

**Application for Approval of an
Open-Enrollment Charter**

Seventh Generation

**Imagine Foundation's application for the
Lighthouse Charter School**

CONTENTS

	<u>Page</u>
Coversheet (2-page form)	4
Information Reviewed by Agency and Considered in Overall Ratings	6
1. Evidence of eligibility of sponsoring entity	7
2. Governance	8
3. Community support	13
4. School demographics	15
5. Human resource information	16
6. Business plan	64
7. Geographic area to be served and statements of impact	68
Information Reviewed by Review Committee	70
8. Statement of need	71
9. Vision of the school	71
10. Student goals	74
11. School goals	76
12. Educational plan	78
13. Governance structures and processes	93
ATTACHMENT 1	100
501(c)(3) Letter	
ATTACHMENT 2	103
Articles of Incorporation	
ATTACHMENT 3	106
Bylaws	
ATTACHMENT 4	111
Biographical Affidavits for Members of Governing Board(s)	
ATTACHMENT 5	117
Credit Report	
ATTACHMENT 6	118
IRS Filing	
ATTACHMENT 7	119
Notice of Public Hearing	
ATTACHMENT 8	120
Log of Attendance at Public Hearing	
ATTACHMENT 9	121
Synopsis of Public Hearing	
ATTACHMENT 10	122
Letters of Business Arrangements	
ATTACHMENT 11	124
Evidence of Publication of Notice of Intent	
ATTACHMENT 12	125
Evidence of Mailing Intent to City Council and County Commissioner's Court	
ATTACHMENT 13	126
Salary Schedule	
ATTACHMENT 14	127
Sample Contracts	
ATTACHMENT 15	129
Human Resource Policies	
ATTACHMENT 16	134
Biographical Affidavits for School Administrators	
ATTACHMENT 17	138
Organizational Chart	
ATTACHMENT 18	139
Supporting Letters of Credit and Sources of Private Funds	
ATTACHMENT 19	141
Start-Up Budget	
ATTACHMENT 20	142
Three-Year Budget	
ATTACHMENT 21	146
Three-Year Cash-Flow Projections	
ATTACHMENT 22	150
Business Procedures Handbook	
ATTACHMENT 23	155
Proposed Monthly Status Report	
ATTACHMENT 24	156
Lease Agreement	

APPLICATION

ATTACHMENT 25	School Calendar	159
ATTACHMENT 26	Board Policy for PEG	161
ATTACHMENT 27	Map of Geographic Area	165
ATTACHMENT 28	Return Receipt for Mailing of Impact Statements	166

Application for an Open-Enrollment Charter School - Seventh Generation

2001 FEB 15 PM 2:33

Coversheet, page 1 of 2

Type: <input checked="" type="checkbox"/> Open Enrollment	_____
(check "75% Rule" ONLY one)	<input checked="" type="checkbox"/>

Date of Submission:

Thursday, February 15, 2001

5:00 P.M. Central Time

Name of Proposed School: Lighthouse Charter SchoolsMaximum Grade Levels to be served: 6thEstimated 1st Year Enrollment 346 Max Enrollment 600Name of Sponsoring Entity: Imagine Educational Foundation

Check one: <input checked="" type="checkbox"/> 501(c)(3) nonprofit organization
<input type="checkbox"/> Governmental Entity
<input type="checkbox"/> College or University

SBOE District: 5ESC: 20Opening Date: Fall 2002Chairperson of Board of Sponsoring Entity: Dorothy PorterChief Executive Officer of Sponsoring Entity: Douglas KillianChief Executive Officer of School: Douglas KillianApplicant Mailing Address: 2143 Oak Wild, San Antonio, Texas 78232

Physical Address of Proposed Administrative Offices:

16318 San Pedro Ave, San Antonio, Tx. 78232 (if different from above)Contact Phone # (210) 481-2189 Fax # NA

Contact Email Address:

List below the physical address of the main school campus and any proposed satellite campus:

Main Campus 16318 San Pedro Ave, San Antonio, Tx. 78232Satellite Campus NA

If necessary, attach additional satellite information.

Will the school require all teachers to be certified? NoWill the school require that all teachers be degreed with at least a bachelor's degree? YesWill the school allow an individual to serve as a paid employee of the school as well as member of the governing board? NoWill the school allow members of the same family to serve on the governing board? NoWill the school require the business manager to be certified? YesWill the school require the accounting and/or business office personnel to be degreed with at least a bachelor's degree? Yes

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

- No Been convicted of a felony?
- No Been convicted of a misdemeanor?
- No Been involved in bankruptcy?

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

State law forbids someone convicted of a felony or misdemeanor involving moral turpitude from serving as an officer or member of the governing body of an open-enrollment charter school.

Has the sponsoring entity been involved in

- No Litigation? No Sanctions from any state regulatory agency?

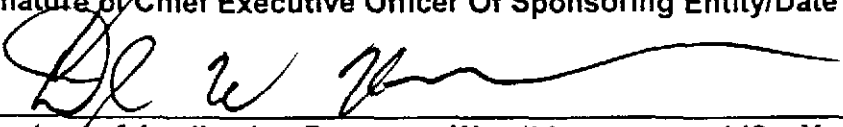
If YES, explain completely as required in other portions of the application.

If the sponsoring entity already holds charters, have these charters been timely and accurate in reporting

- NA PEIMS information? NA annual audit?
- NA participating in required annual evaluation?

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


 _____ (BLUE INK)
 Signature of Chief Executive Officer Of Sponsoring Entity/Date


 _____ (BLUE INK)
 Signature of Application Preparer Was this person paid? Yes ___ No X

APPLICATION

**Application Sections to be Reviewed
By
Texas Education Agency**

006

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

Statement describing sponsoring entity

Imagine Foundation is a non-profit organization dedicated to seeking and providing funding for innovative educational endeavors focused on student success for at-risk children.

Imagine seeks funding through grant applications and donations to meet the organizational goals.

The foundation board is a dynamic group of dedicated individuals who have come together to work as a team for student success. The entire board of the foundation has had input and were part of a driving force to complete this application process. We have not entered into these proceedings lightly. The foundation realizes the challenges ahead, especially in light of the poor, ineffective, and even unethical behavior of earlier charters. However, we are committed to the success of not just the charter effort, but the students. We believe charter schools can provide another avenue for student success within the public school system, free of some regulations for the purpose of innovation. Our charge will be to ensure the success of all our students, the responsible stewardship of the public's funds, and the maintenance of effective communication between the charter, parents, community, surrounding districts, the service center, and the Texas Education Agency. We further recognize our obligation of accountability, through TAAS, AEIS, financial accountability, and other agency oversight. If our student's success is not clear and measurable, than it will be our task and the charter's charge to modify what we are focusing on. If success continues to allude our students, we must in good conscience and good faith return our charter for the greater good of the students.

501(c)(3) determination letter from IRS or evidence of application for 501(c)(3) status NOTE: The Texas Education Agency will not fund approved schools until the IRS determination letter is received by the Division of Charter Schools. The 501(c)(3) letter must be in the name of a secular entity.

(See ATTACHMENT 1.)

Articles of incorporation of sponsoring entity

(See ATTACHMENT 2.)

Bylaws of sponsoring entity

(See ATTACHMENT 3.)

Biographical Affidavits for each member of the governing board of the sponsoring entity

(See ATTACHMENT 4.)

**History of sponsoring entity
Financial history of the entity**

Imagine Foundation is a recently formed non-profit that has not existed prior to the current fiscal year. Several grant applications are underdevelopment to fund the initial needs of the foundation.

Credit report

(see ATTACHMENT 5.)

Most recent IRS filing

(see ATTACHMENT 6.)

Disclosure of any liens

No liens are currently in effect with relation to the foundation, nor have there ever been any liens placed on property of the foundation.

Litigation history

Imagine has no history of litigation against the organization.

Sanctions from any state regulatory agency

No sanctions have been imposed on the foundation by any state regulatory agency.

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

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

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



APPLICATION

Andrea Graham provides the financial base for the foundation. She is currently employed as an accountant for a nonprofit organization. She is a graduate of Southwest Texas State University with a degree in accounting. Her work experience has included time with U.S. Long Distance, Quest, and her current position. Ms. Graham has accounting experience across the business spectrum, from accounts payable to accounts receivable. Her non profit experience will be invaluable to the foundation's effective cash management. In her current employment position, Ms. Graham oversees the accounting division for a group that provides drug addiction services and handicap employment. The foundation will draw on her financial experience across the broad monetary policy needs of the nonprofit and the charter.

Dorothy Elizabeth Porter provides a current link to administrative practice. She holds a Masters Degree in Educational Administration from Texas A&M International University and a Bachelors degree from Sam Houston. She brings experience from middle school teaching in the area of English, Department Head experience, High School Assistant Principal experience, and Alternative Director experience. She has also been a trainer in the retail/food service industry. The foundation is counting on her current experiences within the public school system to provide guidance on challenges the charter will experience. Additionally, the foundation expects to draw on her middle school time to gauge goals to address in our elementary endeavors.

Pending acceptance Filling vacant position Jerald Jimerson is a former public school district superintendent, school principal, teacher, Texas Education Agency employee, and Education Service Center Deputy Director and Field Service Agent. He holds a bachelors degree and a Masters Degree in Educational Administration. With over 30 years of educational experiences, the foundation values his opinions and looks to him as an expert in most areas of school business administration and management. The foundation believes that Mr. Jimerson's role will be to provide those connections to effective practices in the public school systems and identify areas where a nontraditional model might be more successful at mastering problems in the current system.

Mr. Douglas Killian is another founding member of the board. He has experience as an elementary teacher (1st Grade), secondary alternative teacher, assistant high school principal, alternative director, and field service agent for two education service centers. He has completed all coursework at Texas A&M, College Station for a PhD in Educational Administration with a support fields of Curriculum & Instruction and Education Human Resource Development. Currently he is working on a doctoral dissertation. Additional managerial experience includes the positions of Warehouse Managers at Bexar County Cable and Service Merchandise. He received training and

served through the USMC enlisted boot camp and USAF Reserve Officer's Field Training. References: Jeffrey Flores, Charter School Support, Education Service Center, Region 20, 13 14 Hines Ave, San Antonio, Texas 78208, (210-370-5607). Experience working with members of the board. Character reference. Larry Stavinoha, Coordinator for Field Services, Education Service Center, Region 20, 1314 Hines Ave, San Antonio, Texas 78208, (210-370-5607). Experience working with members of the board. Character reference. Dr. Jimmy Ramsey, Deputy Director, Education Service Center, Region III, 1905 Leary Ln, Victoria, Texas 77901, (361-573-0731). Experience working with members of the board. Character reference. Dr. Julius Cano, Executive Director, Education Service Center, Region III, 1905 Leary Ln, Victoria, Texas 77901, (361-573-0731). Experience working with members of the board. Character reference. Jerald Jimerson, former Deputy Director and current Field Service Agent, Education Service Center, Region III, 1905 Leary Ln, Victoria, Texas 77901, (361-573-0731). Experience working with members of the board. Character reference.

Describe the organizing group of initial incorporators who are working together to apply for a charter, including the names of the organizers, their backgrounds and experiences, and three references for each.

The foundation board is a dynamic group of dedicated individuals who have come together to work as a team for student success. The entire board of the foundation has had input and were part of a driving force to complete this application process. We have not entered into these proceedings lightly. The foundation realizes the challenges ahead, especially in light of the poor, ineffective, and even unethical behavior of earlier charters. However, we are committed to the success of not just the charter effort, but the students. We believe charter schools can provide another avenue for student success within the public school system, free of some regulations for the purpose of innovation. Our charge will be to ensure the success of all our students, the responsible stewardship of the public's funds, and the maintenance of effective communication between the charter, parents, community, surrounding districts, the service center, and the Texas Education Agency. We further recognize our obligation of accountability, through TAAS, AEIS, financial accountability, and other agency oversight. If our student's success is not clear and measurable, than it will be our task and the charter's charge to modify what we are focusing on. If success continues to allude our students, we must in good conscience and good faith return our charter for the greater good of the students.

APPLICATION

Describe what role each person will play and why he/she has chosen to support the application.

Each board member will provide guidance with regard to the financial sponsorship of the Texas school charter. Regular meetings will address the issues of finding, determining, & pursuing funding sources, ensuring the charter is pursuing a mission in line with the foundation's mission, employing a Chief Executive Officer (CEO) for the foundation, as well as the charter (here after referred to as the Charter Superintendent), adopting the CEO's developed foundation budget, adopting & amending the bylaws & articles of incorporation of the foundation, review the governance plan, policies, & procedures developed by the charter superintendent in counsel with the district SBDM team, approve contracts and legal action undertaken by the Foundation CEO, set compensation for the Foundation CEO, and receive reports from the Charter Superintendent on the progress of the school.

Each board member was chosen for their educational insight and their commitment to student success. A variety of individuals were appointed to bring a diverse background to the board.

**Describe the following as pertains to the sponsoring entity:
The officer positions designated**

The foundation includes the positions of President, Secretary, and Treasurer.

The manner in which officers are selected and removed from office

Officers are selected through a majority vote for two year terms. They may be removed by a *majority vote of the entire board.*

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

Board members were initially selected by appointment/invitation. Vacant positions are filled by nomination and appointment by the active board. Removal is accomplished through a majority vote of the entire board.

The manner in which vacancies on the governing board are filled

Vacant positions are filled by nomination and appointment by the active board.

The term for which members of the governing body Served

Board members serve staggered two year terms, determined initially by drawing lots.

Whether the terms are to be staggered

Terms are two year staggered, determined initially by drawing lots.

Include any plans for further recruitment of founders or organizers of the school.

N.A.

Explain the manner in which the charter schools will conduct textbook selection.

Textbook selection will be accomplished by review of the staff, recommendations to the Local SBDM, recommendations to the administrative staff, and submission to the Foundation board. Choices will be made from the conforming and nonconforming lists.

School Management Board (if different from sponsoring entity board)

School management will be accomplished through a series of Site-Based/ administrative teams. Regular meetings will be conducted to discuss school issues. Recommendations will be made by the committee to the administrative staff for action. The primary role of the SBDM will be instructional and advisory. SBDM members will be comprised of teachers, staff, parents, and community members elected or appointed by the full staff body. The campus and/or district administrators will chair the committees.

Biographical Affidavit for each member of the school management board if different from board of sponsoring entity

The school management team will be determined through Site Based elections and appointments. Hence, many positions are currently vacant.

(See ATTACHMENT 4.)

Describe the following:

The officer positions designated

Committee Chairperson, administrator-in-charge, and secretary are the designated officer positions.

The manner in which officers are selected and removed from office

Officers are appointed by the campus or district administrator.

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



Members of the site-based committee are selected by highest vote receiver in staff categories, while community/business & parent representatives are selected from committee nominations. They are removed by the superintendent as per administrative and/or committee recommendation.

The manner in which vacancies on the governing board are filled

Vacancies are filled through elections for staff and nominations and appointments for other members.

The term for which members of the governing body serve

Members serve two year staggered terms.

Whether the terms are to be staggered

The terms are staggered with lots drawn to determine term termination.

3. Community Support (Reviewed by Agency)

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

A Community Action Committee will be formed from the Sited-Based members to involve students outside of the campus, as well as invite community groups into the school. The membership of the group will be recruited from area organizations by the CAC to help develop campus and school goals. The CAC will work to develop goals for the campus and district plans in line with the needs of the students. Community/business representatives will also serve as members of the district and campus site-based decision making teams charged with planning and developing improvement plans to address student success.

The applicant must hold a public hearing in the proposed charter school's geographic area stating a purpose to publicly review the application for the charter school. Any person may be present and participate in the meeting. The applicant shall provide for publication of notice of the meeting in a newspaper of general distribution in the geographic area proposed for the school. The applicant must include with this application a copy of the notice (see ATTACHMENT 7), the registration log (see ATTACHMENT 8), and a synopsis (see ATTACHMENT 9) of a public hearing held to discuss the proposed charter school plan. The synopsis must identify presenters, a summary of their comments, and a list of questions from participants with responses provided by the presenters.

Discuss any business arrangements or partnerships with existing schools, educational programs, businesses, or non-profit organizations. (Include letters from each entity represented as (ATTACHMENT 10.)) Identify

individuals who are affiliated with any of the other organizations AND serve on the school's board. Identify individuals who are affiliated with any of the other organizations AND are employed by the school.

Currently, the foundation is formulating a plan to partner with local museums, colleges, universities, region 20 Education Service Center, surrounding school districts, governmental entities, businesses, and other organizations to provide additional educational experiences. The purpose of these partnerships will be to positive effect student success and performance through a variety of experiences. The charter is exploring an "adopt a class" business partnership model. However, we feel it is unethical to proceed to far until a charter is granted.

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

Jeffrey Flores, Charter School Support, Education Service Center, Region 20, 13 14 Hines Ave, San Antonio, Texas 78208, (210-370-5607). Experience working with members of the board. Character reference.

Larry Stavinoha, Coordinator for Field Services, Education Service Center, Region 20, 1314 Hines Ave, San Antonio, Texas 78208, (210-370-5607). Experience working with members of the board. Character reference.

Dr. Jimmy Ramsey, Deputy Director, Education Service Center, Region III, 1905 Leary Ln, Victoria, Texas 77901, (361-573-0731). Experience working with members of the board. Character reference.

Eduardo Rodriguez, Field Service Agent, Education Service Center, Region 20, 1314 Hines Ave, San Antonio, Texas 78208, (210-370-5607). Experience working with members of the board. Character reference.

Jerald Jimerson, former Deputy Director and current Field Service Agent, Education Service Center, Region III, 1905 Leary Ln, Victoria, Texas 77901, (361-573-0731). Experience working with members of the board. Character reference.

Each applicant must publish the following statement in a newspaper of general distribution in the geographic area proposed for the school. (Include as ATTACHMENT 11.) The statement must also be mailed to the city council and commissioner's court with jurisdiction over the geographic area. (Include as ATTACHMENT 12.)

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

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

Imagine Foundation intends to open the first school campus in the NEISD. The school will initially serve grades PK-3 beginning in the Fall of 2002 with expansion to follow. The CEO will Douglas Killian operating the school with a focus on early literacy and experience based education

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

4. School Demographics (Reviewed by Agency)

What are the school's enrollment projections for the first five years? What is the school's maximum enrollment goal? What grades will be served? How many students are expected to be in each grade or grouping? What will be the maximum class size allowed? (Any increase in the grade levels served and maximum enrollment as specified on the coversheet of this application and any increase in maximum class size must be approved by the SBOE.)

