19.7.15 (A) (v) Uses a range of literary strategies and devices to enhance the style and tone.

Pause for Commas

Objectives

After completing this lesson, the student will be able to:

- identify coordinate adjectives and non-coordinate adjectives
- properly punctuate adjectives that appear in sequence
- identify the purpose of introductory clauses, introductory phrases, and introductory words
- properly punctuate introductory elements in the sentence
- **The Purpose of the Pause**
- Pause: to stop briefly

- Let's pause our writing to chat about commas.
- It makes sense since commas represent a pause in your writing.

As you work on your narrative, properly placed commas will help you create clear, well-written paragraphs.

See the commas above?

Commas and Coordinate Adjectives

You know that adjectives are words that describe nouns.

In your narrative writing, you want to describe things creatively. You might place two adjectives in front of a noun. For example:

*Jody's nightmare featured a **creepy**, **sinister** clown and **several** **hideous** monkeys.*

Why does the first pair have a comma between them and the second pair does not?

Uncover the Comma Mystery

Coordinate Adjectives: Comma

Coordinate adjectives describe a noun in equal and similar ways. In this case, *creepy* and *sinister* both describe the clown's personality. **Coordinate adjectives are always separated by a comma.**

Non-coordinate Adjectives: No Comma

Non-coordinate adjectives are not equal or similar. In this case, *several* describes the number of monkeys. *Hideous* describes the type of monkeys.

Commas and Coordinate Adjectives

Here is a Tip and Trick to determine if you should use a comma.

Tips and Tricks

Imagine the word *and* between the adjectives. Ask yourself if it makes sense.

"a creepy sinister clown" becomes "a creepy **and** sinister clown"

It makes sense

Coordinate = **comma**

You would write: "a creepy, sinister clown"

"several hideous monkeys" becomes "several **and** hideous monkeys"

It does **not** make sense

Non-coordinate = **No** comma

You would write: "several hideous monkeys"

Comma or No Comma: You Decide!

Coordinate adjectives describe nouns in equal and similar ways.

The "and" **Tip and Trick** will verify whether adjectives are coordinate.

Coordinate adjectives in a row require a comma between them.

Now you can ace this quick, interactive activity!

Correct/Incorrect Activity Questions

Read each sentence. Determine if the adjectives in bold are coordinates or non-coordinates. Then select **Answers** to compare your answers.

Sentence 1: My ***bright sunny*** morning turned into a terrible day.

Option 1: Coordinate. I should add a comma.

Option 2: Non-coordinate. I should not add a comma.

Sentence 2: The day turned bad when Mr. Jones gave a ***difficult surprise*** quiz.

Option 1: Coordinate. I should add a comma.

Option 2: Non-coordinate. I should not add a comma.

Adding Commas after Introductions

When you write a narrative, you want your sentences to have variety. To accomplish this, try beginning some sentences with one of these:

- an introductory clause
- an introductory phrase
- an introductory word.

Do you know where to place a comma when using each one? Well, you will soon!

See the commas above?

Adding Commas after Introductions

(Interactive)

Introductory Clause:

An **introductory clause** has a **subject** and a **verb**. It provides information about the main sentence. It explains *when, why, or under what condition* the main action takes place.

Always place a comma after an introductory clause.

Example 1: Since the storm was coming, Sheila took her umbrella.

Introductory Clause: Since the storm was coming

This introductory clause explains *why*.

Example 2: As she opened the umbrella, the wind blew it away.

Introductory Clause: As she opened the umbrella

This introductory clause explains *when*.

Example 3: If you find an umbrella flying down the street, it may belong to her.

Introductory Clause: If you find an umbrella flying down the street

This introductory clause explains *under what condition*.

Bonus Hint: Read each sentence aloud. There is a natural pause where the comma goes.

Introductory Phrase:

An **introductory phrase** does **not** have a subject and verb. It provides information about the main sentence. It explains *where, when, why, or under what condition* the main action takes place.

Always place a comma after an introductory phrase.

Example 1: In my house, Sundays are always loud.

Introductory Phrase: **In my house**, Sundays are always loud.

This introductory phrase explains *where*.

Example 2: From noon until 4 o'clock, my dad and I go crazy watching football.

Introductory Phrase: **From noon until 4 o'clock**, my dad and I go crazy watching football.

This introductory phrase explains *when*.

Example 3: To escape the madness, my mom blasts classical music.

Introductory Phrase: **To escape the madness**, my mom blasts classical music.

This introductory phrase explains *why*.

Bonus Hint: Read each sentence aloud. There is a natural pause where the comma goes.

Introductory Word:

An **introductory word** can serve many purposes. It may refer to the person being addressed. It may be a transition word. It may provide an answer or create a delay before the **main sentence** starts.

Always place a comma after an introductory word.

Example 1: Mom, I cannot find my book report.

Introductory Word: **Mom**, I cannot find my book report.

This introductory word refers to the person being addressed.

Example 2: Umm, did you look under your bed?

Introductory Word: **Umm**, did you look under your bed?

This introductory word creates a delay before the main sentence.

Example 3: Yes, it is not there.

Introductory Word: **Yes**, it is not there.

This introductory word provides an answer before the main sentence.

Example 4: Someday, you'll learn to be more organized.

Introductory Word: *Someday*, you'll learn to be more organized.

This introductory word serves as a transition.

Bonus Hint: Read each sentence aloud. There is a natural pause where the comma goes.

Practice Makes Perfect

Multiple-Choice Activity Questions

Read each question. Determine the most appropriate answer. Then select **Answers** to compare your answers.

Question 1: How would you correctly punctuate this sentence?

Yesterday Stefan came home from school without his key.

I would place a comma after the word *yesterday*.

I would place a comma after the word *school*.

I would not add a comma because the sentence is correct.

Question 2:

How would you correctly punctuate this sentence?

To try and get into his house Stefan jumped from a tree to an open upstairs window.

I would place a comma after the word *house*.

I would place a comma after the word *tree*.

I would not add a comma because the sentence is correct.

Question 3:

How would you correctly punctuate this sentence?

Stefan missed the jump and ended up with a broken arm.

I would place a comma after the word *jump*.

I would place a comma after the word *up*.

I would not add a comma because the sentence is correct.

Recap

Now you understand the uses for commas between **coordinate adjectives** and after **introductions**.

You know that you do not need a comma between **non-coordinate adjectives**.



What is my assignment for 03.06?

1. Read the lesson.
 2. Finish the activities in the lesson.
 3. Go to assignment 03.06 and complete the quiz on clauses and commas.
 4. Submit **03.06 Pause for Commas**.
-
1. Select the correctly punctuated sentence. (5 points)
 - ☐ a. School began on a cold September morning.
 - ☐ b. School began on a cold, September morning.
 - ☐ c. School began on a cold September, morning.
 - ☐ d. School began on a cold, September, morning.
 2. Select the correctly punctuated sentence. (5 points)
 - ☐ a. She walked down the long winding road.
 - ☐ b. She walked down the long, winding road.
 - ☐ c. She walked down the long winding, road.
 - ☐ d. She walked down the long, winding, road.
 3. Select the correctly punctuated sentence. (5 points)
 - ☐ a. Ricardo screamed as he spilled, his frozen pineapple slushy

- ☐ b. Ricardo screamed as he spilled his frozen, pineapple slushy.
- ☐ c. Ricardo screamed as he spilled his frozen pineapple slushy.
- ☐ d. Ricardo screamed, as he spilled his frozen, pineapple slushy.

4. Select the correctly punctuated sentence. (5 points)

- ☐ a. Under the tree Angel found three gold coins.
- ☐ b. Under the tree, Angel found three gold coins.
- ☐ c. Under the tree, Angel found three, gold coins.
- ☐ d. Under the tree, Angel found three gold, coins.

5. Select the correctly punctuated sentence. (5 points)

- ☐ a. After six hours the bright hot sun became unbearable.
- ☐ b. After six hours, the bright hot sun became unbearable.
- ☐ c. After six hours the bright, hot sun became unbearable.
- ☐ d. After six hours, the bright, hot sun became unbearable.

6. Select the correctly punctuated sentence. (5 points)

- ☐ a. Sparky you are one sweet puppy!
- ☐ b. Sparky you are one, sweet puppy!
- ☐ c. Sparky, you are one, sweet, puppy!
- ☐ d. Sparky, you are one sweet puppy!

7. The next question refers to the following passage. The sentences have been numbered to help you identify them more easily.

(1) *As she was driving to visit her twin, Jayla had a strange feeling that something bad was going to happen.*

(2) *Meanwhile, Kayla had the same exact premonition.*

(3) *Worried about her sister, Kayla called Jayla's cell phone.*

(4) *Because she took her eyes off the road to answer the phone call, Jayla lost control of her car and crashed through the front of Kayla's house.*

What is the function of the introductory word in sentence 2? (5 points)

- ☐ a. It refers to the person being addressed.
- ☐ b. It is a transition word.

- ☐ c. It provides a short answer.
- ☐ d. It creates a short delay.

8. The next question refers to the following passage. The sentences have been numbered to help you identify them more easily.

(1) *As she was driving to visit her twin, Jayla had a strange feeling that something bad was going to happen.*

(2) *Meanwhile, Kayla had the same exact premonition.*

(3) *Worried about her sister, Kayla called Jayla's cell phone.*

(4) *Because she took her eyes off the road to answer the phone call, Jayla lost control of her car and crashed through the front of Kayla's house.*

Which sentence features an introductory clause that explains **why** the main action happened? (5 points)

- ☐ a. Sentence 1
- ☐ b. Sentence 2
- ☐ c. Sentence 3
- ☐ d. Sentence 4

9. The next question refers to the following passage. The sentences have been numbered to help you identify them more easily.

(1) *As she was driving to visit her twin, Jayla had a strange feeling that something bad was going to happen.*

(2) *Meanwhile, Kayla had the same exact premonition.*

(3) *Worried about her sister, Kayla called Jayla's cell phone.*

(4) *Because she took her eyes off the road to answer the phone call, Jayla lost control of her car and crashed through the front of Kayla's house.*

Which sentence features an introductory phrase that explains **why** the main action happened? (5 points)

- ☐ a. Sentence 1
- ☐ b. Sentence 2
- ☐ c. Sentence 3
- ☐ d. Sentence 4

10. The next question refers to the following passage. The sentences have been numbered to help you identify them more easily.

(1) *As she was driving to visit her twin, Jayla had a strange feeling that something bad was going to happen.*

(2) *Meanwhile, Kayla had the same exact premonition.*

(3) *Worried about her sister, Kayla called Jayla's cell phone.*

(4) *Because she took her eyes off the road to answer the phone call, Jayla lost control of her car and crashed through the front of Kayla's house.*

With sentence features an introductory clause that explains **when** the main action happened? (5 points)

- ☐ a. Sentence 1
- ☐ b. Sentence 2
- ☐ c. Sentence 3
- ☐ d. Sentence 4

Spelling Rules!

Objectives

After completing this lesson, you will be able to:

- identify appropriate times to use formal versus informal writing
- demonstrate the ability to follow several spelling rules
- correctly add a suffix to words that end with *y*
- correctly add *ally* rather than *ly* to create adverbs from words that end with the letters *ic*

- correctly place possessive apostrophes in singular words, plural words, and names that end in s
- identify exceptions to several spelling rules



Expand Your Mind

Unlock the mysteries of spelling. Explore the rules – and the rule breakers!

Assignment

At the end of this lesson, you will take a multiple-choice quiz demonstrating your understanding of several spelling rules.

Impressions



Priscilla works hard and solves a medical mystery. Her research leads to a discovery that could change the world. Proud and excited to share her amazing ideas with other scientists, she begins her final report by writing this sentence.

I have new idea's 2 dramaticly help familys. :)

Other scientists laugh and stop reading.

Priscilla's writing may be fine for a text or a tweet. The casual language and careless spelling is not appropriate for academic purposes.



Avoid the same mistake. Be sure you are taken seriously. Do not let casual or careless writing distract from your amazing ideas.

Informal Language: Shortcuts and Text Speak (how 2 b gr8!)

Writing to a friend and communicating online are usually casual situations. Whether you talk, text, tweet, instant message, email, or pass written notes, you care more about what you are saying than how you are saying it.

You use shortcuts with friends because you know they will understand what you mean. You use text speak online to save time and space or because your thumbs get tired.

Formal Language – How You Say It

Writing for school and other formal occasions requires a different approach. You should pay equal attention to what you are saying and how you are saying it.

In these cases, shortcuts and text speak should be eliminated. Even if your readers understand what you are trying to say, your words will be taken less seriously. If you want your readers to care about what you are saying, take care to say it properly. Here are some rules to remember:

Always capitalize the pronoun *I*. (Write *I will*, not *i will*.)

Use words instead of symbols. (Write *and*, not *&*.)

Use full words instead of a shortened misspelled version. (Write *love*, and not *luv*.)

Use full words instead of substituting letters or numbers. (Write *before*, not *b4*.)

Use full words instead of abbreviations. (Write *by the way*, not *btw*.)

Spelling Is Cool

You likely use a spell check to help you as you write online. (If not, you should!) Even so, it is a great idea to know a few spelling tricks in case the spell check is not available or it is not accurate.

Beware of spell-check slip-ups

"I am so **board** at this class meeting!"

Spell check did not catch an error in this sentence because *board* is spelled correctly. However, it is the wrong spelling for this context. You were *bored*—not *board*.

Spelling Is Cool

Y and Y Not: How to Handle Words that End in Y

A common spelling error occurs when a word ends with a y, and you want to add a suffix. Do not let it drive you crazy. Avoid the craziness by following these rules!

If a word ends in a vowel followed by a y, leave the y and add the **suffix**.

play – plays, played, playable,

enjoy = enjoys, enjoyed, enjoyable, enjoyment

If the word ends in a consonant followed by a y, change the y to i, then add the **suffix**.

family = famili + es = families

cry = cri + ed = cried

qualify = qualifi + cation = qualification

busy = busi + ness = business

The Thing about ing

If you are adding the suffix **ing**, **never** change y at the end of the word. No y word should ever change to an **ying** word. (*The only ii word is **skiing** which never had a y at all.*)

annoy = annoying

try=trying

Spelling Is Cool

Put the rules to the test. Practice adding suffixes to words that end in y.

(Interactive)

Multiple-Choice Activity Questions

Read each sentence. When asked to add a suffix, select the correct spelling from the choices given. Then select **Answers** to compare your answers.

Question 1:

I am getting very (annoy + ed) by my new science experiment.

Choice 1: annoied

Choice 2: annoyed

Question 2:

I have been (study + ing) the smallest star in the universe.

Choice 1: studying

Choice 2: studiing

Question 3:

It sure would be (easy + er) if I had a telescope.

Choice 1: easier

Choice 2: easier

A Scientifically Simple Adverb Trick

By seventh grade, you have likely had some practice adding the letters *ly* to the ends of words. Adding *ly* creates an adverb that describe how you do things.

If you are creative, you do things creatively.

If you are perfect, you do things perfectly.

It seems pretty simple, but here is a scientific mystery for you:

If you are scientific, you do things scientifically.

Why is this example different? Why is this adverb spelled with *ally* instead of *ly*?

The following rule explains it specifically so you always spell your adverbs correctly.

To turn most words into adverbs, add *ly*. If a word ends with the letters *ic*, add *ally*.



Juliet studied this rule carefully.
Her spelling is always
grammatically correct.



Romeo ignored the rule. He
hoped his work would magically
improve. He continues to spell
poorly.



Sadly (and ironically), because of
their vastly different study habits,
Romeo and Juliet will never
become romantically involved.

Where To Put Your Possessive Apostrophes

Apostrophes often lead to errors in understanding.

A possessive apostrophe is used to show ownership. It is placed after a noun doing the "owning." Here are rules to help you put apostrophes in their proper place:

If a singular noun is doing the owning, add an apostrophe and an s after the word.

Example: A hat worn by your mom is your mom's hat.

If a singular noun or name ends in an s, you still add an apostrophe and an s.

Examples: A car owned by the waitress is the waitress's car. A car owned by Thomas is Thomas's car.

(Hint: Say both sentences out loud. You can hear the extra s.)

If a plural noun is doing the owning and it ends in an s, add an apostrophe after the s that is already there.

Examples: A home owned by your parents is your parents' home. A home shared by two foxes is the foxes' home.

Warning: Beware of **unnecessary apostrophes!** Never add apostrophes to plural words that do not take ownership.

Incorrect example: He gave two dollar's to his friend's.

Correct example: He gave two dollars to his friends.

Where to Put Your Possessive Apostrophes

Think you possess the ability to handle apostrophes to show ownership? It is time to find out!

(Interactive)

Multiple-Choice Activity Questions

Choose the correct option from the choices given to correctly complete each sentence. Then select **Answers** to compare your answer.

Question 1:

There is an image of two teenage boys and one teenage girl.

This is the Jones family. Reggie and Ross are _____ older brothers.

Choice 1: Rita's

Choice 2: Ritas'

Question 2:

There is an image of a pile of school books.

Even though Rita is younger, she helps with both of her _____ homework.

Choice 1: brother's

Choice 2: brothers'

Question 3:

There is an image of happy birthday balloons.

Tomorrow is Rita _____ birthday.

Choice 1: Jones'

Choice 2: Jones's

Question 4:

There is an image of a smiling girl standing in the foreground; in the background are two teenage boys smiling.

If Reggie and Ross do not buy her special _____, she will not to tutor them anymore.