Initial enrollment projections for year one will be set for 346 students serving grades PK-3rd. The enrollment will expand by a grade level each year to a maximum of 600 students by year 5. Each grade level will begin with 3 to 4 classes with 16-22 students in each class. Early childhood grades are restricted to 16 for PK, 18 for K & 1st, and 22 for those remaining. The foundation will vigorously pursue grants allowing for the reductions of these ratios. Following the initial year, 96 students will be added to the maximum enrollment each year along with a grade level until the maximum enrollment and grade levels are reached. Upon demonstrating consistent successful student performance, the foundation intends to petition the SBOE for expansion into the middle school grades with an additional campus. However, this will only be done if the existing population demonstrates success as measured by the Texas Assessment of Academic Skills (TAAS) and if a separate suitable location can be located to keep the distinct middle grades from earlier grades. Long term, the foundation would like to expand to include up to the 12th grade, but only if the charter campus can demonstrate success with earlier grades.

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

The charter will be located within Bexar county, San Antonio, Texas, Education Service Center, Region 20. The initial charter will be located in the North East Independent School District.

Why was this location selected? Are there other alternative locations suitable to the needs and focus of the school?

This location was selected due to it's proximity to at-risk student populations in the area coupled with it's easy access and lack of other charter options within a reasonable distance. There are other suitable locations that the foundation will continue to pursue in the event that this location fails to address student needs. Additionally, the foundation will continue to evaluate the sites effectiveness for the student population and for expansion of services.

5. Human Resource Information (Reviewed by Agency)

Describe your human resources policies governing salaries, contracts, hiring, and dismissal, sick and other leave, and benefits.

Salary schedules are currently under development for all classes of positions. Each class has steps as well as min/mid/max points. Except for teachers, who follow the attached salary schedule.

Provide salary schedules

(See ATTACHMENT 13)

sample contracts

(See ATTACHMENT 14)

copies of policies on other issues

(See ATTACHMENT 15)

Administrators

Provide a biographical affidavit for each administrator of the school.

(See ATTACHMENT 16.)

Explain the powers and duties of each administrator.

The Superintendent of Schools is charged with the day to day management of the Charter district. He/She is employed by the governing board of the foundation to managed all fiscal/business, curricular, employment/personal, plant management aspects of the charter within established board policy. The superintendent, in consultation with his/her staff, will develop administrative procedures to carry out board policy, state law, commissioner's and SBOE rule. The

APPLICATION

superintendent develops the district budget, approves staffing, evaluates personnel, meets & consults with the district SBDM, and attends to other duties as included in the District Policies and procedures manual.

The Campus Principal is charged with the day to day management of the Charter campus. He/She is employed by the superintendent to managed all fiscal/business, curricular, employment/personal, plant management aspects of the charter campus within established board policy and administrative procedure. The principal, in consultation with his/her staff, will develop campus administrative procedures to carry out board policy, district administrative procedures, state law, commissioner's and SBOE rule. The campus principal develops the campus budget, recommends staffing, evaluates personnel, meets & consults with the campus SBDM, and attends to other duties as included in the District Policies and procedures manual, as well as other duties as assigned by the superintendent.

Who will be the school's Chief Executive Officer?

Mr. Douglas Killian will be the School's Chief Executive Officer (hereafter referred to as Superintendent). He has experience as an elementary teacher (1st Grade), secondary alternative teacher, assistant high school principal, alternative director, and field service agent for two education service centers. He has completed all coursework at Texas A&M, College Station for a PhD in Educational Administration with a support fields of Curriculum & Instruction and Education Human Resource Development. Currently he is working on a doctoral dissertation.

Additional managerial experience includes the positions of Warehouse Managers at Bexar County Cable and Service Merchandise. He received training and served through the USMC enlisted boot camp and USAF Reserve Officer's Field Training.

Describe the chain of command.

The chain of command for the foundation and charter school are interrelated. The Foundation board approves many policies and hears recommendations of the CEO. The CEO provides the regular link between the charter and the foundation.

Within the school, the Superintendent provides direction for the district in consultation with the District SBDM team. The School is directed by the charter principal in consultation with the campus SBDM, input on issues from the PTO, department heads, the administrative team, and the teachers.

(see ATTACHMENT 17.)

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

The proposed CEO has been an administrator for the past five years with regional service center experience providing technical support for superintendents and principals in two education service centers. Currently, he provides finance technical support for several districts including summary of finance calculations, effective tax rate calculations, budget development, budget coding, state funding categories support, and other support as necessary. Additionally, Mr. Killian has experience as a manager at Bexar County Cablevision & Service Merchandise managing staff salaries, departmental budgeting, and cost savings procedures. As a campus level administrator, he has set budgetary expenditures in cooperation with departmental staff and utilized the budget code system to track spending and amend needs. Close fiscal management is essential to school and student success.

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

It is the founder's intent to seek out individuals with experience in a school setting, familiarity with public school practices, graduation from accredited universities, professional certifications related to position requirements, and experience in public school law, policies, procedures, rules, financial management, & challenges. It is the foundation's deep held belief that in order to "think outside the current educational box", an innovative leader must first have experience from within the educational box to understand what must be addressed.

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

(See Following pages)

The following are job descriptions for administrative positions at the district and campus levels. They will also serve as the basis for administrative evaluations throughout the charter district in the positions of CEO, principal, and assistant principal. These positions encompass the roles of financial director and curriculum director.

School District
Superintendent of Schools
Job Description

APPLICATION

Qualifications:

Education/Certification:

Master's degree in educational administration
Valid Texas superintendent certificate or other appropriate certification

Special Knowledge/Skills:

Thorough knowledge of school law, school finance, and curriculum and instruction
Ability to manage budget and personnel
Ability to interpret policy, procedures, and data
Exceptional organizational, communication, public relations, and interpersonal skills

Experience:

5 years of leadership experience in school administration

Supervisory Responsibilities: Exercise general supervision over all schools in the district. Maintain authority over all district employees and over programs they are responsible for implementing. Be accountable to the board of trustees.

Working Conditions: Maintain emotional control under stress. Frequent district wide and statewide travel; frequent prolonged and irregular hours. Kneeing, bending, stooping

Instructional Management

1. Be informed about all aspects of the instructional program and ensure that there is a continuous focus on improving student academic performance.
2. Work with the staff, board, and community to plan curriculum.
3. Develop, evaluate, and revise the district improvement plan annually with the assistance of the district level committee.
4. Prepare reports and assist the board in evaluating the effectiveness of school programs.

School or Organization

Morale:

5. Demonstrate skill in anticipating, managing, and resolving conflict.
6. Provide for two-way communication with district personnel.

School or Organization

Improvement:

7. Conduct periodic evaluations of all programs and operations to determine improvements needed to reach goals of district and campus improvement plans.
8. Use a collaborative decision-making and problem-solving process when appropriate.
9. Promote goal-oriented performance and support the achievement of campus performance objectives (academic excellence indicators).

Personnel Management:

10. Recommend the number and types of positions needed to carry out district functions effectively and organize the district's central administration.
11. Promote a positive work environment that fosters high staff morale and excellence in the district.
12. Employ non-contractual personnel. Recommend contractual personnel for employment.
13. Assign and reassign all personnel. Exercise final authority over transfer of educators

17. Serve as liaison between the board and staff.
18. Develop and recommend pay-systems, pay increases, or pay adjustments for personnel. Administer pay systems.
19. Support all professional development activities.

Management of Fiscal, Administrative, and Facilities

Functions:

20. Be informed of developments in state, federal, and local laws and changes in public policy affecting education.
21. Develop administrative procedures and regulations to manage school operations and implement policies adopted by the board.
22. Accurately prepare and submit in a timely manner all reports required by the board, the Texas Education Agency, and other federal and state agencies and any records subpoenaed by a court of law.
23. Prepare and submit annual proposed budget to the board.
24. Direct and supervise all financial accounting and ensure that funds are spent in accordance with the approved budget and managed effectively.
25. Ensure compliance with all applicable state and federal requirements.
26. Ensure that the school plant and facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.
27. Monitor district property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.

Student

Management

28. Ensure a favorable education environment through the implementation of an equitable and effective system of student discipline management.
29. Work with staff, board, and community to plan and implement support services for students.

School or Community

Relations:

30. Develop and implement effective communication between the schools and community. Promote community support and involvement with the schools.
31. Represent the district in activities involving other school systems, institutions, agencies, and professional or community groups.

Professional Growth and

Development:

32. Formulate, with the board, an annual professional development plan and assist the board in designing a process for evaluating the superintendent's performance.
33. Pursue professional development through reading, attending conferences, and involvement with related agencies or organizations.

Board Relations:

34. Assist the board in identifying individual and team training needs and in arranging training opportunities.

APPLICATION

35. Prepare board agendas and meeting materials in cooperation with the board president.
 36. Attend and participate in all board meetings except closed meetings from which the superintendent is excluded, such as when the board wants to discuss the superintendent's contract or evaluation privately.
 37. Keep the board continuously informed on issues, needs, and operations of the district.
 38. Recommend policies to the board for adoption and oversee the implementation of adopted policies
 39. Exercise discretion and judgment in matters not covered by board policy.
 40. Interpret board policies to the staff and community and implement them accordingly.
 41. Serve as custodian of all board minutes and records.
 42. Communicate with the district's attorney on matters in litigation or matters potentially in litigation except as otherwise directed by the board.
- Other:
43. Perform other duties as may be assigned by the board.
 44. Take the initiative to perform necessary tasks.

School District
Principal
Job Description

Qualifications:Education/Certification:

Master's degree in educational administration
Texas Mid-management or other appropriate Texas certificate
Certified Professional Development and Appraisal System (PDAS)

appraiser

Special Knowledge/Skills:

Working knowledge of curriculum and instruction
Ability to evaluate instructional program and teaching effectiveness
Ability to manage budget and personnel
Ability to coordinate campus functions
Ability to interpret policy, procedures, and data
Strong organizational, communication, public relations, and interpersonal skills

Supervisory Responsibilities: Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.

Working Conditions: Maintain emotional control under stress. Occasional district wide and statewide travel; moderate bending, lifting kneeling, and stooping; frequent prolonged and irregular hours.

InstructionalManagement:

1. Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
2. Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

School or OrganizationMorale:

3. Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
4. Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process
5. Provide for two-way communication with superintendent, staff, students, parents, and community.
6. Communicate and promote expectations for high-level performance to staff and students.
Recognize excellence and achievement.

7. Ensure the effective and quick resolution of conflicts.
- School or Organization Improvement:
8. Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
9. Identify, analyze, and apply research findings (eg., effective school correlates) to promote school improvement.
10. Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee.
11. Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.

Personnel Management:

12. Interview, select, and orient new staff. Approve all personnel assigned to campus.
13. Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
14. Observe employee performance, record observations, and conduct evaluation conferences with staff.
15. Assign and promote campus personnel.
16. Make recommendations to superintendent on termination, suspension, or non-renewal of employees assigned to campus.
17. Work with campus-level planning and decision-making committees to plan professional development activities.
18. Confer with subordinates regarding their professional growth. Work with them to develop and accomplish improvement goals.

Management of Fiscal, Administrative, and Facilities Functions:

19. Comply with district policies and state and federal laws and regulations affecting the schools.
20. Develop campus budgets based on documented program needs, estimated enrollment, personnel, and other fiscal needs. Keep programs within budget limit & Maintain fiscal control. Accurately report fiscal information.
21. Compile, maintain, and file all physical and computerized reports, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbooks.
22. Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus.
23. Direct and manage extracurricular and intramural programs including management of multiple activity funds.

Student Management:

24. Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
25. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook.
26. Conduct conferences about student and school issues with parents, students, and teachers.

Professional Growth and Development:

27. Develop professional skills appropriate to job assignment.
28. Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff.

School or Community Relations:

29. Articulate the school's mission to the community and solicit its support in realizing the mission.
30. Demonstrate awareness of school and community needs and initiate activities to meet those needs.
31. Use appropriate and effective techniques to encourage community and parent involvement.

Other:

32. Perform other related duties as may be assigned by the Superintendent.
33. Take the initiative to perform necessary tasks.

School District
Assistant Principal
Job Description

Qualifications:Education/Certification:

Master's degree in educational administration

Valid Texas teaching certificate

Texas Mid-management or other appropriate Texas certificate

Certified Professional Development and Appraisal System (PDAS) appraiser

Special Knowledge/Skills:

Thorough understanding of school operations

Strong organizational, communication, and interpersonal skills

Ability to coordinate campus support operations

Supervisory Responsibilities: Share supervisory responsibility for professional staff with school principal. Supervise teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Working Conditions: Maintain emotional control under stress. Work with frequent interruptions. Occasional district wide travel; moderate bending, lifting, stooping, and kneeling; frequent prolonged and irregular hours.

Instructional Management:

1. Participate in development and evaluation of educational programs.

2. Encourage and support development of innovative instructional programs, helping teachers pilot such efforts when appropriate.

3. Promote the use of technology in teaching/learning process.

School/OrganizationalClimate:

4. Promote a positive, caring climate for learning.

5. Deal sensitively and fairly with persons from diverse cultural backgrounds.

6. Communicate effectively with students and staff:

School/OrganizationalImprovement

7. Participate in development of campus improvement plans with staff, parents, and community members.

8. Help principal develop, maintain, and use information systems and use records to track progress on campus performance objectives and academic excellence indicators.

PersonnelManagement:

9. Observe employee performance, record observations, and conduct evaluation conferences. Serve as second appraiser for designated teacher appraisal system.

10. Assist principal in interviewing, selecting, and orienting new staff.

Administration and Fiscal/FacilitiesManagement:

11. Supervise operations in principal's absence.

12. Help plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.

13. Supervise reporting and monitoring of student attendance and work with attendance clerk on follow-up investigations.

14. Work with department heads and faculty to compile annual budget requests based on documented program needs.

15. Requisition supplies, textbooks, and equipment; check inventory; maintain records; and verify receipts for materials.

16. Assist with safety inspections and safety drill practice activities.

Appropriate and equitable needs.

Director of Administrative Services-Job Description and Performance Appraisal

Name _____ Evaluation Period _____

Evaluator _____ Title _____

<u>Rating Scale:</u>	3	Exceeds expectations	Performance exceeds expectations
	2	Proficient	Performance meets expectations
	1	Needs improvement	Performance does not meet expectations
	N/A	Not applicable	Performance is not expected

Qualifications: Bachelor's degree or higher; such credentials as may be required by TEA for this position; administrator, supervisor, or mid-management certification preferred; at least five years' experience in public education with specific experience in administrative services. Responsibilities include Federal Programs budgeting and supervision, transportation, reports, etc. *Computer literacy is a must.*

Working Conditions: Maintain emotional control under stress. Occasional district and statewide travel; occasional prolonged and irregular hours; prolonged use of computer; moderate lifting of boxes and moving of furniture; kneeling, bending, stooping

FEDERAL PROGRAMS

_____ Keep the superintendent informed and assist in planning the wise utilization of funds available to the school through the various federal programs.

_____ Gather information and data necessary to fulfill the requirements of preparing and supervising applications, amendments, quarterlies/finals, budgets, evaluations, hearings, meetings for:

Title I, Part A; Title I, Part C; Title VI-Innovative; Title VI-Class Size Reduction; Title IV; Title II, Part B; Optional Extended Year; Career and Technology (final report only)

_____ Keep informed of federally funded education programs (Title I, Parts A and C, and Title VI-Innovative, Title VI-Class Size Reduction, Title IV, and Title II, Part B) and be prepared to keep district personnel informed of the same.

_____ Study federal and state legislation pertaining to the existing programs and possibly new ones to meet the needs of the district.

_____ Provide leadership to achieve cost-effective practices and ensure that programs are cost-effective and federal funds are managed prudently throughout the district.

_____ Compile federal budgets for district, campus, and program cost estimates based upon documented program needs.

_____ Consult with building principals concerning the planning of federal programs that may be implemented on their campuses and keep them informed concerning funds to be spent for materials, supplies and equipment.

_____ Establish and maintain an inventory of equipment and materials purchased with federal monies.

17. Coordinate transportation, custodial, cafeteria, and other support services.
18. Comply with federal and state laws, State Board of Education rule, and board policy.

Student

Management:

19. Ensure that students are adequately supervised during non-instructional periods.
20. Help to develop a student discipline management system that results in positive student behavior.
21. Ensure that school rules are uniformly observed and that student discipline is
22. Conduct conferences on student and school issues with parents, students, and teachers.

Professional Growth and

Development:

23. Participate in professional development to improve skills related to job assignment.

School/Community Relations:

24. Articulate the school's mission to community and solicit its support in realizing mission.
25. Demonstrate awareness of school-community needs and initiate activities to meet those
26. Use appropriate and effective techniques to encourage community and parent involvement.

Other:

27. Perform other duties as may be assigned by the principal or superintendent.
28. Take the initiative to perform necessary tasks.

Curriculum Director
Job Description/Performance Appraisal

Qualifications:Education/Certification:

Master's degree in education administration
Texas Mid-management or other appropriate Texas certificate
Certified Professional Development and Appraisal System (PDAS) appraiser

Special Knowledge/Skills:

Knowledge of curriculum and instruction
Ability to evaluate instructional programs and teaching effectiveness
Ability to manage budget and personnel
Ability to coordinate district function
Ability to interpret policy, procedures, and data
Strong communication, public relations, and interpersonal skills

Equipment Used:

Computer, scanner, printer, typewriter, copier, calculator

Working Conditions:

Frequent district wide and occasional statewide travel; occasional prolonged and irregular hours; moderate moving of equipment and materials; kneeling, bending, stooping

<u>Rating Scale:</u>	3	Exceeds expectations	Performance exceeds expectations
	2	Proficient	Performance meets expectations
	1	Needs improvement	Performance does not meet expectations
	N/A	Not applicable	Performance is not expected

Instructional and Program Management:

- _____ Direct instructional and curriculum services to meet students' needs
- _____ Plan, implement, and evaluate instructional programs with teachers and principals, including learning objectives, instructional strategies, and assessment techniques.
- _____ Apply research and data to improve the content, sequence, and outcomes of the teaching-learning process.
- _____ Work with appropriate staff to develop, maintain, revise curriculum documents based on systematic review and analysis.
- _____ Involve instructional staff in evaluating and selecting instructional materials to meet student learning needs.
- _____ Ensure the use of technology in the teaching-learning process.
- _____ Plan the necessary time, resources, and materials to support accomplishment of education goals.
- _____ Ensure that district goals and objectives are developed using collaborative processes and problems-solving techniques when appropriate.
- _____ Participate in the district-level decision-making process to establish and review the district's goals and objectives and major classroom instructional programs of the district.
- _____ Actively support the efforts of others to achieve district goals and objectives and campus performance objectives (academic excellence indicators).
- _____ Obtain and use evaluative finding (including student achievement data) to examine curriculum and instruction program effectiveness.
- _____ Secure consultants, specialists, and other community resources to assist principals and instructional staff in attaining objectives.
- _____ Provide effective staff development activities that incorporate the mission of the district program evaluation outcomes, and input from teachers and others.

Policy, Reports and Law:

- _____ Implement the policies established by federal and state law, State Board of Education rule, and local board policy in curriculum and instruction area.
- _____ Compile, maintain, and present all reports, and other documents required.

Budget:

- _____ Administer the curriculum and instruction budget and ensure that programs are cost-effective and funds are managed prudently.
- _____ Compile budgets and cost estimates based on documented program needs.

Personnel Management:

- _____ Prepare, review, and revise job descriptions in curriculum and instruction department.
- _____ Evaluate job performance of employees to ensure effectiveness.
- _____ Assist with recruitment, selection, and training of personnel and make sound recommendations relative to personnel placement, assignment, retention, discipline, and dismissal. Assist with the implementation of the designated teacher appraisal system; may serve as second appraiser.

Communication:

- _____ Provide for two-way communication with principals, teachers, staff, parents, and c community.
- _____ Demonstrate skill in conflict resolution with administrators, parents, teachers, staff, and community.
- _____ Monitor professional research and disseminate ideas and information to other professionals.

Community Relations:

- _____ Articulate the district's mission, instructional philosophy, and curriculum implementation strategies to the community and solicit its support in realizing district's mission.
- _____ Demonstrate awareness of district-community needs and initiate activities to meet those needs.
- _____ Demonstrate use of appropriate and effective techniques to encourage community and parent involvement.
- _____ Perform other duties that may be assigned by the superintendent.
- _____ Take the initiative to perform necessary tasks.

STRENGTHS

GROWTH AREAS

Signature of Curriculum Director

Date

Signature of Superintendent

Date

SUPERINTENDENT EVALUATION INSTRUMENT

SUMMARY APPRAISAL REPORT

Date of Review

How will administrative personnel be evaluated?

Administrative personnel will be evaluated annually. The central domain will include the Commissioner's recommended student performance domain for all campus administrators. The superintendent's evaluation will include the recommended student performance domain as well. Additionally, all administrators will be evaluated in the areas of plant management, communication, financial management, professional development, community relations, and administrative/management duties. Job descriptions will serve as the basis for professional growth goals and will be included in the results of the annual evaluation.

Supt Evaluation: Appraisal Period From

DIRECTIONS

Based on cumulative performance, evaluate the superintendent's effectiveness in meeting each responsibility. Next to each statement, assign the rating that most closely represents your judgment.

Any rating of -3- should be accompanied by written comments specifying the reasons for the rating. The Board member has the option of attaching an addendum

RATING SCALE

- | | | |
|-----|-----------------------|----------------------------------------------------------------------------------------|
| -1- | Exceeds Expectations: | Performance demonstrates increased proficiency and is consistently above expectations. |
| -2- | Meets Expectations: | Performance meets expectations and presents no significant problems. |
| -3- | Below Expectations: | Performance is consistently below expectations and significant problems exist. |

PERFORMANCE RATING
RESPONSIBILITIES RATING

I. ORGANZATIONAL CLIMATE

A. The superintendent displays effective personal leadership attributes.

1. Demonstrates ability to gain staff support and commitment to district goals.
2. Maintains poise and emotional stability in the full range of professional activities.
3. Demonstrates ability to work *well with* individuals and groups.
- _4. Demonstrates the ability to speak and write effectively.
5. Demonstrates sensitivity in dealing with staff, student, and community members from diverse cultural backgrounds.
- _6_ Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.
- _7. Effectively delegates authority and responsibility.
- _8. *Clearly* communicates performance expectations to staff.
9. Provides those responsible for delegated tasks with ample
10. Effectively monitors progress of delegated tasks.
11. *Uses collaborative decision-making with staff when appropriate and feasible.*

IL BOARD - SUPERINTENDENT RELATIONS

A. The superintendent maintains a positive and productive working relationship with the Board of Trustees.

1. Keeps board adequately informed on issues, needs, and operations of the school system.
2. Prepares board agendas and *meeting materials with the board president.*
3. Presents pertinent and objective facts and explanations in assisting the board with its policy decisions.
4. Is responsive to the concerns of the board members.
5. Supports board policies and actions in a positive manner.
6. Assists in the development of and effectively administers board policy.
7. Recommends effective policies on organization, finance, instructional programs, personnel, school plant, and related functions of the district.
8. *Communicates and interprets board policies to the staff and community and executes them as communicated.*
9. Effectively and promptly *initiates* administrative procedures necessary to implement board policy.
10. Ensures compliance with all laws and state regulations in district policies and procedures.

ORGANIZATIONAL IMPROVEMENT

A. **The superintendent effectively plans district programs and services to meet identified needs.**

1. Recommends appropriate goals and objectives to the district.
2. *Prepares sound* recommendations and priorities for the annual budget.
3. Provides for effective management of financial, accounting and investment systems-

4. Evaluates progress toward established program goals in a systematic fashion.
5. Organizes *resources*, personnel, and facilities for the effective implementation of district goals.

IV. ADMINISTRATION AND FISCAL/FACILITIES MANAGEMENT

A The superintendent directs the preparation and expenditure of the district budget within the district's fiscal capabilities.

1. Anticipates and plans for long-range financial needs.
2. Prepares sound recommendations and priorities for the annual budget.
3. *Provides* for effective management of financial accounting and investment systems.
4. Ensures that funds are expended in accordance with the approved budget.
5. Anticipates the district's needs for facilities *and* materials and establishes an effective system for their use.
6. Keeps informed on physical needs of school programs including facilities, equipment and supplies.
7. Anticipates facility needs and administers building projects effectively and efficiently.
8. Ensures that school plant and facilities are efficiently maintained.

V INSTRUCTIONAL MANAGEMENT

A. The superintendent oversees a system of student services and student discipline that is effective and equitable.

1. Keeps informed regarding all aspects of the instructional program.
2. Recommends appropriate instructional goals for the district.

3. *Communicates high* expectations for student achievement.
4. Involves appropriate groups in curriculum planning.
5. *Initiates* the planning for development and evaluation of new programs and services designed to achieve specific instructional goals and objectives.

VI. STUDENT MANAGEMENT ''

A The superintendent oversees a system of student services and student discipline that is effective and equitable.

1. Recommends sound discipline policies and ensures that they are equitably administered.
2. Ensures that students rights are protected.
3. Promotes support services for students that encourage student growth.

VII. PERSONNEL MANAGEMENT

The superintendent provides for personnel practices that promote high quality staff and job performances.

1. Anticipates and recommends the number, types, and organization of positions needed to effectively and efficiently implement district programs,.
2. Maintains employment practices that provide for high-quality staff.
3. Recommends equitable pay systems and appropriate pay increases for personnel.
4. Effectively evaluates the performance of district management personnel.
5. Initiates and promotes an effective *employee relations* program.
6. Provides for the development and *execution* of fair and effective personnel procedures and *practices*.

7. Provides for clear lines of authority and *communication* in district's management organization.

8. Displays sensitivity to the needs and concerns of *staff*.

9. Promotes a positive work environment that supports high staff morale.

10. Supports the professional development of all personnel through a well-planned, comprehensive training program.

VIII. SCHOOL/COMMUNITY RELATIONS

A. The superintendent promotes positive community relations through effective communication and involvement of community members.

1. Develops and implements a planned program for *communication* between the schools and the community.

2. Promotes district-wide community support and involvement with the schools.

3. Gains *community support* for bond issue, tax issues, and other referenda that promote the district's goals and objectives.

4. Represents the district in activities involving other school systems, institutions, agencies, and *professional or* community groups.

5. Maintains a cooperative relationship with the news media.

IX. PROFESSIONAL GROWTH AND DEVELOPMENT

A. The superintendent seeks opportunities for continued professional growth.

1. Plans for specific improvement in professional performance.

2. Pursues continuing professional development through reading, attending conferences, and involvement with related agencies.

What will be the salary range and benefits for administrative staff?

The salary range for Administrative staff will be set by the foundation board and is currently ranging from 40,000 to 85,000 depending on administrative step, position, and enrollment. Each administrator will receive a health insurance payment also determined by the board. Additionally, the administrator will be given the option to participate in the teacher retirement system or a 403 account payment by the district relative to the TRS payment.

Faculty and Staff

Teacher's salaries will be based on a ten-step salary schedule. The following scale will be utilized for Teaching staff.

Years of Experience Credited	Monthly Salary
0	2,400
1	2,500
2	2,600
3	2,700
4	2,800
5	2,900
6	3,000
7	3,100
8	3,200
9	3,300
10	3,400

Para Professional staff will be placed on a step scale related to position and years of experience.

At this point, there are no plans to include positions other than basic administrative, para professionals to manage the office and campus cafeteria, and teaching staff. The foundation feels it is important to place as much monies as possible in instructional personnel and support positions directly related to state of Texas management requirements.

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

Classroom teachers will be required to possess at least a bachelors degree from an accredited college or university. The charter will seek those with prior teaching experience and/or professional educator certification. Advance degrees are preferred.

Para Professional Staff positions will require skills with Office applications, typing 60wpm, filing, records management skills, operation of standard office machines (fax, phone, copier, ect...), and other skills applicable to the job description.

Whenever possible, certification in position requirements will be sought.

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

035

Lighthouse will target a ratio of 16 to 1 in the PK grades, 18 to 1 in the K & 1st grades, 22 to 1 in the remaining grades. Additional funding, through grants, will be sought to maintain and possibly lower these ratios.

Identify the proposed faculty and staff if possible.

Faculty and staff have not been identified due to the extended period until charter opening.

Explain the method that will be used to evaluate the faculty and staff.

Faculty and staff will be evaluated based on an annual evaluation checklist drawn from the job description and professional growth plan goals. All staff will develop, in conjunction with their supervisor, a professional growth plan. Progress towards meeting those mutually agreed upon goals will be part of the annual evaluation.

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

School District Teacher
Job Description/Contract Renewal

School Year:

Name:	Grade/Subject	Campus
-------	---------------	--------

Qualifications: Education/Certification Bachelor's degree from accredited university/college Valid Texas teaching certificate with required endorsements for subject and level assigned. Special Knowledge/Skills: Knowledge of subjects assigned General knowledge of curriculum and instruction Ability to instruct students and manage their behavior Strong organizational, communication, and interpersonal skills

Working Conditions:

Maintain emotional control under stress. Frequent standing, stooping, bending, pulling and pushing. Moderate moving and lifting of stacks of textbooks, media equipment, desks, and other classroom equipment and furniture.

Instructional Strategies:

1. Develop and implement lesson plans that fulfill the requirements of district's curriculum program and show written evince of preparation as required.
2. Prepare lessons that reflect accommodations for differences in student learning styles.
3. Present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.
4. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned
5. Conduct assessment of student learning styles and use results to plan instructional activities.
6. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP~)
7. Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.
8. Plan and supervise assignments of teacher aide(s) and volunteer(s~)
9. Use technology to strengthen the teaching/learning process.

Student Growth and Development:

10. Help students analyze and improve study methods and habits.
11. Conduct ongoing assessment of student achievement through formal and informal testing.
12. Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by the campus principal.
13. Be a positive role model for students, support mission of school district.

Classroom Management and Organization:

14. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
15. Manage student behavior in accordance with Student Code of Conduct and student handbook.
16. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
17. Assist in selection of books, equipment, and other instructional materials.

Communication:

18. Establish and maintain open of communication by conducting conferences with parents, students, principals, and teachers.
19. Maintain a professional relationship with colleagues, students, parents, and community members.
20. Use effective communication **skills** to present information accurately and clearly.

Professional Growth and Development:

21. Participate in staff development activities to improve job-related skills.

Other:

22. Keep informed of and comply with state, district, and school regulations and policies for classroom teachers.
23. Compile, maintain, and file all reports, records, and other required documents.
24. Attend and participate in faculty meetings and serve on staff committees as required.
25. Use conference period effectively in instructional planning and communication.
26. Work cooperatively with administration and other staff members, following proper channels involving matters of concern.
27. Perform other related duties as may be assigned by the principal or the superintendent.
28. Take the initiative to perform necessary tasks.

CRITERIA FOR CONTRACT RENEWAL

Directions: The criteria below are local performance expectations of teachers that are in addition to the performance criteria specified in the PDAS. These criteria will be considered in contract renewal for teachers. The teacher supervisor should evaluate each of the following criteria according to the guidelines below. Areas that are evaluated as below expectations should be supported by written comments. Supplemental documentation describing the nature of the problem may be attached

ME - Meets Expectations: Performance meets expectations and presents no significant problems.
BE - Below Expectations: Performance is consistently below expectations and significant problems exist.

PERFORMANCE CRITERIA

1. Professional Relationships - The teacher maintains positive and effective working relationships with colleagues, parents and the community.
COMMENTS:
2. Supervisory Relationships - The teacher works cooperatively and complies with directives and instructions from supervisors.
COMMENTS:
3. Punctuality- The teacher is prompt in attendance to class periods and other assigned duties.
COMMENTS:
4. Attendance - The teacher has good attendance, and, when absent complies with notification procedures and provides adequate preparation for substitutes.
COMMENTS:
5. Professional Conduct - The teacher meets the district's standards of professional conduct.
COMMENTS:
6. Extracurricular Duties - The teacher provides appropriate supervision and instruction for assigned extracurricular activities.
COMMENTS:
7. Student Progress - The teacher's students demonstrate an acceptable level of academic progress
COMMENTS:
8. Representation of Information - The teacher provides complete and accurate information or facts to supervisors in the conduct of district business.
COMMENTS:

Teacher's Signature:

Date:

Principal's Signature:

School District
 PEIMS Coordinator/Authorized Food Service Supervisor
 Job Description/Performance Appraisal

APPLICATION

Name: _____ Evaluation Period: _____

Evaluator: _____ Title: _____

Qualifications:

Education/Certification

High school diploma or GED

Special Knowledge Skills

Ability to maintain accurate and auditable records

Ability to use personal computer and software to develop spreadsheets, databases, And do word processing

Proficient typing, keyboarding, and file maintenance skills

Ability to meet established deadlines

Knowledge of menu planning, food purchasing, and preparation of foods in food service environment

Ability to manage budget and personnel

Ability to interpret policies, procedures, and data

Strong organizational, communication, and interpersonal skills

Equipment Used:

Personal computer, printer, calculator, fax, and copier

Working Conditions:

Ability to perform mathematical calculations. Repetitive hand motions; prolonged use of computer; bending, lifting, stooping

Needs Improvement	Satisfactory
----------------------	--------------

Records and Reports

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|
| 1. Coordinate the collection, integration, and formatting of all data required for <i>PEIMS Data Standards</i> . | () | () |
| 2. Work cooperatively with campus, business office, and personnel office staff to collect, organize, and format data required to submit district PEIMS data in a time manner. | () | () |
| 3. Run edits, reports, and verification checks on data to ensure accuracy of information. | () | () |
| 4. Distribute edits and reports to appropriate staff for analysis, verification, and correction. | () | () |
| 5. Submit complete and accurate PEIMS data in Texas Education Agency (TEA)-prescribed format to education service center (ESC 20) for processing using computer terminal or personal computer. | () | () |
| 6. Verify data submitted to TEA and submit corrections in a timely manner. | () | () |
| <u>Training and Technical Support</u> | | |
| 7. Provide training and support to campuses and to business and personnel office staff responsible for processing PEIMS data | () | () |
| 8. Receive PEIMS-related information from ESC 20 and TEA and disseminate to other staff in a timely manner, including updates to <i>PEIMS Data Standards</i> . | () | () |
| 9. Attend all regional PEIMS workshops and disseminate | | |

	Needs Improvement	Satisfactory
information to appropriate staff.	()	()
Food Service		
10. Establish and direct process of providing free and reduced lunch applications following U.S. Dept. of Agriculture and TEA guidelines for meal eligibility and reimbursement of federal funds.	()	()
11. Comply with federal and state law, SBOE rule, and board policy in food service area.	()	()
12. Recruit, train, and supervise personnel and make sound recommendations about personnel placement, transfer, retention, and dismissal.	()	()
13. Attend professional growth activities to keep abreast of innovative techniques for food service operations.	()	()
14. Compile, maintain, and file all reports, records, and other documents required.	()	()
15. Administer food service budget and ensure that programs are cost effective and funds are managed prudently.	()	()
16. Compile budgets and cost estimates based on documented program needs.	()	()
17. Assist with development of a cost-effective and efficient system of procurement of all food meeting federal procurement and TEA standards.	()	()
18. Initiate purchase orders and bids in accordance with budgetary limitations and district policies.	()	()
19. Approve and forward invoices and purchase orders for food service department to accounting department.	()	()
20. Recommend disposal of obsolete equipment and replace equipment as necessary.	()	()
21. Recommend training options and improvement plans to ensure exemplary operation in the food service area.	()	()
Other		
22. Comply with policies established by federal and state law, State Board of Education rule, and local board policy.	()	()
23. Compile, maintain, and file all physical and computerized reports, records, and other documents required.	()	()
24. Perform other related duties as may be assigned by the superintendent.	()	()
25. Takes the initiative to perform necessary tasks.	()	()

Strengths:

Weaknesses:

Signatures:

School District
 Central Office Receptionist
 Job Description/Performance Appraisal
 Evaluation Period

APPLICATION

Name

Evaluator

Title

Qualifications:

Education/Certification:

High school diploma or GED

Special Knowledge/Skills:

Ability to communicate effectively

Equipment Used:

Copier, typewriter, postage meter, computer, and multi-line telephone

Working Conditions:

Works with frequent interruptions; lifting, bending, stooping

	Needs Improvement	Satisfactory
1. Answer incoming calls and handle questions from public, outside agencies, etc. and route to appropriate staff.	()	()
2. Review and distribute mail and other documents to department staff.	()	()
3. Manage routine work activities	()	()
4. Provide clerical services for superintendent and others.	()	()
5. Maintain confidentiality of information.	()	()
6. Numerically sort checks for check reconciliation process.	()	()
7. Maintain records for postage meter.	()	()
8. Assists with dissemination of payroll checks.	()	()
9. Assists with the preparation of special district occasions.	()	()
10. Maintain record of mail received from TEA.	()	()
11. Maintain district scrapbook.	()	()
12. Assist with voting as needed.	()	()
13. Keep school vehicle log.	()	()
14. Keep school vehicle keys and gas card log.	()	()
15. Keep district master calendar.	()	()
16. Perform other related duties as may be assigned by the superintendent.	()	()
17. Take the initiative to perform necessary tasks.	()	()

041

School District
Cafeteria Manager Job Description and Performance
Appraisal

Name: _____ Evaluation Period: _____

Evaluator: _____ Title: _____

Primary Purpose: Responsible for the supervision, training, and management of the on-site food service operation. Prepare and serve appropriate quantities of food to meet current menu requirements. Maintain high standards of quality in food production, sanitation, and safety practices as required by local and state agencies.