Choice 1: gift's

Choice 2: gifts

Easy to Remember Recap

If a plural noun ending in s is doing the owning, add an apostrophe at the end.

In all other cases, add an apostrophe and an s.

Grammar Rules Have Exceptions (*Except when they don't!*)

Following the rules in this lesson will help you spell many words correctly. Be aware that some rules have exceptions. An exception is a rare case where a few words do not follow the rule.

Here is a recap of the rules along with a few tricky rule breakers:

Rule: Always capitalize the pronoun *I*.

No exceptions! Always do it!

Rule: If a word ends in a consonant followed by a *y*, change the *y* to *i* then add the suffix.

Exceptions:

dry + ly = dryly

shy + ly = shyly

sly + ly = slyly

Rule: If a word ends in a vowel followed by a *y*, leave the *y* and add the suffix.

Exceptions: day + ly = daily

pay + ed = paid

Rule: When a word ends in *ic* add *ally* instead of *ly*

Exception: Public = publicly (Although *publically* is also acceptable.)

Rule: If a plural noun ending in *s* is doing the owning, add an apostrophe at the end. In all other cases, add an apostrophe and an *s*.
No exceptions!

As you can see, there are very few exceptions to the rules in this lesson. If you follow the rules, you will spell a vast majority of the words correctly.

Recap

Now that you are familiar with spelling rules and rule breakers, your written thoughts and ideas and will be taken seriously.

Don't Forget. Spelling Rules!

Always capitalize the pronoun <i>I</i> . Avoid text speak and shortcuts.	Vowel followed by a <i>y</i> = leave the <i>y</i> and add the suffix . Consonant followed by a <i>y</i> = change <i>y</i> to an <i>i</i> and add the suffix . Don't change <i>y</i> when adding ing .	If a word ends with the letters <i>ic</i> , add ally instead of <i>ly</i> .	If a plural noun ending in an <i>s</i> is doing the owning, add an apostrophe at the end. In all other cases, add an apostrophe and an <i>s</i> .	Most grammar rules have exceptions!
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What is my assignment for 04.03?

1. Read the lesson.
2. Finish the activities in the lesson.
3. Go to assignment 04.03 and complete the quiz on spelling rules.
4. Submit **04.03 Spelling Rules Quiz**.

In which situation would shortcuts and "text speak" be **most** appropriate? (5 points)

- 1.
- ☐ Answering essays on exams
 - ☐ Completing a job application
 - ☐ Emailing a teacher for help
 - ☐ Writing a note to a friend
2. You want to add the suffix *ed* to the following words. Which word would require you to change the *y* to an *i*? (5 points)
- ☐ Betray
 - ☐ Destroy
 - ☐ Hurry
 - ☐ Obey
3. You want to turn each of the following words into an adverb. Which word would require you to add **ally** instead of **ly**? (5 points)
- ☐ Certain
 - ☐ Comic
 - ☐ Original
 - ☐ Quick
4. Which sentence uses correct grammar to describe the situation?

Three boys brought comic books to class. Their teacher has taken all of the books and placed them on her desk. (5 points)

- ☐ The boy's comic books are on the teacher's desk.
 - ☐ The boy's comic books are on the teachers' desk.
 - ☐ The boys' comic books are on the teacher's desk.
 - ☐ The boys' comic books are on the teachers' desk.
5. Match each sentence with the word that completes it correctly. (15 points)

1. Mrs. Tremont has several _____ who love her science class.
2. Several of her _____ projects won ribbons at the science fair.
3. One _____ invention was awarded the first place trophy.

- a. students'
- b. student's

c. students

6. The following question refers to the text *Gus and Frieda: Geniuses at Recess*. Read the paragraph and answer the question below it. The paragraphs have been labeled A, B, and C. The sentences in each paragraph have been numbered to help you identify them more easily.

Gus and Frieda: Geniuses at Recess

(A)

⁽¹⁾ Gus and Frieda were not enjoying recess. ⁽²⁾ They considered themselves athletically challenged. ⁽³⁾ To make things worse, the young geniuses' teacher asked them to play dodge ball.

(B)

⁽¹⁾ Panic showed on Gus's face. ⁽²⁾ Frieda was worried, too. ⁽³⁾ They both feared they would fail epicly.

(C)

⁽¹⁾ Gus and Frieda studyed the situation then got an idea. ⁽²⁾ When no one was looking, they replaced themselves with identical robots. ⁽³⁾ The plan worked terrifically, and they dodged disaster for the day.

What statement is true about **paragraph A**? (5 points)

- ☐ There is an error sentence number 1.
- ☐ There is an error in sentence number 2.
- ☐ There is an error in sentence number 3.
- ☐ There are no errors in paragraph A.

7. The following question refers to the text *Gus and Frieda: Geniuses at Recess*. Read the paragraph and answer the question below it. The paragraphs have been labeled A, B, and C. The sentences in each paragraph have been numbered to help you identify them more easily.

Gus and Frieda: Geniuses at Recess

(A)

⁽¹⁾ Gus and Frieda were not enjoying recess. ⁽²⁾ They considered themselves athletically challenged. ⁽³⁾ To make things worse, the young geniuses' teacher asked them to play dodge ball.

(B)

(1) Panic showed on Gus's face. (2) Frieda was worried, too. (3) They both feared they would fail epicly.

(C)

(1) Gus and Frieda studyed the situation then got an idea. (2) When no one was looking, they replaced themselves with identical robots. (3) The plan worked terrifically, and they dodged disaster for the day.

What statement is true about **paragraph B**? (5 points)

- ☐ There is an error sentence number 1.
- ☐ There is an error in sentence number 2.
- ☐ There is an error in sentence number 3.
- ☐ There are no errors in paragraph B.

8. The following question refers to the text *Gus and Frieda: Geniuses at Recess*. Read the paragraph and answer the question below it. The paragraphs have been labeled A, B, and C. The sentences in each paragraph have been numbered to help you identify them more easily.

Gus and Frieda: Geniuses at Recess

(A)

(1) Gus and Frieda were not enjoying recess. (2) They considered themselves athletically challenged. (3) To make things worse, the young geniuses' teacher asked them to play dodge ball.

(B)

(1) Panic showed on Gus's face. (2) Frieda was worried, too. (3) They both feared they would fail epicly.

(C)

(1) Gus and Frieda studyed the situation then got an idea. (2) When no one was looking, they replaced themselves with identical robots. (3) The plan worked terrifically, and they dodged disaster for the day.

What statement is true about **paragraph C**? (5 points)

- ☐ There is an error in sentence number 1.

- ☐ There is an error in sentence number 2.
- ☐ There is an error in sentence number 3.
- ☐ There are no errors in paragraph C.
- ☐

Objectives:

After completing this lesson, you will be able to:

- define temporal words and phrases
- incorporate and properly punctuate temporal words and phrases in a narrative text

- **Temporal Transitions: It's About Time!**
- Transitions are an essential part of your writing. They connect thoughts and allow your ideas to flow smoothly.
- It is time to talk about a special kind of transition: a transition that's all about *time*.
- When you write a narrative, you want your readers to travel through time from the beginning of the story until the end.
- Transitions like *yesterday*, *meanwhile*, and *later that night* guide them along the way. They show the readers when things happen, and they clarify how much time has passed between events.
- Print and save the [Temporal Words and Phrases List](#), which has examples you may use in your writing.

Transition Tips

Temporal words and phrases can refer to things that:

have already happened.

earlier
previously
before he arrived

are happening together.

meanwhile
simultaneously
at the same time

happen after another event.

later
shortly after
the next week

Temporal words and phrases may be placed at the **beginning, middle, or end** of a sentence.

*After her parents went to dinner, Gilly's brother invited friends in for a party.
Gilly waited calmly in her room for three hours as her brother and his friends went wild.
Her brother apologized and reminded Gilly that she had a secret party the last time.*

Important Punctuation Note:

Temporal words and phrases at the **beginning** of sentences **are followed** by commas.
Temporal words and phrases in the **middle or end** of a sentence **are not** followed by commas.

Why Is Time So Important?

Narrative writing is storytelling. Clarifying the passage of time simply makes a better story. Notice how adding a temporal phrase makes these stories more effective.

Temporal words and phrases can have a similar effect on your narrative writing. Place them at key points throughout your story so your readers get the full experience.

Let your readers know whether the story takes place in a single hour, during a couple days, or over several years. Guide them logically so they are not distracted from the action.

Read the text. Look at the distracting questions for reader.

The following story contains no temporal words or phrases.

Mom brought Gatsby home from the dog pound; he was my best friend in the world. (How long ago did she bring him home? How old is the narrator?) He got lost on a weekend camping trip. (When? Was this right after mom brought him home?) We searched the woods but could not find him. (Did they search for an hour? An afternoon? A full day?) We had to leave without him. (What? Why didn't they look more? Did they just give up?) I cried on the drive home, but Gatsby was waiting for us on the front porch, hungry, dirty, and happy! (How long was this drive? How could Gatsby already be home?)

Now, see how temporal words and phrases improve the story by turning the distracting questions into active thoughts.

Mom brought Gatsby home from the dog pound when I was five; by the time I was twelve, he was my best friend in the world. (How sweet. A five year old got a dog. They are best friends after seven years.) That was the year he got lost on a weekend camping trip. (Yikes!

I can't imagine losing a dog I had for that long!) *We searched the woods but could not find him even after two full days.* **(They searched for two days! They must really love this dog.)** *Late Sunday night, we had to leave without him.* **(It's Sunday night. Monday brings work and school. They can't stay any longer.)** *I cried for hours on the drive home, but when we arrived at 2 AM, Gatsby was waiting for us on the front porch, hungry, dirty, and happy!* **(They live a few hours away. Gatsby had two days to walk home. I'm glad he is safe!)**

The story is clearer and more exciting with the temporal transitions!

Recap

Now you know how to use temporal words and phrases to make your narrative writing clearer and more effective.

What is my assignment?

1. Read the lesson.
2. Finish the activities in the lesson.
3. Read the [instructions](#).
4. Save your work to your computer or drive.
5. Submit your work in **03.07 Time To Transition**.

Expand Your Mind

Here comes the end of your narrative. Bring things to a satisfying finale with your resolution and reflection.

Assignment

At the end of this lesson, you will write and submit the end of your narrative.

Using the information from your Narrative Organization Chart, your introduction, and your body, you will write your conclusion.

Important note: You will submit your introduction, body, and conclusion for this assignment.

View the [grading rubric](#) as you complete your work. This is your guide to a super submission.

1. Review the ideas you created on your Narrative Organization Chart from lesson 03.02.
 2. Using ideas from your chart and tips from this lesson, write the conclusion to your narrative. Be sure to include:
 - a resolution that shows what happens after the climax.
 - a reflection that shows what the character thinks and feels.
 3. The conclusion to your narrative should be 50 words or more.
 4. Submit your entire narrative to your instructor (introduction, body, and conclusion).
 5. To help your instructor locate your newly added ending, write the word *conclusion* in parentheses between the body and the first word of the conclusion.
- Save your work to your computer or drive.
 - Submit your work in **Let's Wrap It Up**.

Conclusion Rubric



One Last Look!

Mystery Solved!

Still Have a Few Loose Ends

4-0

5

Introduction

____ I **included** the introduction of my narrative from lesson 3.03.

____ I **did not** include the introduction of my narrative from lesson 3.03, or the introduction was **incomplete**.

5

4-0

Body

____ I **included** the body of my narrative from lesson 3.05.

____ I **did not** include the body of my narrative from lesson 3.03, or the introduction was **incomplete**.

15-10

9-0

Conclusion Resolution

____ In the conclusion paragraph, I **clearly** included a reflection that reveals what the protagonist learned or how the protagonist changed.

____ In the conclusion paragraph, I **partially** included a reflection that reveals what the protagonist learned or how the protagonist changed.

15-10

9-0

Conclusion Reflection

____ In the conclusion paragraph, I **clearly** included a reflection that reveals what the protagonist learned or how the protagonist changed.

____ In the conclusion paragraph, I **partially** included a reflection that reveals what the protagonist learned or how the protagonist changed.



One Last Look!

Mystery Solved!

Still Have a Few Loose Ends

5

4-0

Word Count

____ I **clearly** wrote more than 50 words in the conclusion of my narrative.

____ I **clearly** wrote less than 50 words in the conclusion of my narrative.

5

4-0

Clear Writing

____ I **clearly** wrote in the third person point of view.

____ I **clearly** wrote in the third person point of view.

____ I **clearly** used correct grammar, punctuation, and spelling in the conclusion of my narrative.

____ I **clearly** used correct grammar, punctuation, and spelling in the conclusion of my narrative.

Total Points **/50**

TX.110.31. EI.1 (A): Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.

TX.110.31. EI.1 (E) Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.

TX.110.31. (EI.8): Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.

TX.110.31. EI.12 (A) Compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts.

Pre-Test
(3.01)

1. (LC)

Which word's root means "**to sleep?**" (5 points)

- ☐ Hypnotic
- ☐ Necrology
- ☐ Pandemic
- ☐ Thermostat

2. (MC)

Read the sentences and answer the question that follows.

Juliet:

Good night, good night! Parting is such sweet sorrow,
That I shall say good night till it be morrow.

Which statement best interprets the contradiction *sweet sorrow* in this text? (5 points)

- ☐ Juliet cannot bear to be parted from her beloved and will die if he leaves.
- ☐ Juliet greatly dislikes the listener, but plans to see him at the next opportunity.
- ☐ Juliet is sad to leave her beloved but looks forward to seeing him tomorrow.
- ☐ Juliet is unsure of her feelings for the listener and wants some time apart.

3.

(MC)

In this speech Roosevelt termed, for the first time, journalists as muckrakers.

Muck-rake- n. A rake for scraping up muck or dung

Muckrake- v. To search out and publicly expose real or apparent misconduct of a prominent individual or business

SATURDAY, APRIL 14, 1906

In Bunyan's *Pilgrim's Progress* you may recall the description of the Man with the Muck-rake, the man who could look no way but downward, with the muck-rake in his hand; who was offered a celestial crown for his muck-rake, but who would neither look up nor regard the crown he was offered, but continued to rake to himself the filth of the floor.

In *Pilgrim's Progress* the Man with the Muck-rake is set forth as the example of him whose vision is fixed on carnal instead of on spiritual things. Yet he also typifies the man who in this life consistently refuses to see aught that is lofty, and fixes his eyes with solemn intentness only on that which is vile and debasing. Now, it is very necessary that we should not flinch from seeing what is vile and debasing. There is filth on the floor and it must be scraped up with the muck-rake; and there are times and places where this service is the most needed of all the services that can be performed. But the man who never does anything else, who never thinks or speaks or writes, save of his feats with the muck-rake, speedily becomes, not a help to society, not an incitement to good, but one of the most potent forces for evil.

There are, in the body politic, economic and social, many and grave evils, and there is urgent necessity for the sternest war upon them. There should be relentless exposure of and attack upon every evil man whether politician or business man, every evil practice, whether in politics, in business, or in social life. I hail as a benefactor every writer or speaker, every man who, on the platform, or in book, magazine, or newspaper, with merciless severity makes such attack, provided always that he in his turn remembers that the attack is of use only if it is absolutely truthful. . . To assail the great and admitted evils of our political and industrial life with such crude and sweeping generalizations as to include decent men in the general condemnation means the searing of the public conscience. There results a general attitude either of cynical belief in and indifference to public corruption or else of a distrustful inability to discriminate between the good and the bad. Either attitude is fraught with untold damage to the country as a whole. The fool who has not sense to discriminate between what is good and what is bad is well-nigh as dangerous as the man who does discriminate and yet chooses the bad. There is nothing more distressing

to every good patriot, to every good American, than the hard, scoffing spirit which treats the allegation of dishonesty in a public man as a cause for laughter. Such laughter is worse than the crackling of thorns under a pot, for it denotes not merely the vacant mind, but the heart in which high emotions have been choked before they could grow to fruition.

Which of the following lines from the speech supports the idea that Roosevelt thinks truthful investigative journalism is a necessity? (5 points)

- ☐ "There should be relentless exposure of and attack upon every evil man whether politician or business man, every evil practice, whether in politics, in business, or in social life."
- ☐ "There results a general attitude either of cynical belief in and indifference to public corruption or else of a distrustful inability to discriminate between the good and the bad."
- ☐ "The fool who has not sense to discriminate between what is good and what is bad is well-nigh as dangerous as the man who does discriminate and yet chooses the bad."
- ☐ "Such laughter is worse than the crackling of thorns under a pot, for it denotes not merely the vacant mind, but the heart in which high emotions have been choked before they could grow to fruition."

4. (MC)

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Why does Roosevelt say, in the second paragraph, "Yet he also typifies the man who in this life consistently refuses to see aught that is lofty, and fixes his eyes with solemn intentness only on that which is vile and debasing."? (5 points)

- ☐ To make the audience want to read *Pilgrim's Progress* so they can understand his message
- ☐ To make a connection between the character in *Pilgrim's Progress* and muckraking journalists
- ☐ To make journalists and politicians seem superior to the character in *Pilgrim's Progress*
- ☐ To show the difference between the character in *Pilgrim's Progress* and muckraking journalists

5. (MC)

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In this speech Roosevelt is advising journalists to write honestly and not always muckrake.

In the final paragraph, how does Roosevelt attempt to persuade his audience? (5 points)

- ☐ By appealing to the audience's emotions
- ☐ By appealing to the audience's sense of right and wrong
- ☐ By appealing to the audience's good taste
- ☐ By appealing to the audience's logic

6. (LC)

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under a pot, for it denotes not merely the vacant mind, but the heart in which high emotions have been choked before they could grow to fruition.

In this speech, Roosevelt sets the tone by using words such as: "look no way but downward," "refuses to see aught that is lofty," "not a help to society." Which of these could be an alternate term for "man with the muck rake" that keeps the same tone? (5 points)

- ☐ Evil man
- ☐ Nonstop lawbreaker
- ☐ Investigative journalist
- ☐ Unfair troublemaker

7. (LC)

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Roosevelt is warning against the misery misguided information and laughter at another's expense will cause. Roosevelt's role in the speech is most similar to that of a (5 points)

- ☐ father to his children
- ☐ journalist in an exposé
- ☐ preacher in the pulpit
- ☐ teacher in front of his class

8. (LC)

Which of the following would **best** express a straight-forward message?
(5 points)

- ☐ Song
- ☐ Speech
- ☐ Cartoon
- ☐ Photograph

9. (MC)

from *Heidi* By Johanna Spyri

The early light of morning lay rosy red upon the mountains, and a fresh breeze rustled through the fir trees and set their ancient branches waving to and fro. The sound awoke Heidi and she opened her eyes. The roaring in the trees always stirred a strong emotion within her and seemed to draw her irresistibly to them. So she jumped out of bed and dressed herself as quickly as she could, but it took her some time even then, for she was careful now to be always clean and tidy.

When she went down her ladder she found her grandfather had already left the hut. He was standing outside looking at the sky and examining the landscape as he did every morning, to see what sort of weather it was going to be.

Little pink clouds were floating over the sky that was growing brighter and bluer with every minute, while the heights and the meadow lands were turning gold under the rising sun, which was just appearing above the topmost peaks.

"O how beautiful! how beautiful! Good-morning, grandfather!" cried Heidi, running out.

"What, you are awake already, are you?" he answered, giving her a morning greeting.

Then Heidi ran round to the fir trees to enjoy the sound she loved so well, and with every fresh gust of wind which came roaring through their branches she gave a fresh jump and cry of delight.

Read the sentence below and answer the question that follows:

So she jumped out of bed and dressed herself as quickly as she could, but it took her some time even then, for she was careful now to be always clean and tidy.

The words "she was careful now" indicate Heidi has become more (5 points)

- ☐ emotional
- ☐ particular
- ☐ restless
- ☐ vain

10. (MC)

Read the passage below and answer the question that follows:

from *Heidi* By Johanna Spyri

The early light of morning lay rosy red upon the mountains, and a **fresh** breeze rustled through the fir trees and set their ancient branches waving to and fro. The sound awoke Heidi and she opened her eyes. The roaring in the trees always stirred a strong emotion within her and

seemed to draw her irresistibly to them. So she jumped out of bed and dressed herself as quickly as she could, but it took her some time even then, for she was careful now to be always clean and tidy.

When she went down her ladder she found her grandfather had already left the hut. He was standing outside looking at the sky and examining the landscape as he did every morning, to see what sort of weather it was going to be.

Little pink clouds were floating over the sky, that was growing brighter and bluer with every minute, while the heights and the meadow lands were turning gold under the rising sun, which was just appearing above the topmost peaks.

"O how beautiful! how beautiful! Good-morning, grandfather!" cried Heidi, running out.

"What, you are awake already, are you?" he answered, giving her a morning greeting.

Then Heidi ran round to the fir trees to enjoy the sound she loved so well, and with every **fresh** gust of wind which came roaring through their branches she gave a **fresh** jump and cry of delight.

Which is the most likely reason the author used the word, "fresh," so often in the passage? (5 points)

- ☐ To build the intensity of the wind and Heidi's reactions to each gust
- ☐ To differentiate Heidi's reactions to the wind from that of her grandfather
- ☐ To imply that the mountain air was invigorating and exciting to Heidi
- ☐ To imply that the mountain air was overwhelming and intense for Heidi

11. (MC)

from *Heidi* By Johanna Spyri

The early light of morning lay rosy red upon the mountains, and a fresh breeze rustled through the fir trees and set their ancient branches waving to and fro. The sound awoke Heidi and she opened her eyes. The roaring in the trees always stirred a strong emotion within her and seemed to draw her irresistibly to them. So she jumped out of bed and dressed herself as quickly as she could, but it took her some time even then, for she was careful now to be always clean and tidy.

When she went down her ladder she found her grandfather had already left the hut. He was standing outside looking at the sky and examining the landscape as he did every morning, to see what sort of weather it was going to be.

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"What, you are awake already, are you?" he answered, giving her a morning greeting.

Then Heidi ran round to the fir trees to enjoy the sound she loved so well, and with every fresh gust of wind which came roaring through their branches she gave a fresh jump and cry of delight.

What does the author accomplish by including this detail in the story?

"O how beautiful! how beautiful! Good-morning, grandfather!" cried Heidi, running out. (5 points)

- Ⓒ By having Heidi belatedly say good morning to Grandfather, the author implies that Heidi has learned her grandfather's routines.
- Ⓒ By having Heidi belatedly say good morning to Grandfather, the author implies that Heidi has not yet learned polite behavior.
- Ⓒ By having Heidi notice the loveliness of the day first, the author implies that Heidi is badly in need of positive things in her life.
- Ⓒ By having Heidi notice the loveliness of the day first, the author implies that Heidi is very sensitive to beautiful surroundings.
- Ⓒ "O how beautiful! how beautiful! Good-morning, grandfather!" cried Heidi, running out.

12. (LC)

Read the passage and answer the question that follows.

from *Ragged Dick* By Horatio Alger

Getting up too was an equally short process. He jumped out of the box, shook himself, picked out one or two straws that had found their way into rents in his clothes, and, drawing a well-worn cap over his uncombed locks, he was all ready for the business of the day.

Dick's appearance as he stood beside the box was rather peculiar. His pants were torn in several places, and had apparently belonged in the first instance to a boy two sizes larger than himself. He wore a vest, all the buttons of which were gone except two, out of which peeped a shirt which looked as if it had been worn a month. To complete his costume he wore a coat too long for him, dating back, if one might judge from its general appearance, to a remote antiquity.

Washing the face and hands is usually considered proper in commencing the day, but Dick was above such refinement. He had no particular dislike to dirt, and did not think it necessary to remove several dark streaks on his face and hands. But in spite of his dirt and rags there was something about Dick that was attractive. It was easy to see that if he had been clean and well-dressed he would have been decidedly good-looking. Some of his companions were sly, and their

faces inspired distrust; but Dick had a frank, straight-forward manner that made him a favorite.

The word "rents," as used in the first paragraph of the passage, means the closest to which of these words? (5 points)

- ☐ Holes
- ☐ Pockets
- ☐ Seams
- ☐ Sleeves

13. (LC)

Which of the following would be used to increase the pace of a story? (5 points)

- ☐ Unfamiliar words
- ☐ Short phrases
- ☐ Flash forward
- ☐ Long sentences

14. (LC)

Which of the following settings best create fear or anxiety? (5 points)

- ☐ Falling snow
- ☐ Sunrise
- ☐ Open fields
- ☐ Decaying trees

15. (LC)

What type of sound effect would **not** foreshadow a dark event? (5 points)

- ☐ Choir singing
- ☐ Bell tolling
- ☐ Door creaking

Ⓒ Slow knocking

16. (MC)

Read the passage and answer the question that follows.

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Getting up too was an equally short process. He jumped out of the box, shook himself, picked out one or two straws that had found their way into rents in his clothes, and, drawing a well-worn cap over his uncombed locks, he was all ready for the business of the day.

Dick's appearance as he stood beside the box was rather peculiar. His pants were torn in several places, and had apparently belonged in the first instance to a boy two sizes larger than himself. He wore a vest, all the buttons of which were gone except two, out of which peeped a shirt which looked as if it had been worn a month. To complete his costume he wore a coat too long for him, dating back, if one might judge from its general appearance, to a remote antiquity.

Washing the face and hands is usually considered proper in commencing the day, but Dick was above such refinement. He had no particular dislike to dirt, and did not think it necessary to remove several dark streaks on his face and hands. But in spite of his dirt and rags there was something about Dick that was attractive. It was easy to see that if he had been clean and well-dressed he would have been decidedly good-looking. Some of his companions were sly, and their faces inspired distrust; but Dick had a frank, straight-forward manner that made him a favorite.

How is Dick characterized by Alger's description of his morning ritual?

"Getting up too was an equally short process. He jumped out of the box, shook himself, picked out one or two straws that had found their way into rents in his clothes, and, drawing a well-worn cap over his

uncombed locks, he was all ready for the business of the day." (5 points)

- ☐ He is carefree.
- ☐ He is excited.
- ☐ He is fortunate.
- ☐ He is creative.

17. (MC)

Read the passage and answer the question that follows.

from *Gulliver's Travels*, by Jonathan Swift

My gentleness and good behaviour had gained so far on the emperor and his court, and indeed upon the army and people in general, that I began to conceive hopes of getting my liberty in a short time. I took all possible methods to cultivate this favourable disposition. The natives came, by degrees, to be less apprehensive of any danger from me. I would sometimes lie down, and let five or six of them dance on my hand; and at last the boys and girls would venture to come and play at hide-and-seek in my hair. I had now made a good progress in understanding and speaking the language. The emperor had a mind one day to entertain me with several of the country shows, wherein they exceed all nations I have known, both for dexterity and magnificence. I was diverted with none so much as that of the rope-dancers, performed upon a slender white thread, extended about two feet, and twelve inches from the ground. Upon which I shall desire liberty, with the reader's patience, to enlarge a little.

Based on the information in this passage, the story's events will most likely focus on (5 points)

- ☐ the characteristics of the society visited by the narrator

- ☐ the narrator's attempts to forcibly break free from the emperor's control
- ☐ the entertainments attended by the narrator over time
- ☐ the narrator's efforts to develop a good relationship with the other characters

18. (MC)

Read the following sentences and answer the question that follows:

The cast and crew frantically made final adjustments to the scene even as the audience filed into the auditorium. Two actors moved the scenery into position. _____, the entire company ensured the backdrop was firmly in place. I thought we wouldn't be ready in time! But at last the performance began.

Which word or phrase best completes the passage above? (5 points)

- ☐ Before
- ☐ Instead
- ☐ First
- ☐ Then

19. (MC)

Read the following sentences and answer the question that follows:

The baseball whizzed by my bat and the umpire called "Strike!" The crowd was silent but _____ as the pitcher prepared to throw what could be the final pitch of the championships.

Which word best completes the passage above? (5 points)

- ☐ Attentive
- ☐ Bored
- ☐ Nervous
- ☐ Noisy

Lesson 1

Objectives

After completing this lesson, you will be able to:

- use knowledge regarding word parts to decipher the meaning of words
- incorporate new vocabulary in your writing
- use phrases and fragments for effect

Many things cause fear; some are rational, and others are irrational. To learn about some common phobias or irrational fears, read the panels below.

Common Phobias –

- Phobia – an abnormal, persistent, and intense fear of situations, objects, activities, of persons.
- Acrophobia – fear of heights
- Agoraphobia – fear of public places
- Arachnophobia – fear of spiders
- Claustrophobia – fear of small spaces
- Dentophobia – fear of the dentist
- Hypnophobia – fear of sleep
- Necrophobia – fear of death or dead things
- Panophobia – fear of everything
- Pyrophobia – fear of fire
- Sophophobia – fear of learning
- Thermophobia – fear of heat

Sometimes fears and phobias result from not knowing how to handle certain situations. Proceed to the lesson to acquire knowledge that can not only improve your writing but also reduce any fears of vocabulary and grammar you may have. Do not let sophophobia keep you from growing as a writer!

Consider the word *phobia*.

According to Greek mythology, Phobos is the god of fear. He is the son of Ares, the god of war, and Aphrodite, the goddess of love and beauty. Accompanying his father into war, Phobos would spread fear and panic to conquer enemies.

Phobos is the root of our word *phobia*, which means irrational fear.

Enhancing Our Vocabulary

There is no need to fear adding new words to our vocabulary. At least half of the words in the English language are derived from Greek and Latin roots. Knowing these roots can help us to decipher the meanings of words that may be composed of roots, suffixes, and prefixes. Select each word below to see how common words contain these elements.

Vocabulary –

Prefix	Root	Suffix	Complete Word	We can know the complete meaning of the word without using a dictionary.
pre— (before)	jud (judge)	-ice (quality of)	prejudice	the quality of judging before knowing
	psycho (soul, spirit, mind)	-logy (study of)	psychology	the study of the mind
re— (again)	act (do, drive, or move)	-ion (the result of)	reaction	the result of doing something again
	aero (flying, planes)	-phobia (irrational fear)	aerophobia	the irrational fear of flying

claustr— (confined spaces)	phob (fear)	-phobia (irrational fear)	having to do with a claustrophobic fear of confined spaces
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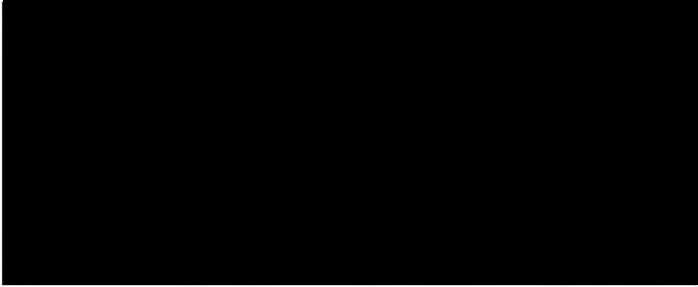
One study revealed that if a person learned how to use a set of 20 prefixes, 15 roots, and 10 suffixes, the meaning of over 100,000 words could be unlocked!

As you see, some words are more than words. They are whole ideas. Choosing just the right word can make a big difference. Imagine how much more interesting your writing will be by adding so many new words to your vocabulary!

Common Suffixes and their Meanings	Common Words Using the Suffix
-logy: study the field of	Biology, Technology
-ite: one connected with	Unite, Satellite
-ia: state of, or act	Hysteria, Anesthesia
-ic: having to do with; pertaining to	Epidemic, Metric
-ism: belief in; practice of	Patriotism, Optimism
-ly: characteristic of	Quickly, Experimentally
-ful: full of	Careful, Beautiful
-ist: one who believes in or is engaged in	Dermatologist, Scientist
-y: characterized by	Happy, Filthy

Those Greeks had a sense of humor!

Hippopotomonstrosesquippedaliophobia is the fear of long words.



Phobia can be used as a root or a suffix depending on the word. In the word *claustrophobic*, phob is used as a root; the prefix "claustr" comes before it, and the suffix "ic" follows it. In the word *panophobia*, phobia is a suffix, because it comes after the root "pan."

In this lesson you will learn 10 common root words that use phobia as a suffix. Use the flash cards below to quiz yourself and become more familiar with these roots. Try to think of words you already know that use these roots.

Use the flash cards below to quiz yourself and become more familiar with these roots. Try to think of words you already know that use these roots.

Vocabulary —

acro

high peak (heights)

arachn

spider

claustr

confined place

dent

tooth

hypn

sleep

necro

dead or death

pan

all, every

pyro

fire

soph

wisdom, knowledge

therm

heat

Words that use these roots are included below. Use your English notebook or create flash cards to record these roots. As you do so, consider drawing a box around the root or highlighting it so that you can see the parts of the word. Also, consider using the slide show from the beginning of our lesson to study these words and roots. [See how these words can be used in sentences.](#)

acro

- Acrophobia: irrational fear of heights
- Acropolis: city at the top of a hill

arachn

- Arachnophobia: irrational fear of spiders

- Arachnid: class of arthropods including spiders, scorpions, ticks, and mites

claustr

- Claustrophobia: irrational fear of small, confined spaces

dent

- Dentophobia: irrational fear of the dentist
- Dentifrice: toothpaste or a powder or liquid used to clean the teeth

hypn

- Hypnophobia: irrational fear of sleep
- Hypnosis: artificially induced state resembling sleep

necro

- Necrophobia: irrational fear of anything that is dead
- Necromancer: one who claims to have the ability to communicate with the dead as a means of predicting future events

pan

- Panophobia: generalized fear; fear of everything
- Panacea: cure for all ills
- Pandemic: relating to all people; universal

pyro

- Pyrophobia: irrational fear of fire
- Pyrotechnics: art of making fireworks

soph

- Sophophobia: irrational fear of learning

- Philosopher: one who loves wisdom

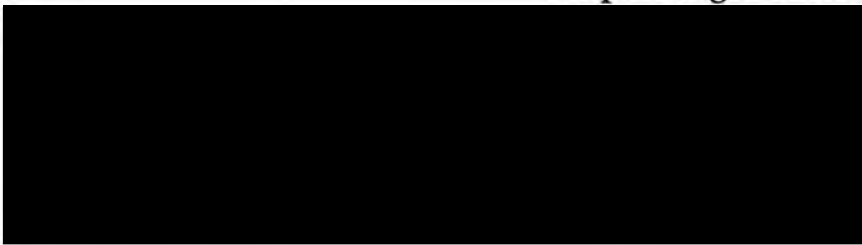
therm

- Thermophobia: irrational fear of heat
- Thermometer: device for measuring temperature

Knowing how to use word parts to decipher a word's meaning can help us as we read difficult passages. This knowledge also develops and expands our vocabulary so that we can use the best word to accomplish our purpose, whether that is to persuade an audience, describe an image, or create a suspenseful mood.

Increasing your knowledge of word parts equals increasing your ability to write effectively.