Qualifications: Education/Certification: High school diploma or GED Special knowledge/skills: Knowledge of methods, materials, equipment, and appliances used in food preparation Ability to manage personnel Effective planning and organizational skills Computer literate Knowledge of menu planning, food purchasing, and preparation of foods in a food service situation. Ability to manage budget and personnel Strong organizational, communication, and interpersonal skills

Equipment Used: Large and small kitchen equipment to include electric slicer, mixer, pressure steamer, deep-fat fryer, sharp cutting tools, ovens, dishwashers, and food and utility carts. Must be familiar with computers and the accompanying software programs required for efficient reporting of food service requirements.

Working Conditions: Maintain emotional control under stress. Ability to communicate effectively (verbally and written); interpret policy, procedures, and data; coordinate district functions. Physical Demands/Environmental Factors: Frequent standing, walking, pushing, and pulling; moderate lifting and carrying; some stooping, bending, and kneeling; limited exposure to extreme hot and cold temperatures. Occasional district wide travel; occasional prolonged and irregular hours.

Needs Improvement	Satisfactory
Major Responsibilities and Duties:	
1. Deal sensitively and fairly with persons from diverse cultural backgrounds.	()
2. Employ effective interpersonal skills.	()
3. Assess and respond to needs related to job responsibilities	()
4. Contribute to the recommendation of sound policies directed toward program improvement.	()
5. Prepare, review, and revise job descriptions in food service department.	()
6. Develop training options and/or improvement plans to ensure the best operation in the area of food service.	()
7. Supervise and evaluate job performance of employees to ensure effectiveness.	()
8. Produce and maintain work schedules and production records.	()
()	
9. Direct daily activities in the kitchen and cafeteria.	()
()	
10. Maintain food production that ensures the safety and quality of food according to policies, procedures, and department requirements.	()
()	
11. Ensure that food items are stored in a safe and hazard-free	

Code of Conduct

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

The Code of Conduct complies with Texas Education Code, Chapter 37. See Below.

Lighthouse Student Code of Conduct**Introduction**

To promote and maintain a safe environment for students and adults, and to provide an appropriate environment for the educational process, the District has adopted this Student Code of Conduct. The District recognizes that the foundation of an orderly and positive environment is a climate of mutual respect for the rights of all persons. To that end, all members of the learning community – students, parents, and District employees – are expected to treat all persons with the respect, dignity, good manners and civility demanded of a civilized nation.

This Student Code of Conduct provides guidance for helping students accept responsibility for their actions by describing the behavior that is expected of all students, the ways students can contribute to a safe and positive school, inappropriate conduct that will not be tolerated, and consequences that may be imposed on students for such misconduct.

Section I - General**Jurisdiction**

This Code of Conduct applies to all students in the District, regardless of age or grade level, and regardless of whether a student commits an offense on his/her home campus, on another campus, or away from any campus while at a school-related function. The District has jurisdiction over its students, for discipline purposes, during the regular school day, during lunch (whether on or off school campus), and while students are going to and from school (regardless of mode of transportation). The District's jurisdiction includes any activity during the school day on school grounds, attendance at any school-related activity, regardless of time or location, and any school-related misconduct, regardless of time or location. The District also has jurisdiction if a student remains on campus to participate in an after-school program, even if the district is not responsible for the operation of that program (e.g., Challenge program, YMCA, etc.). In addition, the District has jurisdiction over a student when retaliation against a school employee is involved, either on or off school property, or when a student commits a felony as provided by Texas Education Code Section 37.006, or when criminal mischief is committed on or off school property or at a school-related event. Students shall comply with the Student Code of Conduct at all times while they are under the jurisdiction of the School District.

Students who violate the rights of others or who violate District or school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote adherence by all students to the responsibilities of citizens in the school community.

Publication and Authority of Student**Code of Conduct**

Posting and Distribution of Student Code of Conduct The Student Code of Conduct shall be prominently displayed at each school campus. All students shall receive a copy of this Parent-Student Handbook that includes the Student Code of Conduct at the beginning of the school year. The Student Code of Conduct shall also be provided to all teachers, new professional employees, students who are enrolled after the beginning of the school year, any parent, and any other person on request. Once the Student Code of

Conduct is promulgated, any subsequent changes or amendments must be approved by the Board.

The Student Code of Conduct is designed to be in harmony with Board policy and Texas and federal laws. Changes in policy or law that affect this document will supersede the provisions found in this code. Changes affecting the Code of Conduct will usually be communicated by newsletters and other communications to students and parents.

Each student, teacher, and parent annually is expected to sign a statement that they have received and read the Student Code of Conduct and acknowledge the rules and responsibilities outlined therein.

Campus Student Handbooks

Each campus has the option of distributing a student handbook with specific guidelines and rules of operation pertaining to a particular campus. A campus student handbook, while separate and distinct from the Student Code of Conduct, must be consistent with the Student Code of Conduct. If a question arises concerning whether a provision of a student handbook is consistent with the Student Code of Conduct, the Superintendent or designee shall review the provision in question and make a determination.

Rights and Responsibilities of Students

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. Students are expected to respect the rights and privileges of other students, teachers, and District staff. Students shall exercise their rights responsibly, in compliance with rules established for the orderly conduct of the District's educational mission.

Student responsibilities for maintaining a positive learning environment at school or school-related activities include:

1. Treating other students and the adults in the school with courtesy and respect.
2. Accepting responsibility for their actions and behavior and being accountable for the consequences.
3. Actively supporting and assisting the school in maintaining a campus free from drugs, alcohol, weapons, and gang activity, by:
 - Cooperating with staff in investigations of disciplinary cases and volunteering information within the student's knowledge relating to a serious offense.
 - Responsibly informing staff of conduct violations by others.
 - Submitting any prohibited items to staff or informing staff of location of prohibited items immediately upon discovery.
4. Attending all classes regularly and on time.
5. Being prepared for each class with appropriate materials and assignments.
6. Dressing and grooming appropriately as described in this document.
7. Paying debts in a timely manner, unless these are waived.
8. Seeking changes in school policies and regulations in an orderly and responsible manner, through appropriate channels.
9. Respecting the property of others, including District property and facilities.
10. Refraining from violations of the Student Code of Conduct, and obeying all campus and classroom rules, including safety rules. The District may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be listed in the campus student handbook or posted in classrooms, and violations of such rules may or may not constitute violations of the Student Code of Conduct.

Computers and the Internet

Computer resources are electronic tools to enhance student learning. The purpose of using the Internet in our schools is to support research and education by providing access to unique resources and the opportunity of collaborative work. Disciplinary action shall be taken for acts of misconduct listed. All student users of computers and the Internet shall comply with the following rules:

Acceptable Use

1. The use of computer resources must be in support of education and research and consistent with the educational objectives of the district.
2. All e-mail accounts shall be used only by the authorized user, and sharing an ID or password with any other person is discouraged.
3. All e-mail users shall follow the accepted "netiquette for e-mail" which includes, but is not limited to, the following actions:
 - a. Be polite: users shall not send, or encourage others to send, abusive messages.
 - b. Use appropriate language: users shall not swear or use vulgarities or other inappropriate language.
 - c. Protect privacy: users shall be cautious about transmitting credit card numbers, account numbers of any kind, Social Security numbers, home addresses or phone numbers, or any other personal information about themselves or other individuals.

Unacceptable Use

1. Transmission of any material in violation of any federal or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.
2. Use for commercial activities or private business is prohibited. Users shall not initiate any purchases through online communication.
3. Use for product advertisement or political lobbying is prohibited, except when used for instructional purposes.
4. Deletion, examination, copying, or modification of files and/or data belonging to others without their prior consent is prohibited.
5. Vandalism, defined as any malicious attempt to harm or destroy property or data of another user, is prohibited. This includes, but is not limited to, the uploading or creating of computer viruses, the use of the network to disrupt use by others, the use of e-mail to disable servers or clog the access lines, and the destruction, modification, or abuse of hardware and software.
6. Creating, transmitting, accessing, or processing hate mail, threats, harassment, discriminatory remarks, pornographic references or graphics, and other anti-social behaviors are prohibited.
7. Use of computer resources to access or process inappropriate files or files dangerous to the integrity of the network is prohibited.
8. Illegal installation of copyrighted software for use on District computers is prohibited. Copying any copyright-protected material in violation of the copyright law is illegal and prohibited.
9. Plagiarizing material or information from any computer resource, whether from a single program or an Internet resource, is prohibited.

Security and Monitoring

1. Electronic transmissions and other use of the district system by students shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use for educational purposes.
2. Any violations of the use of computer resources and/or the Internet/district system, or any violations of privacy, must be reported to the teacher or administrator.

Computer Use/Internet Violations

Allegations of violations of these rules shall be investigated by the principal or designee and identified violations are generally considered to be Level II – Serious Offenses.

Bus Behavior

Students are to follow these general rules when they are on school buses or other public transportation (e.g., VIA buses) which may carry students to and from school:

1. Follow the driver's instructions at all times.
2. Board and leave the bus in an orderly manner at the designated bus stop.
3. Exhibit good manners toward all others on the bus: do not use profanity, vulgar language, obscene gestures, insults, racial slurs, or exhibit other disruptive or abusive behavior.
4. Do not fight, push, or engage in other inappropriate physical or sexual contact.
5. Do not exhibit any gang-related behavior, including throwing gang signs, gestures, verbal threats, etc.
6. District rules apply regarding prohibited items or substances and will be strictly enforced: do not possess or use any alcohol, cigarettes, drugs, weapons, matches, lighters, or flammable substances, etc. on the bus.
7. Remain seated when the bus is in motion if seats are available.
8. Keep books, band instrument cases, feet, and other out of the aisle of the bus.
9. Keep the vehicle clean; do not deface or vandalize the and/or its equipment.
10. Maintain safety near windows: do not extend head, hand, arm, or leg out of the window nor hold any object out of the window.
11. Do not throw any objects within the bus or out of the bus.
12. Upon leaving the bus, use caution before crossing streets.
13. Comply with all other behavior expectations in the District Student Code of Conduct.

Bus Behavior Violations

Violations may result in the withdrawal or restriction of bus privileges or other disciplinary consequences as listed in this Student Code of Conduct. Note: A change in transportation services for a student with a disability for whom transportation is a related service requires ARD committee action; a change in transportation services for Section 504 students requires Section 504 committee action.

Section II - Inappropriate Conduct

Legal Requirements

When a student commits an offense, the student is subject to disciplinary action by school officials. Texas law requires schools to report certain administrative actions taken against students for violations of the Student Code of Conduct. The code numbers for the offenses correspond to offense code numbers that school personnel submit to the Texas Education Agency for this purpose (please note that some codes are intentionally not used).

In addition, the student may also be subject to arrest and criminal prosecution for certain offenses. When administration determines that a student may have committed a criminal offense, the school official shall notify law enforcement officers because Texas law requires schools to refer students to other governmental agencies and law enforcement officials when they commit certain offenses.

LEVEL I – Minor Offenses

The following offenses are prohibited on District property, at school, or at school-related activities and may be punishable by suspension, in-school suspension, detention, Saturday school, assignment of school duties other than class tasks, withdrawal of extracurricular or honorary privileges, or any other discipline management techniques listed in Section III of this Code, as determined by the campus principal. Students who commit minor offenses will be assessed discipline penalties commensurate with the offense.

In some cases, the offenses in this section may also meet the definition of conduct which warrants more severe discipline, AEP placement, or expulsion. If this occurs, the

offense in question is elevated to a Level II, III, or IV offense, and the campus administration may consider more severe discipline, AEP placement, or expulsion, as warranted.

CODE OFFENSE

- 01 Cheating or copying work of another student.
- 02 Throwing objects that can cause bodily injury or damage property.
- 03 Leaving school grounds during the academic day without permission.
- 04 Without permission, leaving classes during instructional time.
- 05 Without permission, leaving a school-sponsored event in which the student is a participant.
- 06 Engaging in minor sexual acts/ contact (including, but not limited to, kissing and/or necking).
- 07 Possessing a paging device or cellular telephone or other electronic devices, such as stereo head sets, cassette players, or CD players.
- 08 Possessing or using matches or a lighter.
- 09 Possessing Mace or pepper spray.
- 10 Violating dress and grooming code standards.
- 11 Loitering or trespassing on school grounds. Students should be on campus for an educationally-related purpose, such as tutorials or extracurricular activities. Students who are waiting for a ride home shall not be considered to be loitering.
- 12 Possessing, using or exhibiting school supplies (i.e., pencils, pens, scissors) or any other item in a manner that threatens to inflict or actually inflicts bodily harm to another person.
- 13 Engaging in conduct that constitutes a disruption of classes or lawful assemblies, activities, or transportation.
- 14 Participating in gambling or games of chance which are not authorized by campus administration.
- 15 Possessing or using skateboards, inline skates, or similar items.
- 16 Engaging in any other conduct that disrupts the school environment or educational process but that the principal/designee determines is a minor offense.

LEVEL II – Serious Offenses

The following actions constitute "serious misbehavior" where that term appears in this Student Code of Conduct. These offenses are prohibited on District property, at school or at school-related activities and are punishable by suspension, detention, in-school suspension, Saturday school, assignment of duties other than class tasks, withdrawal of extracurricular or honorary privileges, or any other discipline management techniques listed in Section III of this Code, as determined by the campus principal. These offenses are considered to be more serious than Level I – Minor Offenses listed in Section II of this Code. Thus, in most cases, the offenses listed in this section will warrant greater consequences than those listed in the Level I – Minor Offenses section. (Example: serious offenses should warrant a greater number of days spent in in-school suspension than minor offenses). Students who commit serious offenses will be assessed discipline penalties commensurate with the offense.

In some cases, the offenses listed in this section may also meet the definition of conduct which warrants AEP placement or expulsion. If this occurs, the offense in question is elevated to a Level III or IV offense, and the campus administration may consider AEP placement or expulsion, as warranted.

CODE OFFENSE

20 Stealing from students, staff, campus visitors, or school (i.e., theft that does not constitute a felony according to the Texas Penal Code).

21 Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person, or forcing an individual to act through the use of force or threat of force.

22 Engaging in verbal abuse, i.e., name-calling, making racial or ethnic slurs, derogatory statements, or oral statements which are abusive or confrontational.

23 Insubordination.

24 Directing disrespect or directing profanity, vulgar language, or obscene gestures toward another person or persons, including teachers and other school employees.

25 Fighting, committing physical abuse, or threatening physical abuse (i.e., conduct that does not meet the definition of assault in Texas Penal Code §22.01(a)(1)).

26 Hazing (as described in the Glossary).

27 Engaging in offensive conduct that constitutes sexual harassment [See Glossary] or sexual abuse, whether verbal or physical, that may include requests for sexual favors or other intimidating sexual conduct directed toward other students or District employees.

28 Falsification of records, passes or other school-related documents.

29 Possessing, exhibiting, or distributing pornographic or obscene materials.

30 Refusal to accept discipline management techniques proposed by a teacher or by administration.

31 Selling or trading, on campus, any item not authorized by the principal.

32 Placing a substance in another person's food, drink and/or other possessions without that person's consent.

33 Participating in gang-related activities (first offense).

34 Using any electronic equipment (e.g., paging devices or cellular phones) in a manner that disrupts the peace or provokes hostility.

35 Possessing, exhibiting, or using a toy gun, cap gun, pellet gun, air-powered rifle, or any other instrument which may be perceived by another person as a firearm.

36 Violating any rule set forth on in this Code of Conduct pertaining to computers and the Internet.

37 Possessing or using unloaded firearm accessories or parts (such as a gun barrel or a gun clip).

38 Possessing, exhibiting, or using martial arts objects, small pocket knives, razor blades, or other objects that can be used as a weapon to the extent that these objects are not within the definitions of illegal knives or prohibited weapons under the Texas Penal Code.

- 39 Possessing, exhibiting, or using a prescription drug (that is not a controlled substance or dangerous drug) that does not belong to the person using, exhibiting, or possessing it.
- 40 Pulling a fire alarm, as a prank, in a building owned or operated by SAISD, when there is no smoke, fire, or danger that requires evacuation.
- 41 Possessing or using fireworks (e.g., smoke bomb, cherry bomb, poppers, etc.), combustibles or other incendiary devices to the extent that prohibited weapons under the Texas Penal Code.
- 42 Repeatedly violating other communicated campus or classroom standards of behavior (including repeated violations of the dress code).
- 43 Selling, attempting to sell, or receiving look-a-like drugs or items attempted to be passed off as drugs or contraband.
- 44 Possessing, smoking, or using tobacco products or paraphernalia.
- 45 Using Mace or pepper spray (in some cases, the use may be classified as an assault and may cause bodily injury – Level III).
- 46 Possessing a laser pointer when not authorized by a teacher for school use (in some cases the use of a laser pointer may be classified as an assault and may cause bodily injury – Level III).
- 47 Engaging in inappropriate, unwelcome verbal, physical or sexual conduct which is disruptive or offensive to another student, District employees or volunteers, or the school environment.
- 48 Intentionally and knowingly making false accusations against teachers, other school employees, volunteers, or other students.
- 49 Engaging in conduct that damages or tampers with the property of another that does not otherwise constitute misdemeanor criminal mischief (vandalism) or graffiti. [See Glossary]
- 50 Engaging in any other conduct that disrupts the school environment or educational process.

LEVEL III – Offenses for AEP Placement

The following actions constitute offenses that shall or may result in placement in an Alternative Education Program (AEP). These offenses are considered to be more serious than the Level II – Serious Offenses listed in this Code. The terms of a placement under this section shall prohibit the student from attending or participating in school-sponsored or school-related activities, including, but not limited to, extracurricular activities. The principal shall suspend a student for these offenses while recommending the student's placement in the AEP.

MANDATORY AEP PLACEMENT: Offenses Requiring Placement in an Alternative Education Program

A. Offenses Occurring on Campus or at School-Related Activities

A student must be placed in an Alternative Education Program if the student commits the following on or within 300 feet of school property, as measured from any point on

the school's real property boundary line, while attending a school-sponsored or school-related activity on or off school property, or as otherwise allowed by law:

CODE OFFENSE

56 Engages in conduct that contains elements of assault causing bodily injury or a terroristic threat [see Glossary for explanation of various threats].

57 Sells, gives or delivers to another person, or possesses, uses or is under the influence of:

a. Marijuana or a controlled substance. b. A dangerous drug.

58 Sells, gives or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses or is under the influence of alcohol.

59 Engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals.

60 Engages in conduct that contains the elements of the offense of public lewdness [see Glossary] or indecent exposure.

61 Engages in conduct that is punishable as a felony. Felony conduct may include, but not be limited to, bomb hoaxes, bomb threats, other false reports, and graffiti [See Glossary].