Improving Our Writing



Professional writers use techniques we can identify to create suspense. Authors may choose just the right word or vivid description to draw readers into their stories. Another important way authors craft their stories is through their [syntax](#). Word order in a sentence can be just as effective as word choice or imagery. Carefully crafting their words—sentence by sentence—allows writers to create stories that make us laugh, cry, clench our fists in anger, or feel actual fear.

In our own writing, we can give sentences variety and create desired effects by manipulating syntax. Consider how you might use the following language tools either individually or in combination:

Repeating key words or phrases adds emphasis.

Example:

- **They** saw my terror! **They** heard my heartbeat! **They** knew I was guilty!

Using grammatically incomplete sentences demands the reader's attention.

Example:

- Terrible night. Awful night. Oh, the terror of spicy tacos!

Punctuation controls the pace of the sentence. Choose dashes, commas, colons, semicolons, exclamation points, and question marks to manipulate how quickly or slowly the reader experiences your writing.

Examples:

- Fear — or rather yielding to it and thereby giving power to fear mongers -- cannot and will not keep us from pursuing human rights.
- Because we pause to listen, because we stop to plan our response, because we look at your arguments slowly and with care, do not think we fear to act.
- To those who doubt our resolve, we have only to say this: we shall not rest until equality finds its way to the weak, the old, the suffering, and the poor.
- Rest your head; tomorrow we renew the fight.
- Chin up! Eyes wide!
- The battle over, what did we gain?

Authors also use a variety of phrases to create vivid and varied sentences. Phrases often add description to sentences and tell readers how, where, when, and why something happened. Take notes on the following types of phrases, paying particular attention to how the different phrases can be used to give our sentences variety.

Participial phrases

- groups of words that modify or describe a noun
- they always function as adjectives and begin with words ending in *-ing* or *-ed*

Examples:

- The bell, **clanging over and over throughout the night**, brought some comfort to the frightened villagers.
- **Exhausted from a sleepless night**, Jarvis finally fell asleep only to awaken from a nightmare.

Gerundial phrases

- groups of words that act as a noun
- gerunds end in *-ing*

Examples:

- **Screaming in a movie** is not usually appropriate unless it is a scary movie.
- I love **telling ghost stories** to my younger sister.

Infinitive phrases

- groups of words that begin with *to + a verb*
- they can function as adjectives, nouns, or adverbs

Examples:

- My plan **to frighten my mom** backfired.
- I wanted **to play a harmless trick to see her jump and scream**.

Absolute phrases

- groups of words consisting of a noun or pronoun and their modifiers, and/or
- participle ending in *-ing* or *-ed*, and any other modifiers
- they add information to the entire sentence

Examples:

- The old house terrified the neighborhood children, **the front door creaking like an open mouth and the vacant windows staring like empty eyes.**
- **Each child running past the house without looking at it,** they hurried as if the house might reach out and grab them.

Authors use punctuation and sentence structure purposefully to create and change the pace of their writing. Use the Venn Diagram below to determine the different purposes of slow and fast-paced writing.

Venn Diagram —

Instructions:

Match the fast pace or slow pace quality that creates a desired effect; some of the outcomes are the result of both fast and slow paces.

- convey dread, anxiety, or fear
- reveal a surprise or shock
- immerse the reader in all elements of an experience
- build suspense
- communicate a thoughtful mood
- communicate excitement, joy, or enthusiasm

Slow and fast-paced sentences work much like scary music in a film; they contribute to the mood and build the tension. Test your understanding of pace and its effects in the following activity.

Effects of Pace

Choose each of the tabs below to learn about fast and slow pace and then read the short sample passages to see how pace is created.

Venn Diagram —

Instructions:

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- communicate excitement, joy, or enthusiasm

Effects of Pace: Slow Pace

- To create the sense that time is going slowly and to build suspense, an author might:
 - use punctuation like commas or semicolons to make the reader pause.
 - use long sentences full of descriptive phrases.
 - use words or phrases that slow a sentence.

In this lesson, we learned that there is a phobia for just about everything—even long words and grammar! We acquired knowledge that can help us overcome any fears we might have about learning new words or improving our writing.

We learned that most words contain roots, prefixes, and suffixes that help us to determine the meaning of countless words, and we added several new words to our vocabulary. We also learned how we can use punctuation, repetition, and different types of phrases for effect.

Assessment Instructions

For your assessment, you will complete a quiz that covers vocabulary roots and words as well as the different elements that writers can use to create an effect through their syntax. Be sure to study and review the material in this lesson before accessing the quiz.

Assignment

1. Complete the reading and self-checks in the lesson.
2. Access and complete the Quiz under assessment **03.01 Fears, Anxieties, Phobias, Oh My!**

1. Using your knowledge of roots, choose the best word to complete the following sentence: Just the sight of _____ gives me the creepy-crawlies. (5 points)
 - ☐ panaceas
 - ☐ dentifrices
 - ☐ pandemics
 - ☐ arachnids
2. In the word "phobia" phob is the (5 points)
 - ☐ root.
 - ☐ suffix.
 - ☐ prefix.
 - ☐ affix.
3. Using what you learned in the lesson, match the term with its definition. (5 points)

1. Therm

2. Soph

3. Necro

4. Claustr

5. Arachn a. Small space

- b. Heat
- c. Spider
- d. Death
- e. Wisdom

4. Using your knowledge of roots, what diagnosis would you give to someone who has a fear of fire? (5 points)
- ☐ Hypnophobia
 - ☐ Panophobia
 - ☐ Pyrophobia
 - ☐ Thermophobia
5. Using your knowledge of roots, what diagnosis would you give to someone who refuses to let anyone look at or touch his or her teeth? (5 points)
- ☐ Sophophobia
 - ☐ Dentophobia
 - ☐ Necrophobia
 - ☐ Thermophobia
6. Using what you know about word parts, which of the following words means the study of heat? (5 points)
- ☐ Thermology
 - ☐ Thermoful
 - ☐ Thermist
 - ☐ Thermism
7. Identify the underlined element in the following passage from the novel *Bleak House* by Charles Dickens.
- "Fog everywhere. Fog flowing up the river, among green banks and meadows; fog rolling down the river, where it hangs defiled among the ships and buildings of a great (and dirty) city." (5 points)
- ☐ Prepositional phrase

- ☐ Absolute phrase
- ☐ Infinitive phrase
- ☐ Sentence fragment

8. Which of the following elements does **not** contribute to the dreary mood of this short passage from the novel *Bleak House* by Charles Dickens?

"Fog on the Essex marshes, fog on the Kentish heights. Fog creeping into the cabooses of collier-brigs; fog lying out on the yards, and hovering in the rigging of great ships; fog drooping on the gunwales of barges and small boats. Fog in the eyes and throats of ancient Greenwich pensioners, wheezing by the firesides of their wards; fog in the stem and bowl of the afternoon pipe of the wrathful skipper; fog cruelly pinching the toes and fingers of his shivering little 'prentice boy on deck." (5 points)

- ☐ Infinitive phrases
- ☐ Repetition
- ☐ Absolute phrases
- ☐ Punctuation

9. The use of phrases, fragments, and punctuation can affect the pace and mood of a text. How would you describe the pace of the following passage?

"For the most wild, yet most homely narrative which I am about to pen, I neither expect nor solicit belief. Mad indeed would I be to expect it, in a case where my very senses reject their own evidence." (5 points)

- ☐ Fast
- ☐ Slow
- ☐ Both fast and slow
- ☐ Average

10. Identify a writing situation in which you might want to use a fast pace. What would you do to create a fast pace? What would be the

effect? Your response should be a minimum of 3-5 sentences. (5 points)

Lesson 2

What do people fear the most? Play the slideshow to learn the most common fears that plague people.

Fears Thought Bubbles –

- 13
- the dark
- spiders
- snakes
- water (swimming)
- needles (shots)
- failure
- the unknown
- clowns
- death
- heights
- dogs
- rats
- flying
- public speaking

Objectives:

After completing this lesson, you will be able to:

- employ reading strategies specific to nonfiction selections
- identify and use features unique to nonfiction text
- organize information in a meaningful way
- For some, fear is a daily obstacle, something that prevents them from doing certain activities. For others, it is a thrilling feeling, one that they seek in roller coasters, haunted houses, and scary movies.

People have different fears ranging from eight-legged creatures and furry rodents to flying and failing.

- Fear is a response to a perceived threat, a threat that appears to be real but may or may not be. One of the best ways to conquer fear is to learn how it affects the body and mind.

Reading Nonfiction

A [plethora](#) of books and articles has been written on the topic of overcoming fear because, according to the National Institute of Mental Health, approximately one in six adults over the age of 18 suffers from panic disorders brought on by attacks of fear.

While there are many works of [fiction](#) that evoke fear in readers, works of [nonfiction](#) usually aspire to assist readers in overcoming their fears.

We read nonfiction when we read textbooks, newspapers, most magazines, manuals, and some books. When we read nonfiction, we use many of the same reading skills that we employ when we read a work of fiction.

We do all of the following:

- preview the text
- ask questions
- make summaries as we read
- make personal connections between what we read and what we experience in life

Nonfiction texts often have unique features that can help us as readers.

Nonfiction Features —

Many nonfiction works contain features that help readers to be efficient and focused in their reading.

Table of Contents

- Lists the major parts of a text with corresponding page numbers, located within the first pages of a text

- Readers can use the table of contents to locate information and to see how topics are organized

Example Page A	1
Example Page B	2
Example Page C	3
Glossary	4
Index	5

Glossary

- Alphabetically lists key terms and their definitions located, after the text in the back of the book

Example:

- Atlas - a bound volume of charts, plates, or tables illustrating any subject
- Forge - to form by heating and hammering; beat into shape.
- Horseshoe - a U-shaped metal plate, plain or with calks, nailed to a horse's hoof to protect it from being injured by hard or rough surfaces
- Monsoon - the seasonal wind of the Indian Ocean and southern Asia, blowing from the southwest in summer and from the northeast in winter

Index

- Lists key names, terms, and topics alphabetically with page numbers, located after the text

Atlas	1
Damerow, John	3
Forge	3
Horseshoes	2
Monsoon	1
Moon	2
Neptune	3

Poseidon 2
Yeti 1

Example Page

- Title: Tells the reader the topic of the text. Readers can use titles to make predictions and connections to knowledge or experiences and to determine their interest in the subject covered.
- Subheadings: Use a bold or larger font to divide the text into sections. Readers can use subheadings to locate information in the text and to identify main ideas at a glance.
- Text features: Use bold, color, or italics to draw readers' attention to key words or concepts. Readers can use text features to become familiar with terms or concepts in the reading selection.
- Photos, illustrations, or maps: Visually communicate information that may or may not be in the text. Readers can use these visual elements to add to their understanding of the text.
- Captions: Accompany visual elements like photos, illustrations, maps, charts, or graphs. Readers can use captions to understand what is shown in a visual element.
- Tables, charts, or graphs: Visually present information. Readers can use tables, charts, or graphs to compare information or obtain summary information at a glance.
- Text box: Features additional information or highlights interesting facts or details from the text. Readers can use text boxes to add to their understanding of the material covered in the text

Reading Revelation

In addition to the text features you may see on the page of a nonfiction work, we can also use graphic organizers to help us effectively read nonfiction.

As you read any text, you automatically answer questions: Who is doing what? When are they doing it? Why is this important? Nonfiction texts will include lots of information that you don't want to miss. Think about the

ways you can organize important information during and after reading nonfiction.

The Reality of Fear —

Basic Questions

- Where?
 - What?
 - Who?
 - Why?
 - When?
 - How?
-

Exploration Questions

- How does this connect to my life?
 - What do I know about this already?
 - What am I learning?
-

Reflection Questions

- What information do I already use?
- What things can I use in the future?
- What things did I learn?
- What things do I want to know more about?

As you read "Facing Our Fears," apply the during and after nonfiction reading strategies you've learned. You will be responsible for answering questions about the article and the reading strategies you used during the Discussion Based Assessment with your instructor at the end of the module. Be sure you write your answers to the flashcard questions in your

notebook. One or two well-developed sentences for each answer will help you review for your DBA.

What text feature signals this is a nonfiction text?

Clue

What is the topic of the article?

Clue

What does the author want you to think, feel, or do with the information in the article?

Clue

What "proof" supports the author's claim or argument?

Clue

What purpose does the story about Armi Rowe serve?

Clue

What is the most memorable line in the article?

Clue

"The oldest and strongest emotion of mankind is fear." — H. P. Lovecraft, American author

In this lesson, we learned that, while fiction might evoke fear, most nonfiction works dedicated to the subject are focused on helping people *overcome* their fears. We learned about the main features of nonfiction texts, and we practiced using "during and after" reading strategies that support us as we read nonfiction works, whether they are biographies, newspapers, manuals, or self-help books.

Assessment Instructions:

Check your understanding of the nonfiction reading strategies by completing the self-check below and submitting a brief reflection. This is an important exercise that you will use in future lessons, the Discussion-Based Assessment, and the segment exam.

Table of Contents —

Question 1:

Using the table of contents of *No More Fear*, in which chapter would a reader find information on breathing exercises?

- *Answer:* Just say "No!" to Fear

Table of Contents

Fear and Its Effects.....3

- Physical Effects
- Mental Effects
- Emotional Effects

Just Say "No!" to Fear.....35

- Breathing Exercises
- Meditation
- Yoga

Free from Fear.....52

- Living Free
- Seeking Support
- Staying Sane
- Index

Question 2:

Where should a reader look to learn the definition of amygdala?

- *Answer:* Glossary

Question 3:

Which part of the text should a reader consult to find the page number that contains information on the location and role of the amygdala?

- *Answer:* Index

Question 4:

What would be the best way to communicate the following information on the most common fears?

- *Answer:* Show the percentage of people that have each fear in a chart.

Information

Snakes - 51%

Speaking in public - 40%

Heights - 36%

Being closed in a small space - 34%

Spiders and insects - 27%
Needles and getting shots - 21%

Question 5:

On what page can a reader find information about the fight-or-flight response? First, he or she will need to decide which part of the text would best help him or her to locate this information.

- *Answer:* Pages 7 and 10

Table of Contents

Fear and Its Effects.....3

- Physical Effects
- Mental Effects
- Emotional Effects

Just Say "No!" to Fear.....35

- Breathing Exercises
- Meditation
- Yoga

Free from Fear.....52

- Living Free
- Seeking Support
- Staying Sane
- Index

E

- Eating 39, 56
- Eliminate fear, strategies to 35, 39, 46

- Exercise 37, 40

F

- Fear, definition 3
- Fight or flight 7, 10

H

- Hearing, increased sense of 4
- Heights 57
- Homebound 23

Assignment

1. Complete the reading for this lesson.
2. Complete all self-checks in this lesson.
3. Submit your completed response chart as **03.02 The Reality of Fear.**

Lesson 3

Objectives

After completing this lesson, you will be able to:

- analyze a famous political speech from US History
- access prior learning to evaluate an author's claim or argument
- identify choices an author makes to effectively communicate a message to persuade
- describe and explain why the evidence an author chooses is convincing in a famous speech

In his 1933 [inaugural speech](#), U.S. President Franklin Delano Roosevelt addressed the nation experiencing the worst economic depression in its history. Homelessness, unemployment, bank closures, and organized crime were on the rise while crop prices and the people's [morale](#) were on the decline. In such uncertain times, citizens had much to fear.

Franklin Delano Roosevelt's Inaugural Speech –

This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great nation will endure as it has endured, and will revive and will prosper. So, first of all, let me assert my firm belief that the only thing that we have to fear is fear itself – nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. – President Franklin Delano Roosevelt

Roosevelt delivered these words to citizens on the verge of panic, and the words were so effective that they are often repeated in moments when nations, companies, teams, and individuals are forced to face their fears.

"The crowds were so tremendous, and you felt that they would do anything – if only someone would tell them what to do." – First Lady Eleanor Roosevelt.



Public Domain

Over one hundred thousand people crowded the Capitol to hear Franklin Delano Roosevelt, the thirty-second president of the United States, deliver one of the most famous and important speeches of the twentieth century. Millions more tuned in on radios, listening to the President's speech and the thunderous applause that washed over the Capitol on a cold and overcast Saturday afternoon.

Roosevelt took office in a period of unprecedented unemployment, uncertain financial markets, and uneasiness about America's place in the world. In just 1,929 words, the new president restored the hope, confidence, and optimism of the nation. A remark made by a young teacher in the crowd was published in a newspaper the next day and summed up the general feeling: "Any man who can talk like that in times like these is worthy of every ounce of support a true American has!"

What did Roosevelt say to have such an impact? The New York Times reported that over 450,000 letters and telegrams were delivered to the White House in the days after the speech voicing their support for the new president.

Effective speeches like F.D.R.'s first inaugural aren't spontaneous. They are carefully crafted works of rhetoric that begin as ideas on paper that are expertly shaped using the same writing tools available to us. An analysis of the speech reveals just how it was that President Roosevelt could unify and energize the American people in under 2000 words.

It's no accident this is known as F.D.R.'s "No Fear but Fear" speech. Calming the fears of anxious Americans was Roosevelt's main objective.

- A. True
- B. False

View Answer

3. On average, hourly wages were cut in half.

- A. True
- B. False

View Answer

4. People in the cities suffered but those on farms didn't.

- A. True
- B. False

View Answer

5. The richest Americans became richer and the poor became poorer.

- A. True
- B. False

View Answer

6. People were afraid and losing hope.

- A. True
- B. False

As you listen to and read Franklin Delano Roosevelt's "First Inaugural Address," think about what it must have been like to be an American during the Great Depression. What does this speech need to accomplish? Would the new president's speech make you less afraid if you were there?

First Inaugural Address —

This is preeminently the time to speak the truth — frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great nation will endure as it has endured, will revive and will prosper. So first of all let me assert my firm belief that the only thing we have to fear is — fear itself — nameless, unreasoning, unjustified terror, which paralyzes needed efforts to convert "retreat!" into "advance!"

It's hard to imagine ourselves in the place of those who were there at President Roosevelt's inauguration. Everyone, though, knows what it means to be afraid. Fear is a universal human experience. Did Roosevelt succeed in convincing his audience that "the only thing we have to fear is fear itself"?

Here are some of the reactions to the speech you've just read that were sent to the president from those who experienced it live:

"I had such a vibrant and electric feeling come over me."

"It's clarity, logic, and sincerity struck us."

"A feeling almost impossible to describe came over me. It was a feeling of renewed hope, a feeling that this old world is again going to be a pretty good place after all, a feeling that soon this life will be worth living."

This is a classic example of a skilled writer using the tools of language to create a successful speech!

Assessment

1. Complete the reading and self-checks in this lesson.
2. Review Franklin Delano Roosevelt's "First Inaugural Address."
Carefully consider the choices he made that resulted in calming the fears of the nation.
3. Submit the Quiz under assessment **03.03 Nothing to Fear**.

1. What is rhetoric? (5 points)
 - ☐ Comparing a speech to a text
 - ☐ A type of story
 - ☐ Showing how two things are different
 - ☐ The art of persuasion
2. Why is Roosevelt's speech so memorable? (5 points)
 - ☐ He emphasizes certain words and phrases
 - ☐ It compared Americans to an army
 - ☐ He used logic rather than emotion
 - ☐ It was recorded on film
3. What does the phrase "the withered leaves of industrial enterprise" compare failed businesses to? (5 points)
 - ☐ Necessary parts of American life that are dying
 - ☐ Farmland that has been destroyed by drought
 - ☐ Unemployed Americans
 - ☐ The results of higher taxes
4. Which quotation best describes the national feeling according to Roosevelt? (5 points)

- ☐ "It was a feeling of renewed hope."
 - ☐ "Our greatest primary task is to put people to work."
 - ☐ "This Nation asks for action, and action now."
 - ☐ "Satisfaction ... comes from the stern performance of duty..."
5. Imagine that you are filling out a graphic organizer that outlines Roosevelt's main ideas. List a main idea from the beginning, one from the middle, and one from the end of the speech. Use at least one sentence for **each** main idea. (10 points)
 6. Imagine that you are organizing evidence from this lesson to write about the similarities and differences of persuasive speeches and persuasive essays. List and explain one similarity and two differences. Your response should be at least three sentences long. (10 points)
 7. One of the observations by someone who was present for the speech was, "Its clarity, logic, and sincerity struck us." Quote one example from the text that you would describe as clear, logical, or sincere. Explain the language in your chosen quote correctly, and tell why it can be considered clear, logical, and sincere. (20 points)
 8. Based on your reading of Franklin Delano Roosevelt's First Inaugural Address, explain two things he did to persuade the American public to support him. Be sure to use quotations from the text to support your answer. (20 points)
 9. Based on your notes in your reading journal, explain why Roosevelt's speech was such a big success. Use specific language from the speech to explain what is memorable and effective. (20 points)

Provide the following:

Admissions and enrollment policies, should include the following:

- The period (both the beginning and the ending dates) during which the applications for admissions will be accepted including a summary of the application process. See Texas Education Code (TEC) §12.117.
- Procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- The non-discrimination statement to be included in the proposed school's admissions policy. See TEC §12.111(a)(5).
- Policies and procedures for the admission of students with documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. See TEC §12.111(a)(5)(A).
- Enrollment deadlines and procedures.

If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school.

TEC §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.

PROCEDURES

1. Texas Virtual School students may enroll online via the school's website. Students may also apply via phone or in person at the school.
2. Demographic data and previous school information is provided in the enrollment process. For students under the age of 18, the enrollment application must be submitted by a parent or guardian.
3. Once the enrollment application is submitted, a school student services representative will contact the parent/guardian to confirm the application and verify the information provided.
4. Upon confirmation and verification of the enrollment application, a request for the student's transcript is submitted to the most recent school attended. This information is used determine the courses required for the student.

POLICIES

1. Texas Virtual School accepts all students in sixth through twelfth grades, including IEP/504 students, special education, at-risk and expelled students.
2. There is not a pre-qualification process, and students may begin studies immediately upon completion of the enrollment process.
3. Enrollment applications must be submitted by a parent or guardian if the student is under age 18. If a student is an emancipated minor, legal evidence of status must be provided to confirm enrollment.
4. Enrollment status with Texas Virtual School is considered as full-time status.
5. All student discipline, course assignment and enrollment policies of Texas Virtual School are conducted in accordance with the Texas Education Agency.
6. Students who have been expelled from a school and are submitting an enrollment application with Texas Virtual School will be required to submit a written statement, cosigned by a parent or guardian, indicating their desire to enroll and complete school. They will also be required to sign a standard agreement on school discipline policies.

Provide the following:

Discipline policy addressing the following:

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

DISCIPLINE POLICY

Student Conduct

Texas Virtual School expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Texas Virtual School believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members. Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior; treat others with civility and respect, and refuse to tolerate bullying or harassment.

Texas Virtual School upholds that bullying, hazing or harassment of any student or school employee is prohibited:

- a) During any education program or activity conducted by a public K-12 educational institution;
- b) During any school-related or school-sponsored program or activity;
- c) Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution within the scope of the school district, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
- d) Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school.
- e) The above section (d) does not require a school to staff or monitor any non-school-related activity, function, or program.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.

Consequences

Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

Retaliation

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, hazing, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a

complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Complaints

At each school, the director/instructional leader or the director/instructional leader's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the director/instructional leader or designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in-person to the director/instructional leader or designee.

Procedure

If a bullying or harassment incident occurs, it will be reported to the director/instructional leader. Discipline and referral data will be recorded in the student's permanent record with the school.

Texas Virtual School will provide bullying, hazing or harassment incident, discipline, and referral data to the Indiana Department of Education in the format requested. Data reporting on bullying, hazing, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment and threat/intimidation incidents as well as any bullying-related incidents that have as a basis sex, race or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race or disability) noted in their student record.

The district ensures that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regards to bullying or harassment. This requires the efforts of everyone in the school environment – teachers, administrators, counselors, other non-teaching staff, parents/legal guardians, and students.

The director/instructional leader or designee shall by telephone and/or in writing report the occurrence of any incident of bullying, hazing or harassment as defined by this policy to the parent or legal guardian of all students involved within seven days of an investigation of the incident commencing. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Provide the following:

The code of conduct for the proposed school to address the gun-free school statute found in Texas Education Code (TEC) §12.131, requiring that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.

The Gun-Free Schools Act (20 U.S. Code § 7151), as re-enacted by the Every Student Succeeds Act (ESSA) of 2015 (Public Law 114-95), requires a State receiving ESSA funds to have a state law in effect requiring local education agencies (LEAs) to expel any student who is determined to have brought a firearm to school or possessed a firearm at school, for a period of no less than one year. Local education agencies must annually report any expulsion in order to receive ESSA funds.

Charter operators that fail to adhere to the Gun-Free Schools Act are subject to forfeiture of ESSA funds.

Senate Bill 11, as enacted by the 84th Texas Legislature, revised the Texas Penal Code to allow concealed handgun license holders to carry concealed handguns onto the campuses of public higher education institutions or private or independent higher education institutions.

Applicants who propose to operate a charter campus on the premises of an institution of higher education MUST complete this attachment in order to demonstrate policies that will be compliant with the TEC §37.007.

GUN-FREE SCHOOL POLICY

Texas Virtual School recognizes and adopts the Federal Gun-Free School Zones Act (GFSZA, 18 U.S.C. § 922(q)(2)(A)) as policy for any and all locations of the school. For purposes of clarification, our policy is:

It shall be unlawful for any individual knowingly to possess a firearm that has moved in or that otherwise affects interstate or foreign commerce at a place that the individual knows, or has reasonable cause to believe, is a school zone.

The policy of Texas Virtual School includes a further restriction on other potential weapons, including but not limited to:

- Edged weapons, including pocket knives, folding or fixed blade knives, razors, picks, saw blades or other edged weapons
- Clubs, asps, bats, brass knuckles or similar striking weapons
- Pepper spray, mace or similar chemical agents

This policy applies to students, parents and visitors to any office or facility operated by Texas Virtual School.

Provide the following:

A detailed narrative start-up plan for the school, specifying tasks, timelines, and responsible individuals. The plan should describe the segregation of duties as well as financial fraud and theft prevention.

This plan should align with the start-up budget in the Financial Plan Workbook (*Attachment F3*).

The applicant has no documents in response to this attachment.

Provide the following:

A detailed budget narrative which includes a description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include any commitments of financial support or pledge letters from parents or other sources.

Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, letters of intent, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

BUDGET NARRATIVE

While this is our first virtual charter school in Texas, the visionary stakeholders of Texas Virtual School developed the first 100% virtual school in the State of Indiana. Not only was it the first virtual school in the state, it was a grassroots implementation set in motion by the committed stakeholders and the initial financial burden for developing the “start-up” virtual charters school was secured by the stakeholders. One of these stakeholders possesses over 40 years’ experience developing governmental budgets from mid-size cities and towns to those with a metropolis population of one million plus residents.

Given the infancy of total virtual charter schools, the stakeholders utilized overlapping redundant layers of variables and demographics to determine the initial enrollment projections for the 2018 enrollment year. However, given their great successful experience identifying a large demand in the migrant population within the state, while at the same time, understanding their heritage, this delivery of American education is a perfect fit for the Latina community. Additionally, the stakeholders understand the demand and burden placed on the large rural and home-schooled community currently residing within the state of Texas.

Further, researching the applications and inquiry data received from out-of-state parents regarding Indiana Virtual School, it was noted that many were coming from the state of Texas. The results enhanced the confidence and perception to start a state-wide total virtual school in the state of Texas.

Given the above, with little social media marketing and simple word-of-mouth, utilizing the applied grade levels listed in the application for Texas Virtual School (grade 6-12) a conservative estimate would be an enrollment in the range of 250 – 500 students. For the purpose of this narrative, we will consider the most conservative estimate of 250 students.

It must be emphasized that the start-up will receive no start-up funding from the State or Federal Agencies. Considering our budget summary, Texas Virtual School will show a positive balance upon achieving an enrollment of 250 at the end of its first twelve months in operation. While the estimated balance is small in comparison, it fairs much greater than any other Virtual Charter School and at no start-up cost to the State or the taxpayer. The stakeholders intend to utilize limited funding sources for its funding dynamics. Primarily, the funding will come from the State of Texas via school districts statewide, as well as State reimbursements and limited Federal programs.

Texas Virtual School’s initial staff is set up in a manner conducive for an enrollment of up to 250 students. Additional expenditures are based on a per pupil basis to ensure a constant positive cash flow and proper instruction. This budget is designed and implemented to ensure continued successful growth for the school and the student without affecting the educational delivery, content, and support services necessary to guarantee the student educational success, while at the same time preparing the student for the workforce.

The budget does not utilize any other sources of funds except for ADM funds. However, it is intended that Texas Virtual School will seek additional philanthropic funding for specialized projects, circumstances and community initiatives.

The continued growth of this positive cash flow will be reserved for unexpected emergency expenses (i.e. transient students, acts of nature, terrorism, and other unforeseen incidents). While the surplus is minimal the first six months, by the end of year one, given our year-end enrollment projections, Texas Virtual School should expect a surplus of approximately \$205,300.00. These funds, along with securities, money, and other assets will be escrowed to protect Texas Virtual School in the instance that Texas Virtual School is unable to fulfill its financial obligations due to enrollment shortfalls and other unexpected emergency expenses.

This initial budget allows for a student to scope teacher ratio of approximately 20:1. However, our systemic concept developed and utilized by Indiana Virtual School would reflect that we work to a more realistic ratio consistent of 100:1 with the growth of the student population.

Texas Virtual School will commission an audit firm acceptable and approved by the State of Texas to conduct yearly audits. Cyber Educational Services/Bright Financial Services will be contracted for financial and accounting services via a professional services agreement. AlphaCom, Inc. will be contracted to provide professional business services related to customer service and operations. All services over \$1,000.00, with the exception of emergencies require School Board approval.

Additionally, our financial services vendor will prepare detailed monthly ledgers that reflect comparative financial data with the projected budget for review and acceptance by the Board. The Board will hold the budget responsibility as it relates to ongoing success for our students, as well as the functionality of the school. Unlike the traditional setting, our students have a head-start on their peers with respect to the workforce. As the Board continues to develop school-to-work partnerships with business and industry throughout the state of Texas, our students have the flexibility to work a realistic student schedule. In fact, funding for workforce related students contains a line item to provide the student with the technology sufficient to receive and deliver course work at any time, at any place, and at any pace necessary for student success.

The annual budget will be developed and incorporated by input from key personnel (i.e. Board Members, Superintendent, Business Manager, and other Stakeholders). The Board and the school have no intention to carry debt, especially long term, nor will it purchase any asset that will incur debt. Additionally, to reduce burden of cost related to State mandated testing, Texas Virtual School will partner with local community colleges and libraries to complete all State mandated testing requirements. Moreover, the Board will conduct detailed reviews of financial data and operations on a monthly basis.

Realizing the amount of equipment, furniture, technology, supplies and material needed to open a school, the only fiscal responsible option available is to initially lease the above-mentioned items thereby taking the enormity of the financial burden away during the initial growing years (approximately 4 years). At this time, there are no outstanding commitments related to the school for any anticipated fixed asset purchases.

Texas Virtual School will adhere to all financial and accounting standards/practices in a timely manner that are compliant with generally accepted accounting principles for accuracy, as well as required State audits.

All funds received will be directly deposited in a federally insured bank or credit union. Access to these accounts will be limited to individuals appointed and approved by the Board of Directors. Additionally, the Business Manager and the Treasurer of the Board will be the only designee to sign off on Purchase Orders and Payment Vouchers. The pre-approved payment for services rendered will be conducted on a monthly basis.

- Please note the initial detailed line item Budget for review attached hereto.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete the Financial Plan Workbook. Once complete, applicants are instructed to submit this attachment as follows:

Hard Copy — print and provide only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

AND

Electronic Submission—The *entire* Financial Plan Workbook, will be submitted electronically as an MS Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,700 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter is projecting.

Applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years.

Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.

The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

FINANCIAL PLAN WORKBOOK SUMMARY

Texas Virtual School

	Year 0 (Start-Up) 2016	Year 1 43281	Year 2 43282	Year 3 43283	Year 4 43284	Year 5 43285
REVENUE						
Total State Revenue		\$ 1,813,784	\$ 5,368,799	\$ 7,033,127	\$ 8,721,077	\$ 10,726,925
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ -	\$ 1,813,784	\$ 5,368,799	\$ 7,033,127	\$ 8,721,077	\$ 10,726,925
EXPENSES						
Total Administrative Staff Personnel Costs	\$ 71,556	\$ 480,000	\$ 729,300	\$ 780,300	\$ 880,803	\$ 1,028,311
Total Instructional Personnel Costs	\$ 167,249	\$ 590,000	\$ 693,600	\$ 759,492	\$ 875,497	\$ 1,044,547
Total Non-Instructional Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Payroll Taxes and Benefits	\$ -	\$ 160,500	\$ 213,435	\$ 230,969	\$ 263,445	\$ 310,929
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ 238,805	\$ 1,230,500	\$ 1,636,335	\$ 1,770,761	\$ 2,019,744	\$ 2,383,786
Total Contracted Services	\$ 52,010	\$ 56,170	\$ 166,263	\$ 217,805	\$ 270,078	\$ 332,196
Total School Operations	\$ 572,100	\$ 572,103	\$ 1,693,420	\$ 2,218,380	\$ 2,750,791	\$ 3,383,472
Total Facilities Operations and Maintenance	\$ 82,836	\$ 82,836	\$ 99,611	\$ 108,293	\$ 117,106	\$ 127,317
Reserves and/or Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES	\$ 945,751	\$ 1,941,609	\$ 3,595,629	\$ 4,315,238	\$ 5,157,719	\$ 6,226,772
NET OPERATING INCOME (before depreciation)	\$ (945,751)	\$ (127,825)	\$ 1,773,170	\$ 2,717,889	\$ 3,563,358	\$ 4,500,153
STUDENT ENROLLMENT						
Projected Student Enrollment		250	740	970	1,200	1,480
Revenue Per Pupil		\$ 7,255	\$ 7,255	\$ 7,251	\$ 7,268	\$ 7,248
Expenses Per Pupil		\$ 7,766	\$ 4,859	\$ 4,449	\$ 4,298	\$ 4,207

Provide the following:

A copy of the most recent **audit report**. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 10) found at, [http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

For organizations less than one year old or established organizations with no financial activity to date: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

Texas Virtual School
Balance Sheet
As of November 30, 2016

ASSETS

Cash on hand and in bank	\$ 100.00
Organizational costs deferred	<u>\$ 22,552.62</u>
Total Assets	<u><u>\$ 22,652.62</u></u>

LIABILITIES & EXCESS OF EXPENDITURES OVER INCOME

Accounts payable	\$ 22,552.62
Net Equity-Beginning	\$ 100.00
Results of operations	<u>\$ -</u>
Total liabilities & equity	<u><u>\$ 22,652.62</u></u>

Note:

Texas Virtual School has had no operations as of November 30, 2016

Provide the following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2015, but has no credit history, a response from one of the credit rating agencies must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2015, you are not required to provide a credit report but must instead provide a statement attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2015."