62 Retaliates against a school employee, when not combined with another offense, either on or off school property.

B. Offenses Occurring off Campus/Not at School-Related Activities

Additionally, a student shall be removed from class and placed in an Alternative Education Program based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

CODE OFFENSE

63 The student receives deferred prosecution under Section 53.03, Family Code, for conduct defined as a felony offense under Title 5 of the Texas Penal Code [See Glossary];

64 A court or jury finds that the student has engaged in delinquent conduct under Section 54.03, Family Code, for conduct defined as a felony offense under Title 5 of the Texas Penal Code; or

65 The Superintendent or the Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense under Title 5 of the Texas Penal Code.

DISCRETIONARY AEP PLACEMENT: Offenses Which May Result in Placement in an Alternative Education Program

A. Offenses Occurring on Campus or at School-Related Activities

A student shall be suspended for the following offenses. Additionally, a student may be placed in an Alternative Education Program if the student commits the following on campus, while attending a school-sponsored or school-related activity on or off campus, or as otherwise allowed by law:

CODE OFFENSE

APPLICATION

66 Possessing a knife with a blade length up to and including 5 ½" – This does not include knives that are classified as prohibited weapons or illegal knives [see Glossary for explanation of knives].

67 Has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

68 Engages in behavior that the principal or designee determines is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

69 Following a previously documented offense (Level II), engages in gang activity, including participation as a member or pledge or soliciting another person to become a pledge or member of a gang. [In some cases it may be punishable as a felony offense – See Glossary]

70 Following a previously documented offense (Level II), engages in a public school fraternity, sorority, or secret society, including participation as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, or secret society.

71 Engages in conduct constituting misdemeanor criminal mischief (vandalism), graffiti not classified as a felony [See Glossary], or otherwise engages in conduct that damages or tampers with the property of another causing substantial inconvenience or pecuniary loss up to and including \$1,499.99.

72 Engages in unruly, disruptive, disrespectful, or abusive conduct

a. at any location on District property (e.g., the cafeteria, auditorium, parking lots); b. at a District-related activity or event; c. or affecting any location or at any location on District property/event on District property, that substantially interferes with the orderly operation of the campus or District-related activity or event, or with the transportation of students on a vehicle owned or operated by the District.

B. Offenses Occurring off Campus/Not at School-Related Activities

Additionally, a student may be placed in an Alternative Education Program if the student commits the following conduct off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

CODE OFFENSE

73 The Superintendent or the Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than those offenses defined in Title 5 of the Texas Penal Code; and the continued presence of the student in the regular classroom threatens the safety of other students or teachers

or will be detrimental to the educational process.

74 Engages in any activity on the way to or from school that would ordinarily be grounds for alternative education placement or expulsion if the activity had occurred on campus; or

75 The student is truant or has left campus without authorization for any portion of the instructional day and the student engages in an activity while off campus that would ordinarily be grounds for alternative education placement or expulsion.

LEVEL IV – Offenses for Expulsion

The following actions constitute offenses that shall or may result in expulsion. These offenses are considered to be more serious than the serious offenses listed in this Code. The principal shall suspend a student for these offenses, and may place a student in in-school suspension, pending a complete investigation and recommendation for expulsion.

MANDATORY EXPULSION: Offenses Requiring Expulsion

A student must be expelled for any of the following offenses if committed on school property, while attending a school-sponsored or school-related activity on or off school property, or as otherwise required by law:

CODE OFFENSE

81 Commits a firearm violation, as defined by federal law [See Glossary].

82 Uses, exhibits, or possesses a firearm under the Texas Penal Code.

83 Uses, exhibits, or possesses an illegal knife, such as a knife with a blade over 5 ½ inches; hand instrument designed to cut or stab another by being thrown (including martial arts throwing star); dagger, including, but not limited to, a dirk, stiletto, and poniard; Bowie knife; sword; or spear. [See Glossary]

84 Uses, exhibits, or possesses a club. [See Glossary]

85 Uses, exhibits, or possesses a prohibited weapon, such as an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer; knuckles; armor-piercing ammunition; a chemical dispensing device; or a zip gun. A switchblade knife is also included in this category [See Glossary].

86 Engages in conduct containing the elements of aggravated assault, sexual assault, or aggravated sexual assault under the Texas Penal Code.

87 Engages in conduct containing the elements of arson under the Texas Penal Code.

88 Engages in conduct containing the elements of murder, capital murder, or criminal attempt to commit murder under the Texas Penal Code.

89 Engages in conduct containing the elements of indecency with a child under the Texas Penal Code.

90 Engages in conduct containing the elements of aggravated kidnapping under the Texas Penal Code.

91 Engages in behavior related to an alcohol or drug offense that could be punishable as a felony.

92 Retaliates against a school employee or volunteer, combined with one of the above-listed offenses, on or off school property or while attending a school-related or school sponsored activity on or off of school property.

**DISCRETIONARY EXPULSION: Offenses Which
May Result in Expulsion**

Additionally, a student may be expelled if a student commits the following while on school property, while attending a school-sponsored or school-related activity on or off school property, or as otherwise allowed by law:

CODE OFFENSE

93 Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of:

a. Marijuana or a controlled substance; b. A dangerous drug.

94 Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of an alcoholic beverage.

95 Engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint under Sections 485.031 through 485.035, Health and Safety Code, or relating to volatile chemicals under Section 484, Health and Safety Code.

96 While placed in an Alternative Education Program for disciplinary reasons, continues to engage in serious or persistent misbehavior that violates this Student Code of Conduct. A student who continues to commit offenses that are listed in Levels I, II, or III in this Code of Conduct while in the AEP may therefore be recommended for expulsion under this paragraph.

97 Engages in conduct that constitutes criminal mischief (vandalism), if such conduct is punishable as a felony (i.e., if the cost of the damage in question is \$1,500 or more).

98 Engages in conduct that contains the elements of assault (intentionally, knowingly, or recklessly causing bodily injury to another) against a District employee or volunteer.

99 Engages in conduct that contains the elements of assault (intentionally, knowingly, or recklessly causing bodily injury to another) against a District employee or volunteer in retaliation for or as a result of the person's employment or association with the District, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property.

**Section III – Consequences of
Inappropriate Conduct
Discipline Management Techniques**

Discipline management techniques are always available when assessing penalties for violations of the Student Code of Conduct, regardless of the offense, except as otherwise required by law. Discipline management techniques may include:

1. Seating changes in the classroom.

- 2.Reassignment to another classroom.
- 3.Counseling by teachers, counselors, special services, or administrative personnel.
- 4.Parent-teacher conferences.
- 5.Cooling-off or time-out.
- 6.Behavioral contracts.
- 7.Participation in peer conflict resolution proceedings.
- 8.Assigned school duties other than class tasks.
- 9.Verbal correction.
- 10.Withdrawal of privileges, including, but not limited to, participation in extracurricular activities and eligibility for seeking or holding honorary positions.
- 11.Sending the student to the office or other assigned areas.
- 12.Detention.
- 13.School-defined and -imposed probation.
- 14.Rewards and incentives.
- 15.Demerits.
- 16.Referral to outside agency or authority, including school-community programs.
- 17.Confiscation of items that disrupt the educational process.
- 18.Grade reductions as permitted by Board Policies.
- 19.Withdrawing or restricting bus privileges.
- 20.In-school suspension.
- 21.Suspension (out-of-school).
- 22.Disciplinary transfer to another campus, to be determined by the Superintendent's designee.
- 23.Removal to an Alternative Education Program.
- 24.Expulsion.
- 25.Each disabled student's Individual Education Plan (IEP)/Individual Accommodation Plan (IAP) shall address the student's specialized needs on discipline, including which of the discipline management techniques can appropriately be used with the student.

Physical Restraint

Any District employee may, within the scope of the employee's duties, use and apply appropriate physical restraint to a student that the employee reasonably believes is necessary in order to:

- 1.Protect a person, including the person using physical restraint, from physical injury.
- 2.Obtain possession of a weapon or other dangerous object.
- 3.Prevent a student from fleeing when fleeing would put the student or others in danger.
- 4.Protect property from serious damage.
- 5.Remove from a specific location a student refusing a lawful command of a school employee, including from a classroom or other school property, in order to restore order or impose disciplinary measures.

(However, an employee is not allowed to use physical restraint as a disciplinary measure; corporal punishment is prohibited)

6. Restrain an irrational student.

General Guidelines for Assessing Discipline

Penalties

When imposing discipline, District personnel shall adhere to the following general guidelines:

1. Discipline shall be administered when necessary to protect students, school employees, or property, maintain essential order and discipline, and to teach students proper conduct.

2. Students shall be treated fairly and equitably.

Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include:

- a. Seriousness of the offense.
- b. Student's age.
- c. Grade level.
- d. Frequency of misconduct.
- e. Student's attitude.
- f. Potential effect of the misconduct on the school environment.
- g. Statutory requirements.
- h. Student's disabling condition, if any.

Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses. Generally, academic sanctions shall not be used as discipline. However, when the disciplinary infraction is academically related, such as cheating or plagiarism, academic sanctions determined by the teacher may be imposed.

Credit During Disciplinary Process

Students shall receive full credit for assignments completed in an Alternative Education Program, including in-school suspension.

Students suspended from school are entitled to make up assignments or tests, regardless of the reason for the suspension. Teachers are to inform students of the time allotted for completion of the work. Students are responsible for obtaining the assignments and completing the work within the time allotted, and students are allowed to make up both class work and homework.

Students who are placed in the Bexar County Juvenile Justice Academy following expulsion are eligible to receive credit for course work completed during the placement. Students with disabilities will receive educational services during expulsion as determined by the Admission, Review, and Dismissal (ARD)/Section 504 committee.

Detention

For infractions of the Code of Conduct or other policies and regulations, teachers may detain students after school hours. Before assigning students to detention, the teacher shall inform the student of the conduct that allegedly constitutes the violation, and the student shall be given an opportunity to explain his or her version of the incident.

When detention is used, notice shall first be given to the student's parent or legal guardian to inform the parent of the reason for the detention and permit arrangements for the necessary transportation of the student. Except in the case of a student who is 18 or older living apart from parents and emancipated minors, the detention shall not begin until the

parent has been notified. The student's parent or guardian, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.

In-School Suspension

Students may be placed in in-school suspension for engaging in any minor or serious offenses as described and set forth in this Student Code of Conduct. Additionally, students may be placed in in-school suspension pending AEP placement or expulsion.

Before placing a student in in-school suspension, the principal or designee shall consider reasonable alternatives, including appropriate discipline management techniques. If the principal or designee determines that in-school suspension is the most appropriate alternative, no other disciplinary action need precede the placement in in-school suspension.

Teacher Removal

A teacher may send a student to the principal's office with appropriate documentation in order to maintain effective discipline in the classroom. The principal or designee shall respond by employing appropriate discipline management techniques consistent with this Student Code of Conduct and local policy.

A teacher may remove from class a student who (1) has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or (2) whose behavior the teacher determines is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the student's classmates to learn.

The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities.

Conference and Review Requirements for Students Removed from Class

Not later than the third class day after the day in which the student is removed from the class by the teacher under Texas Education Code Section 37.002(b) or (d), or by the principal or other appropriate administrator under Texas Education Code Section 37.006, the principal or other appropriate administrator shall schedule a conference among the principal or other appropriate administrator, a parent or guardian of the student, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular classroom pending the conference. Following the conference, and whether or not all requested parties are in attendance after valid attempts to require their attendance, the principal shall order the placement of the student as provided by Texas Education Code Section 37.002 or 37.006, as applicable, for a period consistent with the Student Code of Conduct.

Students with disabilities may not be removed in violation of specific IEP/IAP provisions or for more 10 school days in a school year without ARD/ Section 504 Committee approval.

The principal may not return the student to the classroom of the teacher who removed the student without the teacher's consent unless the Placement Review Committee determines that such placement is the best or only alternative available.

Suspension (Out of School)

Students may be suspended for a period not to exceed three school days for engaging in any minor or serious offenses as described and set forth in this Student Code of Conduct. Additionally, students may be suspended pending AEP placement or expulsion.

APPLICATION

A principal or other appropriate administrator may suspend a student prior to (but not in lieu of) placement in an Alternative Education Program or prior to (but not in lieu of) expulsion, where a student's conduct requires such placement or expulsion.

Before suspending a student, the principal or designee shall consider reasonable alternatives, including appropriate discipline management techniques. If the principal or designee determines that a suspension is the most appropriate alternative, no other disciplinary action need precede the suspension.

Conference with Student

Before suspending a student, the principal or designee shall conduct an informal conference, at which:

1. The student is advised of the conduct with which he or she is charged.
2. The student is given the opportunity to explain his or her version of the incident.

Notice to Parents

A student's parent shall be notified by telephone or other appropriate means, as soon as reasonably practicable, of a suspension. Parents of students who have been suspended shall be advised that it is their responsibility to provide adequate supervision for the student during the period of suspension. Furthermore, the student is not allowed on the home campus or any other school campus or at any school-related activity during the period of suspension. If a student violates this prohibition, the student can be charged with illegal trespass, a Class C Misdemeanor.

Placement of Students with Disabilities

The placement of a student with a disability may only be made following a manifestation determination review ARD/Section 504 meeting which determines that the misconduct was not related to the student's disability. A student with a disability who receives special education services may not be placed in Alternative Education Programs solely for educational purposes if the student has not also committed one of the offenses warranting placement in the Alternative Education Program. [Texas Education Code Section 37.004]

Emergency Placement in an Alternative Education Program The principal or the principal's designee may order the immediate placement of a student in the Alternative Education Program if the principal or the principal's designee reasonably believes the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.

At the time of the emergency placement, the student shall be given oral notice of the reason for the action. Within a reasonable time after the emergency placement, the student shall be accorded the appropriate due process. Students with disabilities are subject to applicable federal and state law regarding the term of a student's emergency placement.

Hearing

Following an initial determination by the principal or investigating administrator that a student has committed an offense that requires or allows placement in an AEP, a hearing will be scheduled with a District hearing officer who shall determine whether placement is warranted. If the School District makes a good faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the District may hold the hearing, regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

Duration of Placement in an Alternative Education Program The duration of a student's placement in the Alternative Education Program shall be determined by the District

hearing officer, and that decision shall be final, unless the duration of the placement is to extend beyond the end of the next grading period.

If the student's placement is to extend beyond the end of the next grading period, the student or the student's parent or guardian is entitled to participate in a proceeding before the Board of Trustees or the Board's designee. Any decision of the Board or the Board's designee is final and may not be appealed.

Before the District may place a student in an Alternative Education Program for a period that extends beyond the end of the school year, the Board or Board's designee must determine that:

1. The student's presence in the regular classroom or at the student's regular campus presents a danger of physical harm to the student or to another individual;
or
2. The student has engaged in serious or persistent misbehavior that violates this Student Code of Conduct.

Review of Student's Status in an Alternative Education Program (for Students Placed in an Alternative Education Program for 120 Days or More) A student placed in an Alternative Education Program shall be provided a review of the student's status, including a review of the student's academic status, by the Board's designee at intervals not to exceed 120 days. In the case of a high school student, the Board's designee, with the student's parent or guardian, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The District is not required under this subsection to provide, in the District's Alternative Education Program, a course not specified under Section 37.008(a) of the Texas Education Code. At the review, the student or parent or guardian must be given an opportunity to present arguments for the student's return to the regular classroom or campus.

Expulsion

Expulsion of Students under 10 Years of Age No student under the age of 10 shall be expelled by the District EXCEPT in the case of a student who brings a firearm to school pursuant to Section 37.007(e) of the Texas Education Code. The District shall provide educational services to an expelled student in an Alternative Education Program if the student is younger than 10 years of age on the date of expulsion.

Firearm Violations

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by Federal law, to school. However, the Superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis. The District may provide services to an expelled student who is older than ten years of age in an Alternative Education Program.

Expelled Transfer Students

If an expelled student from another school district enrolls in, the Board of Trustees of the district that expelled the student shall provide to, at the same time other records of the student are provided, a copy of the expulsion order and the referral to the authorized officer of the Juvenile Court. The district will continue the expulsion under the terms of the order, may place the student in an Alternative Education Program for the period specified by the expulsion order, or may allow the student to attend regular classes without completing the period of expulsion.

Emergency Expulsion

A principal or the principal's designee may order the immediate expulsion of a student if the principal or the principal's designee reasonably believes that action is necessary to protect persons or property from imminent harm.

APPLICATION

At the time of the emergency expulsion, the student shall be given oral notice of the reason for that action. Within a reasonable time after the emergency expulsion, the student shall be accorded the appropriate due process. Students with disabilities are subject to applicable federal and state law regarding the term of a student's emergency expulsion.

Expulsion of Special Education Students

A student with a disability may be expelled for engaging in conduct that would warrant such action for a student without a disability only if a manifestation determination review ARD (Admissions, Review, and Dismissal) committee determines that the misconduct was not related to the student's disability.

In determining whether a student's misconduct was related to a student's disability, the ARD committee shall consider current evaluation/observations of the child and determine that the student's IEP and placement were appropriate; special education services were provided consistent with the student's IEP and placement; and the student's disability did not impair the ability of the student to understand and control the behavior subject to expulsion.

If the ARD committee determines that the behavior of the student was not a manifestation of the student's disability, the student may be expelled but must be provided a free appropriate public education. The ARD committee shall determine the services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the student's IEP goals during the time of expulsion.

If the ARD Committee determines that the student's misconduct was related to the disability, the student shall not be expelled. If the ARD committee determines that the student's placement and/or IEP are inappropriate, the misconduct must be considered a manifestation of the student's disability and the student must not be expelled. The ARD committee may propose changes in the student's placement (other than expulsion), and/or changes in the student's IEP, including the student's behavioral intervention plan as appropriate.

Expulsion of Section 504 Students

A student who is disabled according to Section 504 shall not be expelled unless the Section 504 committee first determines that the student's misbehavior was not a manifestation of the student's disability. The Section 504 committee must review current evaluation data and the student's current placement. If the Section 504 committee determines that the student's misconduct was not a manifestation of the student's disability, the student may be expelled. However, if the Section 504 committee determines that the student's misconduct was related to the student's disability, the student must not be expelled.

All Students: Representation During the Expulsion Hearing At a hearing on expulsion, the student may be represented by the student's parent or guardian or another adult who can provide guidance to the student. The student and student's representative shall be notified in writing of the date, time, and place of the expulsion hearing prior to the hearing.

If the student has been removed under the emergency expulsion provision pending the expulsion hearing, the District shall obtain the parent's written agreement if the student will be excluded from the school setting for more than ten consecutive school days before the hearing is conducted. If the parent's agreement cannot be obtained, the District shall return the student to school or ensure that the expulsion hearing is timely conducted so that the student is not excluded from school for more than ten consecutive days without an opportunity for a due process hearing.

Due Process

Before a student is expelled, the Board or its designee shall provide the student an opportunity for a hearing at which the student is afforded due process, which shall include the following:

1. Prior notice of the charges and the proposed sanctions

- so as to afford a reasonable opportunity for preparation.
2. Right to a full and fair hearing before the Board or its designee.
 3. Right to an adult representative or legal counsel.
 4. Opportunity to testify and present evidence and witnesses in his or her defense.
 5. Opportunity to examine the evidence presented by the school administration and question the administration's witnesses.

If the School District makes a good faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the District may hold the hearing, regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

The notice shall be in writing and shall advise of the nature of the evidence to be used against the student. The District may rely on the hearsay evidence of school administrators who investigate discipline infractions. The decision shall be based exclusively on evidence presented at the hearing. The final decision shall be communicated promptly to the student and parent.

If the Board's designee conducts the hearing, a tape recording or transcript of the proceeding shall be made for the Board's review on appeal, in the event the matter is appealed to the Board.

Placement in a Juvenile Justice Alternative Education Program Students who are expelled are referred for enrollment in the Bexar County Juvenile Justice Academy, the school for expelled students.

Section IV - Searches, Questioning of Students, and Police Intervention

Searches

Students shall have a diminished expectation of privacy while under the jurisdiction of the District. School administrators may search a student's outer clothing, pockets, or property by establishing reasonable suspicion or securing the student's voluntary consent. Vehicles on school property are also subject to search.

Areas such as lockers, which are owned by the District and jointly controlled by the District and student, may be searched, and school administrators may routinely conduct blanket locker searches. Students shall not place, keep, or maintain any article or material in school-owned lockers that is forbidden by this Student Code of Conduct, District policy, or municipal, state, or federal laws that would lead school officials to reasonably believe that it would cause a substantial disruption on school property or at a school-sponsored function.

Students are responsible for any prohibited items found in their possession, in their lockers, or in vehicles parked on school property, and shall be subject to appropriate school disciplinary action in accordance with this Student Code of Conduct and/or prosecution.

Random Drug Searches

In order to ensure a drug-free learning environment, the District conducts random drug searches of the school facilities. During these random drug searches, lockers, hallways, unoccupied classrooms, grounds, vehicles, etc. are subject to drug checks by trained dogs at any time. If a dog alerts to a locker, a vehicle, or an item in a classroom, that locker, vehicle, or item may be searched by school officials.

Questioning of Students

Students are expected to cooperate with administrative staff in the investigation of disciplinary cases and to volunteer information within the students' knowledge relating to violations of the Student Code of Conduct. Administrators, teachers, and other professional personnel have the right to question students regarding their conduct or the conduct of

others. Students may be requested to submit a written statement describing their knowledge of an incident.

Police Questioning of Students or Taking Students into Custody

Law enforcement officers or other lawful authorities have the authority to question or interview a student at school. Law enforcement officers also have the authority to arrest or take a student into custody at school.

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

Following an investigation conducted by the appropriate administrative staff discipline will be administered in compliance with the code of conduct violation, and the campus discipline management plan complying with Texas Education Code, Chapter 37. SEE ALSO ABOVE CODE

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

Mandatory Attendance is an essential part of student success. Therefore, attendance is part of the code of conduct presented to student and parents during the first week of school.

ATTENDANCE AND ABSENCE POLICY

MAKE-UP WORK

Make-up assignments or tests shall be made available to students after any absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the student shall be responsible for finding out about the assignments and for satisfactorily making up the work within the allotted time.

ATTENDANCE COMMITTEES

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092. The Superintendent or designee shall make the specific appointments in accordance with legal requirements.

UNEXCUSED ABSENCES

Students who have lost credit because of unexcused absences may regain credit by fulfilling the requirements established by the attendance committee.

EXTENUATING CIRCUMSTANCES

The Board has established the following as extenuating circumstances:

1. Board-approved extracurricular activity or public performance subject to limitations in the preceding section.
2. Required screening, diagnosis, and treatment for Medicaid-eligible students.
3. Documented health care appointment, if the student begins classes or returns to school on the same day as the appointment.

APPLICATION

4. Temporary absence resulting from any cause acceptable to the teacher principal, or Superintendent.
5. Juvenile court proceeding documented by a probation officer.
6. Absence required by state or local welfare authorities.
7. Family emergency or unforeseen or unavoidable instance requiring immediate attention.
8. Approved college visitation. Absences for which the student has shown extenuating circumstances and completed routine make-up work shall be considered as days of attendance for computing the required percentage of attendance.

PERSONAL ILLNESS

When a student's absence for personal illness exceeds five consecutive days, the student shall present a statement from a physician or health clinic verifying the illness or other condition requiring the student's extended absence from school. The attendance committee may, if the student has established a questionable pattern of absences, also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

ATTENDANCE FOR CREDIT

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered. When a student's attendance drops below 90 percent of the days the class is offered, the student, parent, or representative may request award of credit by submitting a written petition to the appropriate attendance committee. The attendance committee shall review the student's entire attendance record and the reasons for absences, and shall determine whether to award credit. Petitions for credit may be filed at any time the student receives notice, but in any event no later than 30 days after the last day of classes. The attendance committee may review the records of all students whose attendance drops below 90 percent of the days the class is offered, whether or not a petition is filed.

IMPOSING CONDITIONS FOR AWARDING CREDIT

For absences evaluated by the attendance committee, the committee may impose conditions on the receipt of credit, such as requiring the student to:

1. Complete additional assignments, as specified by the committee.
2. Satisfy time-on-task requirements before and/or after school.
3. Attend tutorial sessions as scheduled.
4. Attend Saturday classes.
5. Maintain the attendance standards for the rest of the semester.
6. Take an examination to earn credit in accordance with school policy.

In all cases, the student must also earn a passing grade in order to receive credit.

APPEALS

The attendance committee's decision may be appealed by submitting a written request to the Superintendent. Appeals shall be handled as provided by the student complaint policies.

WITHDRAWAL FOR NONATTENDANCE

The District may initiate withdrawal of a student for nonattendance under the following conditions:

1. The student has been absent 20 consecutive school days.

2.Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

6. **Business Plan (Reviewed by Agency)**

Financial Management

Describe sources and projected amounts of start-up funding.

Several sources of charter start up monies will be utilized. Currently 1.6million in grant applications in both private and non-profit institutional monies are being sought. Additionally the foundation will seek loans from both the state and local charter foundations.

Provide supporting letters of credit and documentation verifying private sources of funds.

(See ATTACHMENT 18.)

Develop a preliminary startup budget, covering only the planning and capital expenses necessary before school opening

(See ATTACHMENT 19)

Present a three (3)-year budget covering all projected sources of revenue, both public and private, and planned expenses

(See ATTACHMENT 20)

(BUDGETS MUST BE COMPLETED ON STATE-PROVIDED TEMPLATE IN APPENDIX VI and found at <http://www.tea.state.tx.us/school.finance/audit/budgetcs.xls>.) **NOTE: The estimate of State Aid (ESA) for budget purposes should be based on Average Daily Attendance (ADA). ADA is equal to average daily enrollment multiplied by the percent of attendance. $ESA=ADA \times \$4000$. A realistic estimate for rate of attendance for at risk students would 85%. To assist applicants in preparing a budget, a**

chart of accounts is available on the TEA website at:
<http://www.tea.state.tx.us/school.finance/index.html#audit>

Present a three-year cash flow projection showing monthly cash in flows from all sources by month, including loans and all monthly cash outgoes for all purposes, including loans. Discuss the school's projected revenues and expenditures identified in the cash-flow projection.

(See ATTACHMENT 21)

Discuss any fundraising efforts to generate capital or to supplement the per pupil allocations (ADA) that are planned.

Primarily the foundation is seeking grants through applications to private, as well as non-profit groups. The charter also intends to generate money through donation drives, business partnerships, adopt a class programs, and product sales. A copy of grant and funds request letter is part of attachment 18.

APPLICATION

Discuss the ways that the school will address anticipated growth in the areas of personnel, facility, and equipment expenditures.

The foundation is developing a strategic plan to meet and address growth projections over the first three years. Initially, the district will provide teaching staff to meet the needs of 346 students across 5 grades. Each year the plan is to add a grade level and appropriate number of teachers to maintain the desired ratio.

Facility and equipment growth for the maximum enrollment is already addressed through the purchase of a facility large enough to meet those maximum needs. Any future expansion will be addressed in a strategic planning developed over the course of the first year with the SBDM committee and administration.

Provide a copy of the current and/or proposed business procedures handbook (ATTACHMENT 22) the school will be using, describe the policies, procedures, and forms for the daily business operation. Discuss the way that the school will address any unanticipated expenditures or loss of revenue and any negative net asset balances.

A copy of the proposed business procedures handbook is attached.

(See ATTACHMENT 22)

The business department will utilize GASB 34 accounting methods, records management on the business side utilizing the RSCCC computerized management system, and maintain backups of all these records. All daily business forms used require at list to signatures for accounts receivable and payable.

Regular state aid calculations will be standard operating procedures. Every month, estimates will be conducted on state aid coupled with a review of grant and other funds received and on hand. A desk audit of expenditures will follow and budget allocations will be adjusted based on the most current expectations of funds. A fund balance will be maintained to address unanticipated expenditures or loss of revenue. If a loss of revenue continues, a reduction in expenditures may be made. Personnel costs will need to be adjusted with a reduction in staff to match student enrollment. The foundation believes that a fund balance, coupled with regular monitoring of financial resources, state aid, and desk audits of expenditures will maintain the financial viability of the charter and the foundation.

Provide a copy of the current or proposed monthly budget status report (ATTACHMENT 23) to the board of directors that will be used.

See ATTACHMENT 23)

APPLICATION

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

The charter will utilize the services of Education Service Center, Region 20's RSCCC student and business management systems to ensure accurate, timely, and compatible submissions to the Texas Education System. We will follow accounting procedures that follow GASB 34 principles. To this in, administrators and data management clerks will receive training related to these issues through ESC Region 20. The RSCCC system has full capacity to maintain and manage the accounting, payroll, and PEIMS needs. Currently, the system is being utilized in a number of school districts across the state for a number of years.

Facility Management

Description of and address for the physical facility.

Excellent Church/School facility in north central San Antonio. Auditorium is 14,981 sq. ft. and seats 600, Education wing (church) is 13,000 sq. ft., Gymnasium is 11,200 sq. ft., is air conditioned and has locker rooms and classrooms. School consists of a 5,551 sq. ft. Pre-school building and 13 other buildings of assorted sizes all connected by walk ways. Kitchen facilities are available , as well as a playground and baseball field.

Explain why this site would be a suitable facility for the proposed school. Address the necessity of renovation to the facility and compliance with applicable building codes. Describe the services of the facility including heating, ventilation, and lighting, sanitary conditions and water supply. Describe how all federal, state, and local safety and health requirements will be met.

The site represents a perfect fit for an educational facility, due to it's former use as a private school and church with additional meeting rooms. The building are in well maintained condition and the school facilities have met federal and state early childhood requirements for preschools. The current occupants operate a school the is nationally accredited complying with applicable building codes. No renovation is necessary and the current tenants move out meets the charter's opening date requirements.

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

A prewired computer lab, kitchen, playground, baseball field, and 600 capacity auditorium already are in place. Additionally, the Gymnasium is 11,200 sq. ft., is air conditioned and has locker rooms and classrooms. School consists of a 5,551 sq. ft. Pre-school building and 13 other buildings of assorted

sizes all connected by walk ways. The buildings are ADA compliant and exceed all other charter school facilities in the area.

APPLICATION

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

The foundation is currently seeking grant and loan monies for the purchase of the property. The property is owned by a church that has outgrown the facility and is willing to bargain, since they will need to occupy the facility until the completion of their new property approximately 18 months from now.

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

(See ATTACHMENT 24)

Student Attendance Accounting

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

Attendance accounting procedures will follow established policies for in TEA's Attendance Procedures Guidelines. Attendance will be taken at 10am every school morning. The student management portion of the RSCCC system, or another TEA compliant system will be utilized to maintain PEIMS records for submission to TEA.

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

(See ATTACHMENT 25) The school's operational hours will encompass a standard seven hour day. Start time will be around 8am and end around 3pm. Allowance for lunch and PE, along with parental needs may adjust the start times and ending times. Before school and afterschool programs may extend these times as well. Teacher/Student contact hours will include no less than 6.5 to 7 hours of standard instruction and additional hours through special programs.

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

(See ATTACHMENT 26) The policy will be implemented based on the attached requirements. Any students applying under the PEG grant will be admitted based on a space available basis.

Transportation and Food Service

APPLICATION

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

Students requiring transportation, as stated in their IEP will be transported to school by school bus or van. In cases where transportation is unavailable and required through IEP, individual agreements with the parents of the student will be made for the transportation and/or reimbursement for transportation of that student.

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

Lunch and breakfast services will be provided by our kitchen facilities, contracted services, and/or private businesses. The charter will distribute free/reduced lunch application forms to all families to determine eligibility for these services. Then the charter will provide breakfast/lunch services for qualified children. These services will also be available to the rest of the student body.

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

Geographic Boundaries

Describe the geographic area to be served by the school. Include a map showing boundaries clearly marked. Include a written description that clearly explains the area to be served. NOTE: This description must be specific and definite. For example, descriptions such as "southwest portion of the city" or "the greater metropolitan area" are insufficient. Acceptable definitions include those identifying the area in terms of city or county limits, street names, and boundaries of school districts or zip codes.

(See ATTACHMENT 27)

The geographic area served will include Bexar County limits as the attendance boundaries.

Provide a list of all districts within the geographical area that may be affected by the charter school, including those districts from which the charter school will accept transfers.

The districts most likely to be affected by the charter are the Northeast Independent School District, San Antonio Independent School District, Judson Independent School District, Alamo Heights Independent School District, and Northside Independent School District.

Statements of Impact

The sponsoring entity must send a copy of the form in Appendix IV, *Statement of Impact*, to the superintendents of all school districts that are likely to be affected by the establishment of the charter school, including those districts from which the charter school will accept transfers. The purpose of the form is to document any adverse impact on the affected district or any potential enrollment shift that may impede a district's ability to comply with a court order affecting the district. The form must be sent to all districts in the geographic area from which the school will draw students. *A copy of the charter school application and a letter from the sponsoring entity must accompany the form, requesting the superintendent of the affected district to submit the signed and completed form to the Texas Education Agency. (A sample letter is also included in Appendix IV of this document.)*

The *Statement of Impact* form and the completed application (excluding only ATTACHMENT 28) should be sent to all affected districts no later than the date the application is submitted to TEA.

The charter school application must include a list of the districts to which a *Statement of Impact* form and application were sent. Submit with your application a copy of the return receipt from the post office showing the date the forms were sent to the districts.

(See ATTACHMENT 28) The Statement of Impact and completed application was mailed to the superintendents offices in the following districts: Northside, North East, Judson, Alamo Heights, San Antonio, Harlandale, Southwest, Southside, South San, East Central, Ft Sam Houston, Randolph, Lackland, and Edgewood ISDs.

APPLICATION

**Application Sections to be Scored
By
Review Committee**

8. Statement of Need (Scored by Review Committee)

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

The northern area of San Antonio is generally thought of as an exclusively wealthy residential population. However, the districts in this region of San Antonio actual have a growing economically disadvantaged population. North East has a economically disadvantaged population of over 35% and an All Tests taken TAAS pass rate of 74% for E.C. students and 73% & 78% for African Americans and Hispanic students respectively (TEA, Snapshots 1999 & 2000 AEIS). Judson has an E.C. population of more than 37% and an All Tests taken TAAS pass rate of 68% with only 70% of African Americans and 72% of Hispanic students passing all sections of the TAAS (TEA, Snapshots 1999 & 2000 AEIS). The San Antonio district has an even greater challenge. The Lighthouse charter will meet these challenges through a research base curriculum. The foundation recognizes the importance of early literacy. Research has shown that children who can't read on grade level at the 3rd grade have a greater list of dropping out of school. It is the foundation's focus to address these challenges through an innovative approach. Lighthouse's commitment to an experienced based curriculum, early literacy focus (combining phonics and whole language programs), and Site Based design & development process lend itself well to adjustment and responsiveness to the needs of parents and students. The lack or a large beauracratc structure, coupled with a research based curriculum and responsive SBDM governance structure will assure success for all the students. This design can only exist in small parts within a traditional public school structure. The lack of sufficient charter and alternative school option in the northern region of San Antonio would be addressed with the foundation's charter.

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

The charter model provides another vehicle for providing opportunities for success with at risk children. Lighthouse's commitment to an experienced based curriculum, early literacy focus (combining phonics and whole language programs), and Site Based design & development process lend itself well to adjustment and responsiveness to the needs of parents and students. The lack or a large beauracratc structure, coupled with a research based curriculum and responsive SBDM governance structure will assure success for all the students. This design can only exist in small parts within a traditional public school structure.

9. Vision of the School (Scored by Review Committee)

Describe the long-range vision of the school specifically addressing how that vision supports student learning of the Texas Essential Knowledge and Skills.

APPLICATION

The following is an executive summary of the beginnings of our charter's Site-Based Decision Making Team Charge. It would be unfair and wholly unrealistic to plan a long range vision and TEKS plan without the inclusion of an SBDM team and the specific needs of individual students. This would violate the foundation's commitment to an SBDM model and a focus on stakeholders and student *individual needs for success*.

The mission of the Lighthouse Charter School is to develop learners who are competent, confident, productive and responsible young adults, who possess the habits, skills, and attitudes needed to succeed in high school, post-secondary education and obtain satisfying employment. This mission seeks to develop an educated citizenry for the 21st Century, characterized by such traits as curiosity, lifelong learning, creativity, facility with technology, and the ability to communicate across disciplines, using a variety of media.

The Charter document represents our promises to the community of Bexar county and the outside world. The Vision document represents our even-more-ambitious promises to ourselves. This Plan *provides a bridge between these aggressive goals and dreams, and the year-to-year, day-to-day, steps necessary to achieve them*. This is intended as a living document--not a rigid prescription but a starting point for action and revision--which should be updated every year, to reflect both new realities and expanded insights.

One aspect of our Vision which is not addressed by this Plan is our firm belief in the need for an elementary & middle school program which reflects the values and educational philosophies embodied in our K-8 program. Much of our planning has been driven by inevitable financial pressures. Working backwards from state funding levels and other revenues, one is forced to the realization that there is a "critical mass" enrollment to ensure that this kind of a program can be run self-sufficiently. For expository purposes, however, it is more understandable to begin, as we have here, with enrollment, with financial results and projections following as logical conclusions toward the end of the document. The remainder of our planning document will describe:

- our plans for enrollment;
- the facilities required to support that enrollment;
- the level and types of staffing required;
- the nature and content of our curriculum;
- how we will assess individual students and overall academic achievement;
- the contributions of our unique Educare program;
- the integral role of community volunteers;
- our approach to technology integration;

the manner in which we govern ourselves; and
financial projections showing that our plan is fiscally responsible.