No documents are being provided because the sponsoring entity was incorporated after January 1, 2015.

Provide the following:

The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

No filings have been required to date. This is new corporation.

Provide the following:

Evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. Do **not** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

Applicants having no responsive documents to this attachment shall provide the statement, "The applicant has no documents in response to this attachment."

The applicant has no documents in response to this attachment.

Provide the following:

The 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the Determination Letter issued by the IRS granting the entity nonprofit status, no later than Friday, April 7, 2017, in order to be deemed an eligible entity and scheduled for an applicant interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

LAW OFFICES
WEBSTER, CHAMBERLAIN & BEAN, LLP
1747 PENNSYLVANIA AVENUE, N.W.
WASHINGTON, D.C. 20006
(202) 785-9500
FAX: (202) 835-0243

ARTHUR L. HEROLD
ALAN R. DYE
JOHN W. HAZARD, JR.
HUGH K. WEBSTER
DAVID F. GOCH
JAMES S. WILSON, JR.
HEIDI K. ABEGG
SARAH E. MOONEY
CHARLES M. WATKINS
DAVID M. ABRAHAMS
JOHN R. STROUT
ANDREW C. DYE
DAVID S. LIEBERMAN*

GEORGE D. WEBSTER (1921-1996)
CHARLES E. CHAMBERLAIN (1917-2002)
OF COUNSEL
J. COLEMAN BEAN*
KENT MASTERSON BROWN*
DAVID M. MASON
*NOT ADMITTED TO DC BAR

December 2, 2016

BY FEDERAL EXPRESS

Internal Revenue Service
TE/GE Division
201 West Rivercenter Boulevard
Attn: Extracting Stop 312
Covington, Kentucky 41011

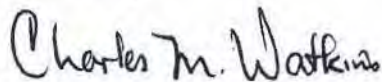
**Re: Virtual Education Foundation of Texas
EIN: 81-4521050
Form 1023**

Gentlemen:

Enclosed are Form 2848 and the Form 1023, *Application for Recognition of Exemption Under Section 501(c)(3)*, with all required attachments and enclosures, that we are filing on behalf of Virtual Education Foundation of Texas.

We look forward to receipt of your favorable determination letter. Please contact me if you need any additional information.

Yours truly,



Charles M. Watkins

Enclosures

cc: Virtual Education Foundation of Texas

Internal Revenue Service (IRS) – FORM 2848

PAGES 208-209 = 2 PAGES

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

2 PAGES HAVE BEEN WITHHELD

Form 1023 Checklist

(Revised December 2013)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- ☒ Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- ☒ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- ☒ Employer Identification Number (EIN)
- ☒ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- ☒ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|--|------------|--|
| Schedule A | Yes ___ No <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes ___ No <input checked="" type="checkbox"/> | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

- ☒ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Page 2, Article 5
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law State law
- ☒ Signature of an officer, director, trustee, or other official who is authorized to sign the application.
- Signature at Part XI of Form 1023.
- ☒ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Form **1023**
(Rev. December 2013)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

(00) OMB No. 1545-0056
Note: If exempt status is approved, this application will be open for public inspection.

► (Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Virtual Education Foundation of Texas			
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
	180	81-4521050	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
Indianapolis, IN 46240		June	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: (202) 785-9500, ext. 134	
a Name: Charles M. Watkins		c Fax: (optional) (202) 835-0243	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: None			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		10 / 04 / 2016	
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 12-2013)

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☒ **Yes** ☐ **No**
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ **Yes** ☒ **No**
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ **Yes** ☒ **No**
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ **Yes** ☒ **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ **Yes** ☐ **No**
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☒ **Yes** ☐ **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page, 2, Article 5** ☒
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☐
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a.
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: **See Exhibit A.** ☒

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Thomas H. Stoughton	Director/President	510 E. 96th St., #180 Indianapolis, IN 46240	-0-
Fred Ellis	Director/Secretary	510 E. 96th St., #180 Indianapolis, IN 46240	-0-
Thomas G. Burroughs	Director/Treasurer	510 E. 96th St., #180 Indianapolis, IN 46240	-0-

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Guy N. Sconzo	Superintendent	2835 Cotswold Manor Drive Kingwood, TX 77339	0

- c** List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Unknown			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☒ No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☒ No
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☒ Yes ☐ No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? ☒ Yes ☐ No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? ☒ Yes ☐ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☒ Yes ☐ No
- e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☒ Yes ☐ No
- f Do you or will you record in writing both the information on which you relied to base your decision and its source? ☒ Yes ☐ No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. ☒ Yes ☐ No
- b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☒ No
- b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☒ No
-
- 7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. ☐ Yes ☒ No
- b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ Yes ☒ No
-
- 8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ Yes ☒ No
- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☒ Yes ☐ No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ Yes ☒ No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ Yes ☒ No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☒ No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ Yes ☒ No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☒ No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. ☐ Yes ☒ No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☒ No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☒ No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☒ No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ Yes ☒ No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☒ **Yes** ☐ **No**
- | | |
|---|--|
| <input type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input type="checkbox"/> email solicitations | <input type="checkbox"/> accept donations on your website |
| <input checked="" type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input type="checkbox"/> Other |
- Attach a description of each fundraising program.
- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ **Yes** ☒ **No**
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ **Yes** ☒ **No**
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ **Yes** ☒ **No**
-
- 5** Are you **affiliated** with a governmental unit? If "Yes," explain. ☒ **Yes** ☐ **No**
- 6a** Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ **Yes** ☒ **No**
- b** Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.
-
- 7a** Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ **Yes** ☒ **No**
- b** Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ **Yes** ☒ **No**
- c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.
-
- 8** Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ **Yes** ☒ **No**
-
- 9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ **Yes** ☒ **No**
- b** Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ **Yes** ☐ **No**
- c** Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ **Yes** ☐ **No**
- d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ **Yes** ☐ **No**
-
- 10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ **Yes** ☒ **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☒ **Yes** ☐ **No**
- 12a** Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ **Yes** ☒ **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ **Yes** ☒ **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ **Yes** ☐ **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. ☐ **Yes** ☐ **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ **Yes** ☐ **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ **Yes** ☒ **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ **Yes** ☐ **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ **Yes** ☐ **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ **Yes** ☐ **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ **Yes** ☐ **No**

Part VIII Your Specific Activities (Continued)

- | | | | |
|-----------|--|------------------------------|--|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
	(a) From <u>10-4-16</u> To <u>6-30-17</u>	(b) From <u>7-1-17</u> To <u>6-30-18</u>	(c) From <u>7-1-18</u> To <u>6-30-19</u>	(d) From	
1 Gifts, grants, and contributions received (do not include unusual grants)	30,000	100,000	3,193,000		3,322,000
2 Membership fees received	0	0	0		
3 Gross investment income	0	0	0		
4 Net unrelated business income	0	0	0		
5 Taxes levied for your benefit	0	0	0		
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0		
7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	0	0	0		
8 Total of lines 1 through 7	30,000	100,000	3,193,000		3,322,000
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	0	0		
10 Total of lines 8 and 9	30,000	100,000	3,193,000		3,322,000
11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0		
12 Unusual grants	0	0	0		
13 Total Revenue Add lines 10 through 12	30,000	100,000	3,193,000		3,322,000
14 Fundraising expenses	20,000	0	0		
15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0		
16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0		
17 Compensation of officers, directors, and trustees	0	0	0		
18 Other salaries and wages			Exhibit B		
19 Interest expense					
20 Occupancy (rent, utilities, etc.)			Exhibit B		
21 Depreciation and depletion					
22 Professional fees	10,000	5,000	Exhibit B		
23 Any expense not otherwise classified, such as program services (attach itemized list)		95,000	Exhibit B		
24 Total Expenses Add lines 14 through 23	30,000	95,000	Exhibit B		

Part IX Financial Data (Continued)**B. Balance Sheet (for your most recently completed tax year)**

Year End:

(Whole dollars)

Assets		
1	Cash	1 0
2	Accounts receivable, net	2
3	Inventories	3
4	Bonds and notes receivable (attach an itemized list)	4
5	Corporate stocks (attach an itemized list)	5
6	Loans receivable (attach an itemized list)	6
7	Other investments (attach an itemized list)	7
8	Depreciable and depletable assets (attach an itemized list)	8
9	Land	9
10	Other assets (attach an itemized list)	10
11	Total Assets (add lines 1 through 10)	11 0
Liabilities		
12	Accounts payable	12
13	Contributions, gifts, grants, etc. payable	13
14	Mortgages and notes payable (attach an itemized list)	14
15	Other liabilities (attach an itemized list)	15
16	Total Liabilities (add lines 12 through 15)	16 0
Fund Balances or Net Assets		
17	Total fund balances or net assets	17 0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. ☐ Yes ☒ No
If you are unsure, see the instructions.
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐
- b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B. ☐
- c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐
- d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☒
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) (a) Enter 2% of line 8, column (e) on Part IX-A, Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box. ☐

(b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. ☐

- 7 Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☒ No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? ☐ Yes ☒ No
If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change). ☐
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change). ☒

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please
Sign
Here


(Signature of Officer, Director, Trustee, or other
authorized official)

Thomas Stoughton
(Type or print name of signer)

12-1-16
(Date)

President
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filed-in-application.

Form **1023** (Rev. 12-2013)

Provide the following:

The original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation and any restated Articles of Incorporation and Articles of Amendment.

If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation.



Office of the Secretary of State

CERTIFICATE OF FILING OF

Virtual Education Foundation of Texas
File Number: 802556147

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: 10/04/2016

Effective: 10/04/2016



A handwritten signature in dark ink, appearing to read "Cascos", followed by a horizontal line.

Carlos H. Cascos
Secretary of State

Form 202
(Revised 05/11)

Submit in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512/463-5709
Filing Fee: \$25



Certificate of Formation
Nonprofit Corporation

This space reserved for office use.

FILED
In the Office of the
Secretary of State of Texas
OCT 04 2016
Corporations Section

Article 1 – Entity Name and Type

The filing entity being formed is a nonprofit corporation. The name of the entity is:

Virtual Education Foundation of Texas

Article 2 – Registered Agent and Registered Office

(See instructions. Select and complete either A or B and complete C.)

☐ A. The initial registered agent is an organization (cannot be entity named above) by the name of:

OR

☒ B. The initial registered agent is an individual resident of the state whose name is set forth below:

Carl	S	Richie	Jr.
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>

C. The business address of the registered agent and the registered office address is:

1122 Colorado Street, Suite 209	Austin	TX	78701
<i>Street Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>

Article 3 – Management

The management of the affairs of the corporation is vested in the board of directors. The number of directors constituting the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting of members or until their successors are elected and qualified are as follows:

A minimum of three directors is required.

Director 1				
Thomas	H.	Stoughton		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
510 E. 96 th Street, Suite 180	Indianapolis	IN	46240	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 2				
Fred		Ellis		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
510 E. 96 th Street, Suite 180	Indianapolis	IN	46240	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 3				
Thomas	G.	Burroughs		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
334 North Senate Avenue	Indianapolis	IN	46240	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

OR

☐ The management of the affairs of the corporation is to be vested in the nonprofit corporation's members.

Article 4 – Membership

(See instructions. Do not select statement B if the corporation is to be managed by its members.)

- ☐ A. The nonprofit corporation shall have members.
- ☒ B. The nonprofit corporation will have no members.

Article 5 – Purpose

(See instructions. This form does not contain language needed to obtain a tax-exempt status on the state or federal level.)

The nonprofit corporation is organized for the following purpose or purposes:

Subject to the provisions of Sections 2.002, 2.003, 2.010 and 22.051 of the Texas Business Organizations Code, the Corporation is organized and shall be operated exclusively for educational purposes (including, without limitation, providing online education to Texas middle and high school students) within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code") or the corresponding provision of any future United States tax law.

The following text area may be used to include any additional language or provisions that may be needed to obtain tax-exempt status.

The corporation shall be operated exclusively for such purposes, and no part of its net earnings shall inure to the benefit of, or be distributable to, its directors, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered by officers and directors of the corporation and members of committees of the corporation, and to make payments and distributions in furtherance of the purposes set forth above. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office. In no event shall the corporation carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or the corresponding provision of any future United States tax law, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code or the corresponding provision of any future United States tax law.

Supplemental Provisions/Information

(See instructions.)

Text Area: [The attached addendum, if any, is incorporated herein by reference.]

Organizer

The name and address of the organizer:

Carl S. Richie, Jr.

Name

1122 Colorado Street, Suite 209

Austin

Texas

78701

Street or Mailing Address

City

State

Zip Code

Effectiveness of Filing (Select either A, B, or C.)

- A. ☒ This document becomes effective when the document is filed by the secretary of state.
- B. ☐ This document becomes effective at a later date, which is not more than ninety (90) days from the date of signing. The delayed effective date is: _____
- C. ☐ This document takes effect upon the occurrence of a future event or fact, other than the passage of time. The 90th day after the date of signing is: _____

The following event or fact will cause the document to take effect in the manner described below:

Execution

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized to execute the filing instrument.

Date: September 30, 2016

Carl S. Richie

Signature of organizer

Carl S. Richie, Jr.

Printed or typed name of organizer

Provide the following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

**BYLAWS
OF
VIRTUAL EDUCATION FOUNDATION OF TEXAS**

**ARTICLE I
BOARD OF DIRECTORS**

1. General Powers. The property, affairs, and business of the Corporation shall be managed and controlled by its Board of Directors. The Board of Directors may by general resolution delegate to officers of the Corporation and to committees such powers as provided for in these Bylaws.

2. Number. The number of Directors shall be three, or such other number as shall be decided by the directors from time to time.

3. Terms. The initial Directors shall serve terms of three years or until their successors are elected and qualified. Directors may succeed themselves in office. The Board of Directors shall establish a procedure so that one-third of the membership of the Board of Directors is elected each year.

4. Resignation. Any Director may resign at any time by giving written notice to the President. Such resignation shall take effect at the time specified therein, or, if no time is specified, at the time of acceptance thereof as determined by the President or Board of Directors.

5. Removal. A Director may be removed from office prior to the expiration of the term for which that Director has been elected by the vote of a majority of the number of the Directors established by these bylaws.

6. Vacancies. Vacancies among the Directors, whether caused by resignation, death, removal, or expiration of a term, may be filled by the remaining Directors.

7. Meetings. (a) The Board of Directors shall provide by resolution the time and place, whether within or without the State of Texas, for the holding of the annual meeting of the Board, and any other regular meetings of the Board.

(b) Special meetings of the Board of Directors may be called by the Chairman or the President, or by a majority of the voting Directors then in office, who may fix any place, whether within or without the State of Texas, as the place for holding any special meeting.

8. Notice. Notice of any special meeting of the Board of Directors shall be given at least seven days previous thereto by written notice delivered personally or sent by mail, facsimile transmission, or electronic mail to each Director at his address as shown by the records of the Corporation. If mailed, the notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice is given by facsimile transmission, the notice shall be deemed to be delivered when the transmission is completed. If notice is given by electronic mail, the notice shall be deemed to be delivered when it

is received by the recipient's electronic mailbox. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.

9. Quorum. The presence in person of a majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the Directors are present in person at a meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

10. Manner of Acting. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these Bylaws. Directors may attend a meeting by remote electronic communications, including audio- or video-conferencing or the Internet, but only if (a) each person entitled to participate in the meeting consents to the meeting being held by means of that system and all persons participating in the meeting can hear each other.

11. Informal Action. Any action required by law to be taken at a meeting of Directors, or any action that may be taken at a meeting of Directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Directors.

12. Compensation. Directors shall not receive any stated salaries for their services as such, but by resolution of the Board of Directors expenses of attendance may be allowed for attendance at each regular or special meeting of the Board; however, nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving reasonable compensation therefor.

ARTICLE II OFFICERS

1. Officers. The officers of the Corporation shall be a President, a Vice-President, a Secretary, a Treasurer, and such other officers as may be elected in accordance with other provisions of this Article. The Board of Directors may elect such other officers or agents, including a Chairman of the Board and an Executive Director, one or more Assistant Secretaries, and one or more Assistant Treasurers, as it shall deem desirable, and such officers shall have the authority and perform the duties prescribed from time to time by the Board of Directors. Any two or more offices may be held by the same person, except the offices of President and Secretary.

2. Selection. The officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board. If the election of these officers shall not be held at such meeting, such election shall be held as soon thereafter as convenient. New offices may be

created and filled at any meeting of the Board of Directors. Each officer shall hold office until his successor shall have been duly elected and shall have qualified.

3. Removal. Any officer elected or appointed by the Board of Directors may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

4. Vacancy. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

5. President. The President shall be the principal executive officer of the Corporation and shall exercise general supervision over the affairs of the Corporation, its officers, and personnel, consistent with policies established by the Board of Directors. The President may sign any deeds, mortgages, bonds, contracts, or other instruments, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws or by statute to some other officer or agent of the Corporation; and in general shall perform all duties incident to the office of the President and such other duties as may be prescribed by the Board of Directors. The President may authorize and approve expenditures and take such other steps he or she shall deem necessary to advance the purposes of the Corporation, provided such steps do not exceed the scope of authority granted him by the Board of Directors.

6. Vice President. The Vice President shall perform such duties as may be assigned by the President or the Board of Directors.

7. Treasurer. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever and deposit all such monies in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article IV of these Bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors. The Treasurer shall be responsible for the administration and oversight of the Corporation's financial records, initiation of an annual audit, compliance with statutory reporting requirements, tax returns, and tax payments. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine.

8. Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors and shall oversee the keeping, preparation, and filing of all other records required by law or by the policies of the Board; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these Bylaws; keep a register of the post office address of each Director which shall be furnished to the Secretary by such Director; and in general perform all duties incident to the

office of Secretary and such other duties as from time to time may be assigned by the President or by the Board of Directors.

9. Assistant Treasurers and Secretaries. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the President or the Board of Directors. If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine.

ARTICLE III COMMITTEES

1. Authority. (a) The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees of its members, each of which shall consist of two or more persons, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation; provided, however, that no such committee shall have the authority of the Board of Directors in reference to amending, altering, or repealing the Bylaws; electing, appointing, or removing any member of any such committee or any Director or officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the Corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the Corporation; or amending, altering, or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered, or repealed by such committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility imposed upon it or him by law.

(b) Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated and appointed by resolution adopted by a majority of the Directors at a meeting at which a quorum is present, or by the Chairman as authorized by a like resolution of the Board. Membership on such committees need not be limited to Directors.

2. Term. Each member of a committee shall continue as such until the next annual meeting of the Directors of the Corporation and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

3. Chairman. One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

4. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

5. Manner of Acting. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board of Directors.

ARTICLE IV CONTRACTS, CHECKS, DEPOSITS AND FUNDS

1. Contracts. The Board of Directors may authorize any officer or officers, agent, or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

2. Checks. All checks, drafts, or orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent, or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the President or Vice President of the Corporation.

3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

4. Funds. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE V BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

ARTICLE VI INDEMNIFICATION

To the greatest extent permitted by Chapter 8 of the Texas Business Organizations Code, any present or former Director, officer, or employee of the Corporation, or any person who is serving or has served at its request as a Director or officer of another corporation, whether for profit

or not for profit, or other such persons so designated in the discretion of the Board of Directors, or the legal representative of any such person, shall be indemnified by the Corporation against all reasonable costs, expenses, and counsel fees actually and necessarily paid or incurred in connection with any action, suit, or proceeding to which any such person or his legal representative may be made a party by reason of his being or having been such a Director, officer, or employee serving or having served the Corporation, except in relation to matters as to which he shall be adjudged in the action, suit, or proceeding to be liable for negligence or misconduct in the performance of a duty. No indemnification shall be approved by the Board of Directors or paid by the Corporation except after receiving an opinion from legal counsel regarding the propriety of doing so.

ARTICLE VII PROCEDURE

The rules contained in the most recent edition of Robert's Rules of Order shall provide the rules of procedure for the Corporation where they are not inconsistent with the provisions of the Articles of Incorporation or these Bylaws.

ARTICLE VIII AMENDMENTS TO BYLAWS

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least seven days' written notice is given of intention to alter, amend, or repeal, or to adopt new Bylaws at such meeting.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, submit a notarized, Board Member Biographical Affidavit completed by each member of the proposed school's governing board.

All prompts and response boxes shall be completed. If a prompt does not apply to the member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter is identified.

Name of proposed charter school: Texas Virtual School

Name of sponsoring entity: Virtual Education Foundation of Texas

BACKGROUND

Full Legal Name: Andrew Joseph Ivankovich

Home Mailing Address: 519 Pueblo Vista, San Antonio, Texas 78258

Phone Number: 210.247.8196

E-mail Address: andy@uroomtech.com

Business Name: AJM Ventures, INC. DBA UpperRoom/iLendx

Business Mailing Address: 700 E Sonterra Blvd #302

Phone Number: 210.660.7007

E-Mail Address: andy@uroomtech.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:

1. What was your motivation to serve on the board of the proposed charter school?

I have worked for several affinity organizations in my career to include USAA and TIAA-CREF and understand the education and the advancement of technology and the impact that it can have. I served in the Air Force and had the opportunity to utilize the GI Bill to attend college. The foundation of my public school experience enabled me to succeed in college and ultimately in my career and eventual owner of my own company. I believe virtual technology can be utilized in Texas to help any student regardless of a geographical line. I

2. What is your understanding of the appropriate role of a public charter school board member? °

With integrity, the board is the servant of the public in managing and stewarding the charter school. The role of the board is to have oversight and ensure the management team serves the needs of the students with the goal of obtaining the very best education that can be provided.

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 been an executive with large organizations during my career with USAA Federal Savings Bank, JP Morgan Chase Bank and CEO of a Texas based company. I have worked with boards both in the public sector and reported in various capacities. I have consulted and served various functions for a local San Antonio non-profit church with Oak Hills Church for over two years.

4. Describe the specific knowledge and experience that you would bring to the board.

Management and technology. I have built a business from the ground-up and managed a \$14 Billion portfolio with various banks. I have led large and small teams and have a deep understanding of organizational management and change.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

A good education is essential to one's adult life. Our mission is to provide an education that allows students to get into college, the military, or get a job. We will introduce edu-gaming which will engage students to the curriculum. We are also producing an education to employment program that will help students get a job. As a result of our curriculum, edu-gaming, and employment programs we will improve the quality of the individual's life.

2. What is your understanding of the school's proposed educational program?

We will have a full curriculum for 6-12th grade that meets the Texas standards (TEKS). Acellus will be our curriculum provider. The courses are approved in Texas to the TEKS standards. We will be an all virtual school.

3. What do you believe to be the characteristics of a successful school?

We are successful if we do the following: Core values that are about student focus, an empowered faculty, teamwork with staff and faculty directed on our core values and ethics being part of those core values, engagement of student and parents, high expectations communicated to parents, teachers, staff, and students, and academic student achievement.

4. How will you know that the school is succeeding (or not) in its mission?

We need to show continued improvement in test scores, and improvement in graduation rates vs. our peers. We must show a higher entrance rate into college, technical programs, military, and the job market vs. other schools.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Board members guide the organization to a successful future by through ethics, proper legal governance, and financial management policies. The board makes sure the nonprofit has the resources to advance its mission in an ethical way.

2. How will you know if the school is successful at the end of the first year of operation?

To be successful we need improve attendance, operate financially at a break even point or better, improvement in test scores, improvement in graduation rates vs. peers, higher entrance rate into college, technical programs, military, and the job market vs. our peers. We are successful as it specifically relates to governance when all of the variables are met in an ethical and legal manner.

3. How will you know at the end of four years if the school is successful?

The metrics to measure success of the school at year four is attendance, operate financially at a break even point or better, improvement in test scores, improvement in graduation rates vs. other schools, higher entrance rate into college, technical programs, military, and attaining jobs vs. other schools. We are successful when all of the variables are met in an ethical manner.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school is successful when we pursue our mission and meet our goals in an ethical and legal manner. Ethics and legalities are part of every board meeting to ensure that is one of our missions and the mission of the entire team.

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?

Immediate exposure to the other board members and depending on the offense, the appropriate governing authority. I would not hesitate when confronted with an unethical situation to bring notice and deal with the issue.

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.

Dr. Michael Roberts was a professor during my undergraduate years at Eastern Nazarene College and father-in-law. Luther Branham is a previous co-worker from USAA Federal Savings Bank and business partner

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.

NA. I don't know a school employee.

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.

AJM Ventures, INC.; iLendx, LLC.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

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.

No I am not employed by association with the school.

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.

NA. Not related to any member of the governing body or of the sponsoring entity or of the governing body of the charter school.

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).

No

CERTIFICATION

I, Andrew J. Ivankovich, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[Signature]

Date

12/2/16

Verification

State of

Indiana

County of

Marion

On this day, ANDREW J. IVANKOVICH (name of affiant) appeared before me the undersigned notary public and depose 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

2nd

day of

December

2016.

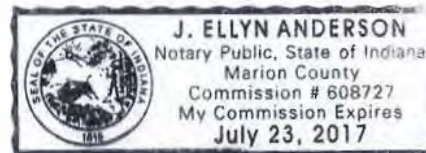
(Notary Public)

[Signature]

(Seal)

My commission expires

July 23, 2017



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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).

No

CERTIFICATION

I, Luther Branham, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[Signature]

Date

12-01-16

Verification

State of

Indiana

County of

Marion

On this day, Luther Branham (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

1st

day of

December

2016.

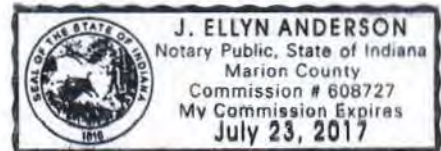
(Notary Public)

J. Elyn Anderson

(Seal)

My commission expires

July 23, 2017



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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?

My motivation to serve on the board of Texas Virtual School is to serve and enhance our community for the short term and the long term. Education provides for the economic upward mobility our young people. Education is about the future of our community and the future of our children. Texas Virtual gives our children options to meet their educational needs. The virtual route isn't going to be for everyone, but it will be a great fit for some to allow these students the flexibility they need to graduate and promote their development. That development of our young people is the foundation of the development for our community, our state, and our country.

2. What is your understanding of the appropriate role of a public charter school board member?

A board member builds relationships to start and operate a school. Our board will promote the school to the public and private sectors. We will form corporate alliances and partnerships. We review operations and decisions made by the charter. We approve contracts with certified personnel. Board members approve liability insurance, address retention, enrollment issues, graduation, and commencement processes. Board members promote the long term strategic plan for the school.

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 capability to be an effective board member because I can meet the needs of the board.

4. Describe the specific knowledge and experience that you would bring to the board.

My experience can be of strategic importance to Texas Virtual in order to bridge the gap between education and employment. That is one of the differentiators Texas Virtual will bring to the table. My experience in managing large groups of people, working through financial data to navigate to the tactical level will assist the school in running an effective operation. My experience in the recruiting process will help Texas Virtual attain the finest employees.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission is to provide a quality education to enable students to get into college, the military, and the job market. We will be different because of our edu-gaming, our education to employment programs, and our ethics. Our mission is to improve the quality of life for our young people.

2. What is your understanding of the school's proposed educational program?

Acellus is positioned to be our curriculum provider and are approved in Texas to the TEKS standards. We will be an all virtual school. Acellus is working in Texas in all virtual environments and blended environments. We will have a full curriculum for 6-12th grade that meets the Texas standards (TEKS).

3. What do you believe to be the characteristics of a successful school?

Our characteristics: Core values that are about student focus, an empowered faculty, teamwork with staff and faculty directed on our core values and ethics being part of those core values, engagement of student and parents, high expectations communicated to parents, teachers, staff, and students, and academic student achievement.

4. How will you know that the school is succeeding (or not) in its mission?

We have to show the following: improvement in test scores, and improvement in graduation rates vs. our peers. Our school can be successful if we show a higher entrance rate into college, technical programs, military, and the job market vs. our peers. If we use these variables as our metrics and show improvement vs. our peers we are successful.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

As a board member I will steer the organization to prosperity through ethics, proper legal governance, and financial management policies. The board will work to operate in an ethical manner and a responsible one as well.

2. How will you know if the school is successful at the end of the first year of operation?

Our focus for year one is attendance, operate financially at a break even point or better, improvement in test scores, improvement in graduation rates vs. peers, higher entrance rate into college, technical programs, military, and the job market vs. our peers. We will operate ethically with these goals in mind.

3. How will you know at the end of four years if the school is successful?

Attendance, operating at a financially at a break even point or better, improvement in test scores, improvement in graduation rates vs. peers, higher entrance rate into college, technical programs, military, and the job market vs. our peers. This is of course done in an ethical manner.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We must be ethical and within legal parameters. The topic of ethics and legalities will be part of every board meeting to ensure that is one of our missions and the mission of the entire team.

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?

Any issues of questionable ethics will be discussed with the individual and the Superintendent of Texas Virtual School. We must operate in a transparent manner to serve the public properly.

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 have a business relationship with Andrew Ivankovich (iLendx, LLC); Minority owner

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.

NA. I don't know a school employee.

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.

Sophia Circle Realty, Inc. Director/President (55% owner).

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.

KIPP Academy- San Antonio (Finance committee).

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.

No I am not employed by association with the school.

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.

NA. Not related to any member of the governing body or of the sponsoring entity or of the governing body of the charter school.

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.

I know Merle does business as a supplier to Indiana Virtual School an affiliate school and he is my brother-in-law.

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, MICHAEL K. ROBERTS, 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

Michael K. Roberts

Date

12/1/16

Verification

State of TEXAS

County of KENDALL

On this day, 12/1/2016 MICHAEL K. ROBERTS (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 1st day of December, 20 16.

(Notary Public)

Toni Marie Spraggins

(Seal)

My commission expires

April 21, 2017



Name of proposed charter school: Texas Virtual School

Name of sponsoring entity: Virtual Education Foundation of Texas

BACKGROUND

Full Legal Name: Luther George Branham III

Home Mailing Address: 600 E Sonterra Blvd #2202

Phone Number: 210.913.3366

E-mail Address: [REDACTED]

Business Name: iLendx

Business Mailing Address: 700 E Sonterra Blvd #302

Phone Number: 210.660.7007

E-Mail Address: luther@iLendx.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: LiftFund (FKA AccionTexas) 2004-2010

1. What was your motivation to serve on the board of the proposed charter school?

While not on the governing Board, I did volunteer work (finance committee) for the KIPP Academy and CEO Mark Larson while it was forming. I met Mark while participating in the Master Leadership Program (MLP) in SA. At that time I felt the calling to be more involved in education and making a difference in children's lives. Education provides for the economic upward mobility our young people. Texas Virtual gives our children options to meet their educational needs. The virtual route isn't going to be for everyone, but it will be a great fit for some to allow these students the flexibility they need to graduate and promote their development. That development of our young people is the foundation of the development for our community, our state, and our country.

2. What is your understanding of the appropriate role of a public charter school board member?

A board member assists the school in making grass root connections to start and run a school. We promote the school to the public and private sectors. We help to form corporate alliances and partnerships. Board members review operations and decision making. We approve contracts with certified personnel. Board members approve liability insurance, address retention, enrollment issues, graduation, and commencement processes. Board members promote the long term strategic plan for the school.

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 capability to be an effective board member because I have served on other Boards and know the full commitment and responsibilities. After years of experience I was asked to be Board Chairman of LiftFund my last year of service. Because I was transitioning to my entrepreneurial pursuits I chose to be Vice Chairman.

4. Describe the specific knowledge and experience that you would bring to the board.

My business experience, which encompasses experience in the corporate and entrepreneurial world provide a broad background of relevant experiences which can be of strategic importance to Texas Virtual in order to bridge the gap between education and employment. That is one of the differentiators Texas Virtual will bring to the table. My experience in the recruiting process will help Texas Virtual attain the finest employees.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

A quality education is essential to a fulfilling adult life. Our mission is to provide a quality education to enable students to get into college, the military, and/or the job market. We want to differentiate our program through gamification (edu-gaming), our education to employment programs, and the value of ethics. Through edu-gaming we can engage students to the content. Education is a means to an end and that end is improving the quality of life of the individual.

2. What is your understanding of the school's proposed educational program?

Texas Virtual School will have a full curriculum for 6-12th grade to graduate with an education system that meets the Texas standards (TEKS). Acellus will be our curriculum provider and the courses are approved in Texas to the TEKS standards. We will be an all virtual school and Acellus is currently operating in Texas in all virtual environments and blended environments.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school are the following: Core values that are about student focus, an empowered faculty, teamwork with staff and faculty directed on our core values and ethics being part of those core values, engagement of student and parents, high expectations communicated to parents, teachers, staff, and students, and academic student achievement.

4. How will you know that the school is succeeding (or not) in its mission?

Our school will be successful if we show continued improvement in test scores, and improvement in graduation rates vs. our peers. Our school can be successful if we show a higher entrance rate into college, technical programs, military, and the job market vs. our peers. If we use these variables as our metrics and show improvement vs. our peers we are successful.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

In regards to governance board members steer the organization to a sustainable future by through ethics, proper legal governance, and financial management policies. The board makes sure the nonprofit has adequate resources to advance its mission in an ethical way.

2. How will you know if the school is successful at the end of the first year of operation?

The metrics to measure success of the school at year one is attendance, operate financially at a break even point or better, improvement in test scores, improvement in graduation rates vs. peers, higher entrance rate into college, technical programs, military, and the job market vs. our peers. We are successful as it specifically relates to governance when all of the variables are met in an ethical and legal manner.

3. How will you know at the end of four years if the school is successful?

he metrics to measure success of the school at year four is attendance, operate financially at a break even point or better, improvement in test scores, improvement in graduation rates vs. peers, higher entrance rate into college, technical programs, military, and the job market vs. our peers. We are successful as it specifically relates to governance when all of the variables are met in an ethical manner.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

In regards to governance the school is successful when we pursue our mission and meet our goals in an ethical and legal manner. Ethics and legalities will be part of every board meeting to ensure that is one of our missions and the mission of the entire team.

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 an questionable breach of ethics is thought to have occurred or is occurring I would make sure of my facts. Based on the validity of the facts the ethics in question can be reviewed directly with the board member, all the board members, or CEO. As to what level it is taken depends on the level of severity of the ethics breach. If the individual under question does not act then action would need to be taken to the board and to the CEO. Questionable ethics can put our school in jeopardy.