And the all important student success elements that are the central focus of any useful and necessary charter effort.

In succinct terms, describe the educational philosophy or pedagogy of the proposed school.

Philosophy of Education

A child's education is the product of a caring effective team. It is only through the development of a partnership between parents, teachers, students, staff, community, & business, that all students can obtain success. These partners in education must possess a caring attitude in order to meet the demands of educating our county's most important resource. A caring educator is primarily concerned with the creation of a responsible, moral, independent learner who is able to take an active role in the home, community, church, and state. The educational team assures that every student is prepared to excel in their role by providing a concerted effort to all of their academic, social, and physical needs. Each team member is essential in the process. They possess a variety of skills and perspectives, which benefit student's success.

Philosophy of Leadership

An educational leader's role is both situational and multifaceted. In a democratic society, it must be recognized that involving all stakeholders in the decision-making process energizes the educational community, focuses the educational teams effort, involves people, creates a positive climate, provides better solutions, improves communication, and enhances student success. This is why I am an advocate for site based decision making (SBDM) and democratic leadership. However, not all situations are effectively handled through the SBDM process. In times of concern for safety or security, a leader must take decisive action that insures student's health and welfare. An educational leader must ensure the student-centered focus of a campus and district, while empowered all members of the educational team.

Discuss the educational innovations that will distinguish this school from other schools.

Lighthouse charter will be an early literacy based instructional school with a whole language and phonics approach. The school will combine this approach with another research based approach utilizing an experience based experimental model (discovery method) that ties learning with

APPLICATION

instructional goals contained within the TEKS based curriculum. The program will seek to expand basic educational goals of the state curriculum model with experimental/"real life" ties to learning in order to promote higher order thinking skills.

10. Student Goals: Improvement and Attainment (Scored by Review Committee)

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

See Needs Assessment with 5 year goals and 1-2 year Objectives in TAAS and TEKS related issues listed below in the document entitled Lighthouse Charter School Needs Assessment 2001. This is the beginning of a living document, known as the campus and district improvement plans. A more complete document will address these and other goals with stakeholder input through a site based decision making process.

What are the measurable school performance objectives for each goal listed above?

The charter's central focus and academic goals will revolve around early literacy development. The TEKS curriculum will be the base for curricular enhancement. See document below for objectives that follow the goals below.

Lighthouse Charter School Needs Assessment 2001

Lighthouse Charter School District Educational Improvement Committee (DEIC) conducted an extensive needs assessment by examination of data including attendance records, AEIS longitudinal reports, Campus Report cards, drop-out rates, special population groups, and special education reports of the surrounding district's data. Through the course of deliberations, the DEIC also integrated anecdotal evidence within the needs assessment process.

As a result of the extensive needs assessment, the committee identified the following areas to be addressed:

- Formal Communication and Parental/Community Involvement
- Economically Disadvantaged as a target population group focusing on students not meeting full potential
- Primary Literacy Foundational Development for K-2

- Drop-out prevention/Accelerated Education
- Safe and Drug Free Schools/Violence Prevention & Intervention
- Improving Attendance
- Student needs in Special Programs: ESL, Special Education, Gifted and Talented, Dyslexia
- Equity representation issues
- Career/Higher Education
- Professional Development
- Integration of Technology

In conclusion, the DEIC has formulated the following district goals:

DISTRICT GOAL #1: BY 2006-2007, AT LEAST 90% OF 3RD-8TH AND 10TH GRADE STUDENTS IN EACH POPULATION (ALL STUDENTS, HISPANIC, WHITE, AND ECONOMICALLY DISADVANTAGED) TAKING THE TAAS READING, WRITING, AND MATH TESTS WILL MEET OR EXCEED MINIMUM EXPECTATIONS.

DISTRICT OBJECTIVE: BY SPRING 2004, ALL STUDENTS AND SUB GROUPS WILL IMPROVE PERFORMANCE BY AT LEAST ONE HALF OF THE PERCENTAGE POINTS NEEDED TO ATTAIN AT LEAST 90% MASTERY ON THE 2001 TAAS READING TEST.

DISTRICT OBJECTIVE: BY SPRING 2004, ALL STUDENTS, INCLUDING ALL SUBGROUPS, WILL INCREASE READING TAAS PERFORMANCE BY AT LEAST ONE HALF THE PERCENTAGE POINTS NEEDED TO ATTAIN 90% MASTERY ON THE 2001 TAAS READING TEST.

DISTRICT OBJECTIVE: BY SPRING 2004, ALL STUDENTS, INCLUDING ALL SUBGROUPS, WILL INCREASE READING TAAS PERFORMANCE BY AT LEAST ONE HALF THE PERCENTAGE POINTS NEEDED TO ATTAIN 90% MASTERY ON THE 2001 TAAS READING TEST.

DISTRICT OBJECTIVE: BY SPRING 2004, ALL STUDENTS, INCLUDING ALL SUBGROUPS, WILL INCREASE READING TAAS PERFORMANCE BY AT LEAST ONE HALF THE PERCENTAGE POINTS NEEDED TO ATTAIN 90% MASTERY ON THE 2001 TAAS WRITING TEST

DISTRICT GOAL #2: BY 2006-2007, SPECIAL POPULATION GROUPS WILL BE EQUITABLY REPRESENTED ACROSS ALL DISTRICT PROGRAMS.

DISTRICT OBJECTIVE: REPRESENTATION OF SPECIAL POPULATION GROUPS WILL INCREASE IN EQUITY DURING THE 1999-2000 SCHOOL YEAR.

DISTRICT GOAL #3: ALL STUDENTS WILL BE PROVIDED WITH A SAFE AND DRUG FREE ENVIRONMENT.

DISTRICT OBJECTIVE: BY THE YEAR 1999-2000, PROGRAMS WILL BE DEVELOPED AND IMPLEMENTED TO PROVIDE FOR A SAFE AND DRUG FREE SCHOOL.

DISTRICT GOAL #4: DISTRICT EFFECTIVENESS WILL BE ENHANCED BY PARENTAL/COMMUNITY AWARENESS AND INVOLVEMENT THROUGH FORMAL AND INFORMAL COMMUNICATIONS.

DISTRICT OBJECTIVE: TWO WAY COMMUNICATION WILL BE IMPROVED THROUGH UTILIZATION OF VARIOUS MEDIUMS.

DISTRICT GOAL #5: BY THE SCHOOL YEAR 2006-2007, THE ATTENDANCE RATE WILL MEET OR EXCEED 97%.

APPLICATION

DISTRICT OBJECTIVE: BY THE YEAR 2003, THE ATTENDANCE RATE WILL IMPROVE BY AT LEAST ONE HALF OF THE PERCENTAGE POINTS NEEDED TO ATTAIN AT LEAST 97% BY 2004.

DISTRICT GOAL #6: BY 2006-2007 INTERGRATION OF TECHNOLOGY WILL BE IMPLEMENTED IN ALL ACADEMIC AREAS.

DISTRICT OBJECTIVE: TO INTERGRATE AND EXPAND STAFF DEVELOPMENT.

DISTRICT GOAL #7: ALL SECONDARY STUDENTS, TEACHERS, COUNSELORS, AND THOSE STUDENTS PARENTS WILL BE PROVIDED INFORMATION ABOUT **POST SECONDARY SCHOOL OPPORTUNITIES** AND ELEMENTARY STUDENTS WILL BE MADE AWARE OF THESE OPPORTUNITIES.

DISTRICT OBJECTIVE: DURING THE 2002-2003 SCHOOL YEAR, PROGRAMS WILL BE DEVELOPED AND PROVIDED TO ALLOW STUDENTS TO INVESTIGATE HIGHER EDUCATION AND CAREER OPPORTUNITIES.

Clearly state how progress will be measured relative to each of these objectives. Name assessment instruments to be used.

Benchmark tests will be conducted every six weeks to determine progress towards TEKS and TAAS objectives. Student pass rates, attendance rates, parental involvement logs, standardized and criterion reference tests results, and other appropriate measures will be used to gauge success. The District and Campus Improvement Plans will spell out the goals, strategies, person responsible, timelines, resources, and evaluation measures to gauge the success of students and programs. Actual program plans and staff development calendars will also serve as evaluation measures. A SBDM process will produce a DIP and CIP annually to address student needs and serve as a living document for school improvement.

Clearly state when and how annual progress in meeting objectives will be reported to the SBOE, agency, and the public.

The charter school and district will hold an annual meeting to share the AEIS report card with the parents, staff, and community. In addition, the SBDM will meet regularly to summatively and formatively assess progress towards goals. The committee will modify strategies and develop and implement programs to meet these goals. In the event that programs are not meeting the goals intended, the committee may decide to modify or replace programs. Goals will be reevaluated at least annually and formatively and adjusted according to results. Annually, the agency and SBOE will receive a copy of the DIP and CIP. Assessment measures will be sent as well to show progress.

11. School Goals (Scored by Review Committee)

Describe the goals of the school as an entity for the next five years. (growth, facilities development, etc.)

APPLICATION

Goal One : By 2006-2007, Financially, the district will begin building a fund balance equal to at least 10 % of yearly operating expenses. This will ensure the school's ability to smoothly function despite fluctuations in financing.

Goal Two: The major goals for the school as an entity will be the expansion of the school to encompass grades PK through 6th by 2006-2007. Initially, the school will open with 346 students in year one with grades PK-3. This number will expand yearly with the addition of a grade level per year.

Goal Three: The district will grow in enrollment to a maximum enrollment of 600 students by 2006-2007, Facilities will be in the process of purchase, and an expansion of extra and co-curricular activities will be underway. Initially, the school will open with 346 students in year one with grades PK-3. This number will expand yearly with the addition of a grade level per year.

Goal Four: By 2002-2003, The district will achieve a high level of institutional accountability (in addition to academic accountability goals set forth above).

Goal Five: By 2006-2007, Student attendance will exceed 96%.

List measurable performance objectives for each goal listed above.

Objective One: The district will build a fund balance equal to 10% of the district's yearly operating budget by 2007.

Objective Two: The district will expand to a maximum enrolment of 600 students by 2007.

Objective Three: The district will expand grade levels served to include up to the 6th grades by 2007.

Objective Four: By 2002-2003, The district will provide 100% of required accountability reporting to appropriate agencies on time. How will progress be measured relative to this objective? The school's Controller will identify any non-compliance or failure to meet this objective and report same to its Board of Directors. Timeline for reporting progress on this objective - Reporting to the Board of Directors will occur at the following Board of Directors' meeting.

Objective Five: By 2002-2003, School attendance will exceed 87% for at risk students.

Clearly state how progress will be measured relative to each of these objectives. Name assessment instruments to be used.

Measurements for the preceding goals include enrollment numbers, annual budget fund balance numbers, grade level offerings, and campus/district improvement plan objectives.

Clearly state when and how annual progress in meeting objectives will be reported to the SBOE, agency, and the public.

APPLICATION

Annual progress will be reported to the public through a yearly meeting following receipt of the Campus and district report cards. Copies of the report cards and District and campus plans will be shared annually with the SBOC and the Texas Education Agency. Objectives within the plan will then be revised to address performance results and the entire planning process will begin again.

12. Educational Plan (Scored by Review Committee)

Describe the educational program planned for the school. Indicate clearly how these areas will be strengthened over time.

Tell how the program will incorporate the required minimum curriculum as provided by Section 28.002, Texas Education Code. Describe the scope and sequence of the curriculum as delivered by the charter school with particular attention to the core curriculum, i.e., reading, mathematics, science and social studies.

The district curriculum will utilize the TEKS as the basis for curriculum implementation, following the scope and sequence developed by the state. To further challenge Lighthouse students, a K-6 vertical alignment will be done of the TEKS curriculum in conjunction with supplemental materials adopted to address student needs. The TEKS for Leaders approach will be utilized to accomplish this alignment with particular attention devoted to the transitions between grades. Grade levels will meet, as a campus team, then with the grades below and then above to ensure all objectives are addressed in the curriculum. Reading will be addressed through a combined Phonics/Whole language program. Science, Math, and social studies will be addressed both within the reading lessons and through a lab/discovery environment. The purpose of these is to promote higher order thinking skills. Technology will be utilized as a skill to discover the other subjects. Thematic Units similar to Gifted and Talented units will be utilized in all classrooms for all students.

The educational program to be offered will include the required curriculum as set forth in the Texas Education Code, Section 28.002, which states:

"(a) Each school district that offers kindergarten through grade 12 shall offer, as required curriculum:

(1) a foundation curriculum that includes:

(A) English language arts;

(B) Mathematics;

(C) Science;

(D) Social studies, consisting of Texas, United States, and World History, government, and geography; and

(2) an enrichment curriculum that includes:

APPLICATION

- (A) to the extent possible, languages other than English;
- (B) health;
- (C) physical education;
- (D) fine arts;
- (E) economics, with emphasis on the free enterprise system and its benefits;
- (F) career and technology education; and
- (G) technology applications."

The district content standards for student performance encompasses a scope and sequence which is comprehensive for all school age youth in full accordance with TEA standards. Included is a core curriculum with enhanced curriculum areas covering all disciplines in full accordance with TEA standards. The core areas of English, social studies, mathematics, science, health and physical education as well as a host of elective areas composes the curriculum. The standards of learning for each curriculum area set reasonable benchmarks and expectations for what teachers need to teach and students need to learn. The clear, concise, academic standards are communicated to parents as well as student performance and achievement data that are measured through TAAS Objectives, Thematic Unit Goals, and individual student goals. The district will utilize TEA standards and the TEKS as the base for an expanded curriculum.

The District standards are reviewed and revised on a continual basis by the SBDM committee and are equal to or exceed those standards established by local school districts. The SBDM and grade level action committees will align its curriculum to the state's standards and identify additional *curricular needs of the student body on an ongoing basis. Teachers are provided up-dated curriculum materials and on-going staff development opportunities to ensure that state-of-the-art curriculum and instruction will be delivered in each classroom. The program focuses on a themes, experience based learning and a combined phonics/ whole language approach to learning with experiential and/or hands-on skill areas addressed in each discipline thus the ability level of each student is challenged and enhanced and the student's learning style is addressed and valued. Each student (regular, special education and ESL) is provided challenging academic and vocational instruction to meet individual needs as presented via their Individualized Educational Plan (IEP).*

The curriculum is comprehensive and broad in scope. An ongoing review and analysis process of all aspects of the curriculum ensures that students are always afforded a challenging program. The sequence of all program courses is matched with the local school district program offerings, thereby enabling students a smooth transition into and out of the school as well as to the local school district. The district awards course credit as prescribed by local an, TEA requirements and regulations.

APPLICATION

Describe any unique curricular experiences to be offered by the charter school that that will enhance student success beyond the minimum curriculum.

Gifted and talented instruction strategies will be utilized in every classroom for the benefit of all students. A thematic approach will help students begin to drawn connections and develop higher order thinking skills. The use of cooperative learning will address both the affective and cognitive domains. A combined phonics/whole language program will address literacy from different learning styles with verbal, tactile, auditory, group, and individual approaches combining choral and individual responses and instruction. Experienced based curricular will give the students hands on educational situational learning experiences. All of these programs will have the goal of arming students with the abilities to address life long learning goals, needs, and successes.

Describe how the program will incorporate the Texas Essential Knowledge and Skills (TEKS) into the curriculum and address goals, objectives, and content in all subject areas and grade levels.

The TEKS will be the basic goals for Lighthouse students. Through review of the TEKS objectives, as part of a vertical alignment process, the district, utilizing the site based and grade level teams, will identify holes in the scope and sequence of the state curriculum. The teams will then address both the curriculum holes and scope and sequence problems through a "TEKS for Leaders" style curriculum audit and alignment. Each grade level will meet with the grades before and after their own and determine areas where TEKS objectives are not being addressed or fully implemented.

Describe the connection between the TEKS, classroom instruction, and assessing student progress.

Since the basic curriculum includes the state curriculum for Lighthouse, TEKS objectives are a central part of the classroom environment. Students are formatively assessed utilizing the state assessment instrument (release TAAS tests), student weaknesses with regard to TEKS objectives are identified, and classroom instruction is tailored to address the identified weaknesses. Regular benchmarking assures that the student needs are being addressed and classroom intruction is adjusted to fit the new student reality. The process is a cycle with student succes as the central theme and focus. Areas where the students are already successful are identified and effective instructional management can be practiced by not reteaching what the students already know.

Describe how the program will prepare students to meet state graduation requirements.

Research shows that if a student is reading on grade level by the 3rd grade, the chances that the student will become a drop out are significantly lowered. Literacy is an essential part of a student's

success and self concept in effective schools. These concepts have provided the backdrop for an early literacy program for at risk youth. The program will be the starting point to address student success through a combined phonics and whole language approach with verbal, tactile, auditory, group, and individual approaches combining choral and individual responses and instruction.

Besides covering the state objectives as delineated in the Texas Essential Knowledge and skills, the program will prepare students to utilize higher order thinking skills at the lower grades. Expanding their problem solving abilities and individual tool kit. Units with theme strands will be included in the district's approach. Student's will be given the opportunity to develop through gifted and talented instructional models. Higher order thinking skills and making connections will be addressed through these methods. Cooperative learning will be integrated into this approach to address both cognitive and affective domains. With these skills in hand, graduation requirements become minimum expectations for the future.

Describe teaching methods to be used. Tell how this pedagogy enhances student learning. Include information about materials, strategies, techniques and procedures to be used to meet the needs of the student population.

Research shows that if a student is reading on grade level by the 3rd grade, the chances that the student will become a drop out are significantly lowered. Literacy is an essential part of a student's success and self concept in effective schools. These concepts have provided the backdrop for an early literacy program for at risk youth. The program will be the starting point to address student success through a combined phonics and whole language approach with verbal, tactile, auditory, group, and individual approaches combining choral and individual responses and instruction.

Units with theme strands will be included in the district's approach. Student's will be given the opportunity to develop through gifted and talented instructional models. Higher order thinking skills and making connections will be addressed through these methods. Cooperative learning will be integrated into this approach to address both cognitive and affective domains.

The Experience Based Learning approach encompasses a hands-on, experiential learning experience that enhances the knowledge base and functioning level of each student. Through state-of-the-art technology and educational situations, students are provided opportunities to work in small and large groups with their peers, as well as on an individual basis with their teacher to expand problem solving and higher order thinking skills abilities.