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 have a business relationship with Andrew Ivankovich (iLendx, LLC); Minority owner

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.

NA. I don't know a school employee.

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.

Sophia Circle Realty, Inc. Director/President (55% owner).

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.

KIPP Academy- San Antonio (Finance committee).

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.

No I am not employed by association with the school.

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.

NA. Not related to any member of the governing body or of the sponsoring entity or of the governing body of the charter school.

Provide the following:

The governing board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

CONFLICT OF INTEREST POLICY

Conflicts of Interest

No employees, contractors, or other providers of service may derive any personal profit or gain, directly or indirectly, by reason of his or her relationship with Texas Virtual School. Each individual shall disclose to the organization any personal interest which he or she may have in any matter pending before the organization, and shall refrain from participation in any decision on such matter. Any member of the board, any committee, or staff who is an officer, board member, committee member, or staff member of a client organization or vendor of Texas Virtual School shall identify his or her affiliation with such agency or agencies; further, in connection with any committee or board action specifically directed to that agency, s/he shall not participate in the decision affecting that agency and the decision must be made and/or ratified by the full Texas Virtual School Board of Directors.

Additionally, no employees, contractors or other providers of service may solicit for pay students, their parents/guardians or any other contacts made through Texas Virtual School for any services or products, including but not limited to:

1. Tutoring services
2. Software, hardware, computer-related services
3. Counseling, guidance or any other consultative services

Gifts, Gratuities, Contributions, Fiduciary Relationship

At no time shall CSRPs, staff, contractors, board members or other representatives of Texas Virtual School accept any form of gift, gratuity, contribution or service in relation to their position with the school. Any such offer must be reported to the Administrative Director and the Chairman of the Board for review and consideration.

CODE OF ETHICS

Code of Ethics

All employees, contractors and others representing Texas Virtual School shall abide by the school's Code of Ethics, which is designed to promote and protect the reputation of the institution. This code is designed to ensure that all members of the Texas Virtual School community conduct themselves with the highest degree of integrity, and uphold the values embraced in the school's mission of delivering a world-class education for every student. As described below, each employee, contractor or other representative of Texas Virtual School shall:

- Conduct oneself in accordance with ethical principles that reflect the highest standard of corporate and individual behavior.
- Foster an environment in which all representatives of Texas Virtual School are treated fairly and with respect.

- Conduct oneself in a manner that demonstrates wisdom, fairness, compassion, respect, responsibility and integrity.
- Avoid all conflicts of interest between work responsibilities and personal affairs.
- Obey all applicable laws, regulations, policies and procedures in all business dealings on behalf of Texas Virtual School.
- Adhere to all policies and conditions as defined in the Professional Service Agreement signed upon contractual engagement.

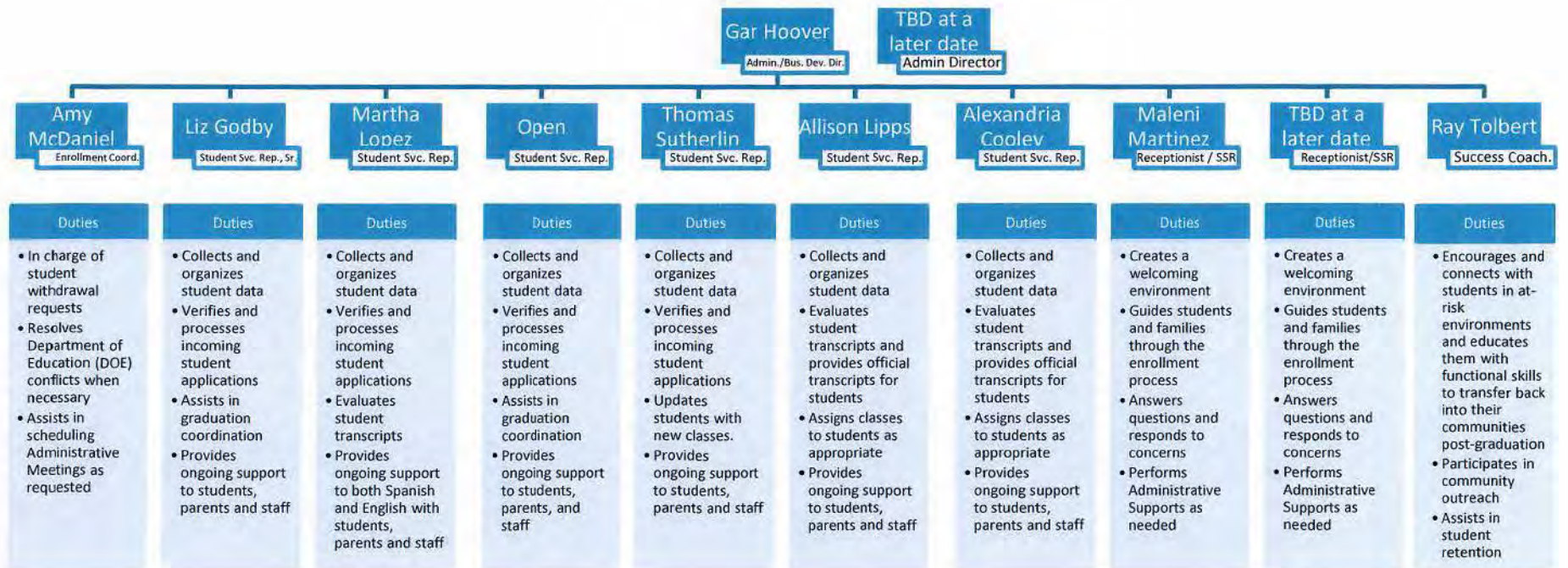
Provide the following:

Two organizational charts that show the school governance, management, and staffing structure in year one and at capacity.

Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts shall also document clear lines of authority and reporting within the school.

All positions listed on the organizational charts shall be noted on the Staffing Chart provided as Attachment O2 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

Texas Virtual Support Services



Provide the following:

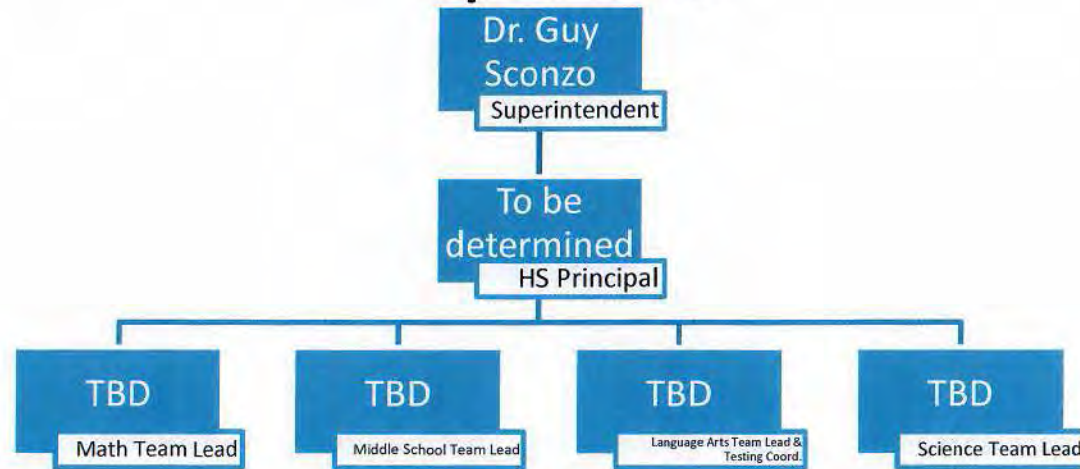
Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a staffing chart outlining the staffing plan for the campus(es), as applicable.

The staffing chart should align with the organizational charts, provided in *Attachment O1* and the Supplemental Human Resources Information Forms provided in *Attachment O3* and should identify the following:

1. Year one positions, as well as positions to be added in future years;
2. Administrative, instructional, and non-instructional personnel;
3. The number of classroom teachers, paraprofessionals, specialty teachers; and
4. Operational and support staff.

Adjust or add functions and titles as needed.

Texas Virtual Educational Operations



Team Lead Duties

- Provides educational leadership for the assigned department to ensure students are provided instruction that meets and exceeds State standards, following the approved curricula and directives of the school
- Provides gamification support by completing Rezzly Academy training, generating a "roadmap" outlines that visually display entire course in non-linear format, constructing, cloning and altering quests within organizational specifications
- Collects data regarding student needs and investigates as necessary
- Serves in advisory capacity with departmental teachers and identifies performance gaps

Contract Teachers

Contract Teacher Duties

- Facilitates students in online courses
- Initiates and maintains communication with students, parents and administration on a regular basis
- Grades student assignments and assessments and records results; provides constructive and specific feedback
- Proctors site-based exams and administers state assessments
- Participates in team meetings, student recruiting, marketing efforts, and other events.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in Attachment O2.

Name of Proposed Charter School: Texas Virtual School

Name of sponsoring entity: Virtual Education Foundation of Texas

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: 75000-100000

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. If none, please state N/A.

N/A

Proposed Location (City and County): As a Statewide Virtual School, the location is flexible

Number of Students anticipated in year one: 250 In year five: 1,480

Minimum Qualifications Required:

Education Required: PhD. in Education Administration

Experience Required: Five years of experience as administrator/superintendent in public and/or charter school

Certification Required: TEA Superintendent certificate

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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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.

Name of Proposed Charter School: Texas Virtual School

Name of sponsoring entity: Virtual Education Foundation of Texas

Position: Business Manager

Reports to: Charter Holder Board of Directors

Salary Range: 65000 - 75000

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. If none, please state N/A.

N/A

Proposed Location (City and County): As a statewide virtual school, the location is flexible

Number of Students anticipated in year one: 250 In year five: 1,480

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Five years business operations and/or management

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range

Name of Proposed Charter School: Texas Virtual School

Name of Sponsoring Entity: Virtual Education Foundation of Texas

Position: Business Manager

Reports to: Charter Holder Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Direct report to charter holder board of directors

2. Oversight of all student service operations

3. Assurance of data management for student enrollment and records

4. Compliance with board policies on expenditures

5. Daily operation of business operations for the school

6. Direct interaction with school business manager on operational goals and guidelines

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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.

Name of Proposed Charter School: Texas Virtual School

Name of sponsoring entity: Virtual Education Foundation of Texas

Position: Principal

Reports to: Superintendent

Salary Range: 65000 - 75000

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. If none, please state N/A.

N/A

Proposed Location (City and County): As a statewide virtual school, the location is flexible

Number of Students anticipated in year one: 250 In year five: 1,480

Minimum Qualifications Required:

Education Required: Master's Degree in Education

Experience Required: Five years teaching and two years as an assistant principal or principal

Certification Required: TEA principal license

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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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.

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. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
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Name of Proposed Charter School: Texas Virtual School

Name of Sponsoring Entity: Virtual Education Foundation of Texas

Position: School Support

Reports to: Business Manager

Job Duties: List up to 10 key duties this individual will perform.

1. Direct report to school business manager

2. Daily administrative operations support for business operations of school

3. Management of business operations schedule

4. All reporting of business management meetings

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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.

Name of Proposed Charter School: Texas Virtual School

Name of sponsoring entity: Virtual Education Foundation of Texas

Position: Competency Testing

Reports to: Principal

Salary Range: 2500 - 3000

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. If none, please state N/A.

N/A

Proposed Location (City and County): As a statewide virtual school, the location is flexible

Number of Students anticipated in year one: 250 In year five: 1,480

Minimum Qualifications Required:

Education Required: Bachelor's Degree in Education

Experience Required: Five years teaching; two years testing oversight and/or proctoring

Certification Required: TEA teaching license

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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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.

Name of Proposed Charter School: Texas Virtual School

Name of sponsoring entity: Virtual Education Foundation of Texas

Position: Technology Services Manager

Reports to: Charter Holder Board of Directors

Salary Range: 50000 - 60000

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. If none, please state N/A.

N/A

Proposed Location (City and County): As a statewide virtual school, the location is flexible

Number of Students anticipated in year one: 250 In year five: 1,480

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Five years in information technology operations and/or IT business management

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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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.

Name of Proposed Charter School: Texas Virtual School

Name of sponsoring entity: Virtual Education Foundation of Texas

Position: Contract Teachers - High School

Reports to: Principal

Salary Range: 35000 - 45000

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. If none, please state N/A.

N/A

Proposed Location (City and County): As a statewide virtual school, the location is flexible

Number of Students anticipated in year one: 250 In year five: 1,480

Minimum Qualifications Required:

Education Required: Bachelor's Degree in Education

Experience Required: Five years teaching

Certification Required: TEA teaching license

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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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.

Name of Proposed Charter School: Texas Virtual School

Name of sponsoring entity: Virtual Education Foundation of Texas

Position: Special Education Administration

Reports to: Principal

Salary Range: 40000 - 50000

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. If none, please state N/A.

N/A

Proposed Location (City and County): As a statewide virtual school, the location is flexible

Number of Students anticipated in year one: 250 In year five: 1,480

Minimum Qualifications Required:

Education Required: Bachelor's Degree in Education

Experience Required: Five years teaching; two years SPED and/or IEP teaching and management

Certification Required: TEA teaching license and SPED / IEP license

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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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.

Name of Proposed Charter School: Texas Virtual School

Name of sponsoring entity: Virtual Education Foundation of Texas

Position: Contract Teachers - Honors Programs

Reports to: Principal

Salary Range: 35000 - 45000

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. If none, please state N/A.

N/A

Proposed Location (City and County): As a statewide virtual school, the location is flexible

Number of Students anticipated in year one: 250 In year five: 1,480

Minimum Qualifications Required:

Education Required: Bachelor's Degree in Education

Experience Required: Five years teaching; one year experience in teaching Honors courses

Certification Required: TEA teaching license

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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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.

Name of Proposed Charter School: Texas Virtual School

Name of sponsoring entity: Virtual Education Foundation of Texas

Position: Contract Teachers - Middle School

Reports to: Principal

Salary Range: 35000 - 45000

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. If none, please state N/A.

N/A

Proposed Location (City and County): As a statewide virtual school, the location is flexible

Number of Students anticipated in year one: 250 In year five: 1,480

Minimum Qualifications Required:

Education Required: Bachelor's Degree in Education

Experience Required: Five years teaching

Certification Required: TEA teaching license

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range

Name of Proposed Charter School: Texas Virtual School

Name of Sponsoring Entity: Virtual Education Foundation of Texas

Position: Contract Teachers - Middle School

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Direct report to principal

2. Teaching and grading of all courses assigned

3. Direct support for students on teaching course(s)

4. Timely and accurate entry in student information system

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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.

Name of Proposed Charter School:

Texas Virtual School

Name of Sponsoring Entity:

Virtual Education Foundation of Texas

Position:

CEO/Superintendent

Reports to:

Charter Holder Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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.

Name of Proposed Charter School: Texas Virtual School

Name of sponsoring entity: Virtual Education Foundation of Texas

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: 75000-100000

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. If none, please state N/A.

N/A

Proposed Location (City and County): As a Statewide Virtual School, the location is flexible

Number of Students anticipated in year one: 250 In year five: 1,480

Minimum Qualifications Required:

Education Required: PhD. in Education Administration

Experience Required: Five years of experience as administrator/superintendent in public and/or charter school

Certification Required: Yes, TEA Superintendent certificate.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range

Provide the following:

The state performance data from all applicable states for all charter schools currently operated.

The applicant has no documents in response to this attachment.

Provide the following:

Annual Financial and Business Plans for the last two years and any current business plan for the organization.

The applicant has no documents in response to this attachment.

Provide the following:

In addition to the information provided in Attachment OS2- *Financial and Business Plans*, provide for the organization as a whole and any related business entities:

- a. The last three years of independent financial audit reports and management letters; and
- b. The most recent internal financial statements, including balance sheets and income statements.

Be sure that the school level, CMO level (if applicable), and the overall operations are distinctly represented. Discuss any material audit findings for the organization.

The applicant has no documents in response to this attachment.

Provide the following:

Identify any current or past litigation, including arbitration proceedings, per school, that has involved the organization or any schools it operates.

If applicable, provide:

- a. The complaint;
- B. Response; and
- C. Judgement (or result of arbitration)

The applicant has no documents in response to this attachment.

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Two
Special Assurances Document

Sponsoring Entity: Virtual Education Foundation of Texas
Proposed Charter School Name: Texas Virtual 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

B X 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.

B X 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

B X 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

B X 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

B X 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

B X 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

B X 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:

Virtual Education Foundation of Texas

Proposed Charter School Name:

Texas Virtual School

VII. Admission and Enrollment

- PX 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.
- PX 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.
- PX 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.
- PX 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 commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.
- PX 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 is specifically approved by the commissioner of education when the charter is awarded, or if the charter is 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. Public Meeting(s)

- PX The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment A2 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

IX. Withdrawal and Expulsion


- PX The proposed charter holder assures that it 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 charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
 - the charter school discovers that the student has falsified enrollment information;
 - proof of identification is not provided; or
 - immunization records are not provided within 30 days of enrollment.
- PX 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.


Sponsoring Entity:

Virtual Education Foundation of Texas


Proposed Charter School Name:


Texas Virtual School


 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).

 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(c).


X. Federal and State Funding

 The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151.

 The proposed charter holder understands that any *Every Student Succeeds Act* 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.

 The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

XI. Required Disclosure

 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.

Thomas H. Stoughton

Printed Name of Sponsoring Entity Board Chair


Signature of Sponsoring Entity Board Chair

November 28, 2016

Date