The charter provides various motivational strategies to encourage students to enroll and continue as students during the school year, performing successfully. Believing that all students can achieve success in a positive and challenging environment, the district offers small classes in which teachers can individualize content, process, and products, based on student strengths and weaknesses. Regularly scheduled tutoring provides remediation, review, and enrichment of subject content. In addition to providing collaborative learning experiences that teaches students to become successful team members, the campus also teaches students to increase cognitive and affective skills necessary for success in leadership roles. Regularly scheduled academic and vocational counseling sessions guide students in career/life decision-making and transition to work.

Describe the planned assessment of individual student performance in the core academic areas. Describe the instruments to be used and instructional planning that will result from early assessment of reading in grades K-2, if applicable. Include the process to be used to determine the baseline of achievement levels of students, the results to be achieved, and the methods of measurement to be used.

Initial benchmarking will be accomplished with all students to determine needs and later determine growth. Students, student groups, grade levels, and other appropriate groupings will be examined for their performance on six weeks benchmarking tests. The results will be analyzed by TEKS objectives on the TAAS to present a formative assessment of the students progress on the state curriculum. These results will be used to guide classroom instruction until the next benchmark, and provide a guide for Campus Planning efforts for an Improvement plan (CIP). Instructional programs will be developed, reviewed, and modified to address weaknesses in each of them. New programs may need to be implemented to address these mini needs assessments. Course performance and informal evaluations by the teacher and parents will also serve as guides in this area.

Describe the methods to be used to identify the educational strengths and needs of individual students.

An annual needs assessment, TAAS result reviews, attendance rates, parental involvement surveys, student subject grades, other standardized or criterion reference tests, and six weeks benchmarking will serve as the guide for student educational plans and program design and modification. If students are not being successful, we don't change the student, we change our approach and program design.

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

APPLICATION

Students, student groups, grade levels, and other appropriate groupings will be examined for their performance on six weeks benchmarking tests. The results will be analyzed by TEKS objectives on the TAAS to present a formative assessment of the students progress on the state curriculum. These results will be used to guide classroom instruction until the next benchmark, and provide a guide for Campus Planning efforts for an Improvement plan (CIP). Instructional programs will be developed, reviewed, and modified to address weaknesses in each of them. New programs may need to be implemented to address these mini needs assessments. Course performance and informal evaluations by the teacher and parents will also serve as guides in this area.

Describe professional development opportunities that will be offered to support the mission of the school.

The SBDM team and individual departments will meet at the beginning of each year to review student needs, needs assessment, and state assessments to determine training needs within the charter. Professional development opportunities at the ESC, Region 20, other schools, and state/local conferences will be sought to improve student performance in the identified areas and meet teacher needs as well. Professional growth plans for all staff will be driven by these meetings and annual appraisals using the PDAS.

Special Needs Students/Programs

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

Child Find

The charter will coop with Region 20 to utilize the vast resources of the Region 20 coop. Additionally, mailers will be used by the district to reach potential students.

Confidentiality

The district will follow FERPA regulations with regard to the use of student information and the use of individuals records and records management. Records will be maintained in the campus front office or special education office under lock and key.

Procedural safeguards

The charter will employ only certified special education staff trained regularly with the ESC Region 20 staff to assure procedural safe guards. Administrators will also attend training and are charged with monitoring ARD and IEP pcedures and ensuring procedural safe guards. The charter will attend to

partner with surrounding districts to provide the best possible special education services for special needs children. ^{APPLICATION}

Notice of Admission, Review and Dismissal (ARD) Committee Meetings

Notices will be accomplished by phone and mail for all ARDs. Every effort will be made to gain the attendance of parents. Notice guidelines will be strictly adhered to and monitored by both the special education teacher, supervisory, and campus principal.

Assessment of children to determine eligibility

Children will be assessed by a license diaganstian to determine eligiablity. To provide these services at a cost effective level the charter will coop with surrounding districts to provide the necessary services. Children will be assessed as part of an Educational Support Intervention Teams recommendations following intervention strategies implementation and apparent failure. All efforts will be made to address student needs outside of a special education referral, prior to testing.

Development and Implementation of the Individual Educational Plan (IEP)

Individual Educational Plans will be developed with the needs of the students as the central focus of the Admission Review and Dismissal teams dicissions. Teacher, parent, administrator, and special education representation will follow federal IDEA requirements and all other state and federal regulations. *The success of the student will be the concern of the ARD team with respect to the IEP.*

Least restrictive environment (LRE) placement

With the recommendation of the ARD through the IEP process, the least restrictive environment where the student can be successful will be the intent of the ARD team and the student's IEP. All federal and state guidelines and regulations will govern this placement.

Transition planning

Transition planning for grade to grade, school to school, and school to work/college (with opportunities within college and CATE program), will be included in ARD dilerbations and in the IEP. Transitional planning will also be a part all students educational plans, as opportunities for careers and plans for continued success are presented across grade levels.

Certified personnel for the provision of services to children with special needs

APPLICATION

Only certified personnel will be utilized for the delivery of services for children with special needs. A combination of charter staff and coop personnel will provide the cadre from which the charter campus will draw services for student success.

Services to expelled students

Expelled students will be serviced through the Bexar County Juvenile Justice Alternative Center. The charter will make arrangement to purchase slots in the JJAEP to maintain services for these children. In the case of a special education child, a manifestation ARD will be held to determine if the behavior was a result of the handicapping condition. If it is, the behaviorial management plan will be adjusted to address the behahavior by the ARD committee. If the condition is not related to the handicapping condition, the student will follow the procedures for disciplinary hearings (*Goss v Lopez*), an investigation, and if necessary expulsion to an AEP or JJAEP as appropriate. Services for Special Education children will be maintained regardless of this processes outcome.

Describe how your school meets the needs of children who qualify for other federal programs such as:

**Title I Part A – Improving Basic Programs Operated by
Local Education Agencies**

Title I Part C – Migrant Education

**Title I Part D, Subpart 2 – Local Agency Programs for
Prevention and Intervention Programs for Children and
Youth Who Are Neglected, Delinquent, or At-Risk of
Dropping Out**

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

**Title IV – Safe and Drug-Free Schools and
Communities Program**

Title VI - Innovative Education Program Strategies

Title VI Class-Size Reduction Program

Section 504

The school will conduct a needs assessment and develop a plan for the consolidated use of both state and federal funds. Such a plan shall be determined in consultation with a task force, including, but not limited to, parents of participants; teachers; principals; administrators; and community members. The plan shall include: how students shall be identified planned services and activities a plan for annual evaluation (performance objectives) record-keeping procedure

The Board will adopt a comprehensive plan that utilizes all available resources to provide programs that build skills and knowledge and promotes academic achievement.

In compliance with Title 1 Part A regulations the school shall convene an annual public meeting for parents of children eligible for Title 1 Part A assistance. It is anticipated that each school will qualify for the "SchoolWide" Program due to the population that is served by the Head Start Community. At such meeting, parents shall be advised regarding: The objectives of the program The teaching methods and materials that shall be used The methods that are used to measure progress that is made The methods that are used to report progress to students and their parents The availability of staff to confer with parents; and The role of parents in helping their children to achieve.

Services will be provided through the basic education program and will be supplemental to the basic services provided by the Foundation School funding. Supplemental services may include, additional parent training, after school enrichment activities, supplemental learning materials, technology enrichment, etc. As a School Wide Program, the new charter school will address the eight essential components: A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards Schoolwide reform strategies Provide opportunities for all children to meet the state's proficient and advanced levels of student performance Are based on effective means of improving children's achievement Use effective instructional strategies that-increase the amount and quality of learning time, such as extended school year, before- and after-school, and summer school programs Help provide an enriched and accelerated curriculum Meet the educational needs of historically under-served populations Address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the schoolwide program, and address how the school will determine if these needs are met. These programs may include: Counseling and mentoring services and the incorporation of gender equitable methods and practices Are consistent with, and are designed to implement, the state and local improvement plans, if any, approved under Title III of Goals 2000 Instruction by highly qualified professional staff Professional development for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the school-wide program to meet the state's student performance standards [in accordance with P.L. 103-382, sections 1114(a)(5) and 1119] Strategies to increase

parental involvement, such as family literacy services Strategies for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs Steps to include teachers in the decisions regarding the use of assessments Activities to ensure that students who experience difficulty mastering any of the state's standards during the school year will be provided with effective, timely additional assistance.

The assistance must include: Measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance To the extent the school determines it to be feasible using Part A funds, periodic training for Imagine Foundation will not be eligible for funding under Title I Part D, subpart 1 nor Title I part D, subpart 2. However, the school will enter into shared service agreements (SSA) with Region 20 ESC during the first year for Titles 11, IV, and VI. Title VI (Classroom Reduction) will be examined at the end of the first year to determine if there is a need for this funding. At the conclusion of the first year, services provided by the ESC will be evaluated to determine impact on the program. If positive results are indicated, then teachers in how to identify difficulties and to provide assistance to individual students.

Migrant Education Program

This area of focus for the Migrant Education Program (MEP) seeks to ensure that migrant students and their families have their needs for educational and support services met, and are able to access all services for which they are eligible from entry in the MEP's early childhood program for three-year-olds through transition into postsecondary education or employment.

The emphasis placed on Early Childhood Education for younger children will be enhanced by performance opportunities for young migratory students. A home-based model that provides for the direct involvement of the parent in the learning process combined with the present schoolbased early childhood programs will be coordinated with Headstart. This should provide the needed assistance required for student success.

When identified, Imagine and it's charter will utilize the expertise of the regional service center. Parent Advisory Councils will be established to empower parents as advocates and to take advantage of all available resources for the education of their children. A local advisory committee will be established for each regular school year for the purposes of planning, implementation, and evaluation of the local MEP, with meaningful consultation and involvement of the parents to be served. RMA will collaborate with the Regional ESC to

APPLICATION

actively seek to identify and recruit all eligible migrant children and youth residing within the charter school boundaries. These are children who migrate with their parents or alone across school district lines in search of temporary or seasonal work in fishing or agriculture. Identification and recruitment is essential in order to offer migrant students opportunities to learn and succeed in school.

Section 504

Section 504 of the Rehabilitation Act of 1973 requires that: No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance .

The Office for Civil Rights of the Department of Education enforces the law prohibiting specific discriminatory activities, including the discriminatory assignment of handicapped students to segregated classes or facilities. The law applies to elementary and secondary as well as postsecondary schools. In elementary and secondary schools, handicapped students may be assigned to separate facilities or courses of special education only when such placement is necessary to provide them equal educational opportunity and when the *separate facilities and services are comparable to other facilities and services.*

Imagine will provide services to students who qualify under this law. Policies and procedures will be established that insure the rights of the students to receive equal access to education. Forms and notification templates are available to the district through ESC Cooperatives that will facilitate the implementation of this service.

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

Bilingual/English as Second Language ESL Students - if a student indicates a home language other than English, Imagine will administer a mastery test to assure that the student can comprehend the material in the educational programs. An interpreter is available to school staff to interpret ARD's testing and translate forms for parents.

If the students qualify, and the parents agree, the school will provide bilingual or ESL instruction as appropriate.

APPLICATION

State Compensatory Education - State Compensatory Education as defined in Section 42.152 (c) is a program designed to improve and enhance the regular education program for students in at-risk situations. The purpose of state compensatory education is to increase the achievement and reduce the dropout rate of identified students in at-risk situations. In determining the appropriate accelerated or compensatory program, the proposed Imagine will use student performance data resulting from the state assessment instruments and any other achievement tests administered by the school. Based on this needs assessment, campus staff will design appropriate strategies and include them in the campus improvement plan. In compliance with law, the improvement plan will include the comprehensive needs assessment, measurable performance objectives, identified strategies for student improvement, identified resources and staff, specified timelines for monitoring each strategy, and formative evaluation criteria. The school will be responsible for evaluating the effectiveness of its program.

State rules require that compensatory education allocations be used only for costs supplemental to the regular education program. Imagine is in possession of a copy of the Financial Accountability System Resource Guide that explains this rule and will ensure that Imagine complies with this guide, and all rules, related to the use of state compensatory education funds. Imagine understands that non-compliance with the state's rule may result in a financial penalty.

In accordance with the requirement of the Texas Education Code Section 11.252, Imagine will develop a school improvement plan. This plan will identify measurable school performance objectives for all student populations; strategies to improve student performance; resource allocations; staff responsible for ensuring the accomplishments of each strategy; timelines for ongoing monitoring of the implementation of each strategy and the formative evaluation criteria for determining periodically whether strategies are resulting in the intended student performance. The state compensatory education program and/or service designed by Imagine to meet the needs of students in at-risk situations will be included in the school's campus improvement plan. The improvement plan will to identify resources and staff associated with its state compensatory education program. This information may be stated at the summary level of the plan.

Dyslexia - The foundation and school governance committee will ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate

APPLICATION

instructional services to the student are implemented at all its school campuses, including the campus. The Board understands these procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.

The foundation and school governance committee procedures will be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating, dyslexia and related disorders described in "Procedures Concerning Dyslexia and Related Disorders;" a set of flexible guidelines available to local schools. Screening for dyslexia students will only be done by individuals/ professionals who are trained to assess students for dyslexia and related disorders.

The proposed charter school will either purchase a reading program or develop its own reading program for students with dyslexia and related disorders, as long as the program is characterized by the descriptors found in "Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students will be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the "Procedures Concerning Dyslexia and Related Disorders" and in the professional development activities specified by the school's campus planning and decision making committee.

Before an identification or assessment procedure is used selectively with an individual student, the school will notify the student's parent or guardian or another person standing in parental relation to the student. Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, will be informed of all services and options available to the student under that federal statute.

The school will provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.

Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders will be available at the school as outlined in the "Procedures Concerning Dyslexia and related services. Depending on the

number of dyslexic children enrolled, the school may provide a parent education program for parents/guardians of students with dyslexia and related disorders. Such a program, if offered, would include awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.

All regional education service centers have dyslexia contact persons. Imagine will draw on the resources of Region r0 ESC to prepare for meeting the special needs of students having dyslexia.

Gifted and Talented - With respect to student assessment of gifted and talented children, the Board will develop written policies on student identification of gifted and talented students and such policies will be disseminated to parents. The policies will include: provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121; assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students; data and procedures designed to ensure that students from all populations enrolled in the school have access to assessment and, if identified, services for the gifted/talented program; provisions for final selection of students to be made by a committee of at least three educators from the school who have received training in the nature and needs of gifted students; and provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of the school's decisions regarding program placement.

With respect to Professional Development for teachers of gifted and talented students, the school will ensure that: teachers who provide instruction and services that are a part of any program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students teachers who provide instruction and services that are a part of any program for gifted students receive a minimum of six hours annually of professional development in gifted education.

out of school" as defined in TEC §29.081(d) (see Appendix 1).

APPLICATION

The criteria used to identify students at risk of dropping out of school are defined in Section 29.081 of the Texas Education Code. For students in grades 9-12, the Code states the following factors constitute an "at risk situation" for a student:

- (A) was not advanced from one grade level to the next for two or more school years;
- (B) has mathematics or reading skills that are two or more years below grade level;
- (C) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins ninth grade;
- (D) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or
- (E) Is pregnant or a parent.

To address needs of students in at risk situations that may lead to educational failure, Imagine

Will:

Promote strategies that increase parental knowledge and involvement in their student's career choice and preparation. Ensure that all students have access to rigorous academic coursework that meets state standards. Promote equal access to education and educational excellence through concerted partnership efforts on behalf of low-income students. Provide intensive, individualized and coordinated support to students that includes mentoring, counseling, and tutoring. Establish strong Partnerships that involve long-term commitment and a meaningful role for each partner in improving student readiness for continuing education. Implement strategies, including ongoing teacher and staff development and development of appropriately rigorous curriculum, that will help raise expectations for all students. Provide students and their parents or guardians with early information about college options, required courses, and financial aid. Provide students and their parents or guardians with information and other age-appropriate services to increase early career awareness. Promote strategies, including how to help with homework, that increase parental involvement in preparing students to succeed in the middle and high school years.

Describe the programs offered for the charter school to support other student activities (athletics, publications, clubs, and organizations). Describe whether any agreements have been entered into or plans developed with other public or private agencies for the provision of student activities.

091

92

Students will be encouraged to participate in extracurricular activities. An extracurricular activity is defined as an activity sponsored by the University Interscholastic League (UIL), the school's Board, or an organization sanctioned by resolution of the school's Board. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. The school may offer extracurricular activities including, but not limited to, public performances, contests, demonstrations, displays, and club activities. The school Board will adopt policies to ensure that all state-defined eligibility requirements are met in order for a student to participate in an extracurricular activity.

Admissions Policy

Describe the timeline used for admitting students, including the process for the admission lottery for students.

Student enrollment will be accomplished in the Spring and summer prior to the opening of the charter. Students will be enrolled on a first come first serve basis until the maximum enrollment for that year is reached. A waiting list will be maintained after the limit has been reached and vacancies will be filled from that list until the maximum is reached. The charter does not discriminate on the basis of race, color, gender, national origin, or handicapping condition.

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

The admission policy is neutral taking the selection process out of the hands of the administration and school leaving enrollment up to the parents. Students are served in an equitable manner in a non-discriminatory fashion. Since the mission of the charter is to help all students reach their full potential, it is important that the school and administration occupy a neutral

13. Governance Structures and Processes (Scored by Review Committee)

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

Staggered terms and selection of replacement board members by existing board members will provide the basis for continuing the vision and selecting new board members with a focus on their support of the vision and mission of the board. Revision and addition to the original vision requires a majority vote of the board at both the bylaw and articles of incorporation levels.

Describe the roles and responsibilities of the board(s). If the governance structure includes more than one board, e.g., a school board that is separate from the board of the sponsoring entity, articulate the responsibilities

assigned to each of the boards. Bear in mind that the board of the sponsoring entity is ultimately responsible for the school's compliance with the charter.

The school board is charged with the effective financial management of the district with the monies directed to it by the foundation's board. They are required to develop and implement effective educational practices and communication techniques. The foundation's board is responsible to review the practices to ensure charter compliance. The use of an SBDM school governance structure will insure stakeholder input and responsiveness to student needs.

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

Complaints should follow the natural chain of command. Research provides evidence that problems are best solved closest to the conflict. However, policies and procedures have been established that provides for "due process" for all stakeholders in the charter school.

The Board has adopted policies pertaining to notifying parents of its students about their rights. The notice procedure will inform parents or eligible students that they have the right to:

- ◆ Inspect and review the student's education records Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights Consent to disclosures of personally identifiable information contained in the student's education records (except to the extent that the Act provides for exceptions)

How to file a complaint concerning alleged failures by the school to comply with state or federal legal requirements for notifying parents and students of their rights In addition to notices sent to parents about their rights, the school will provide notices regarding all procedures for exercising such rights including but not limited to: the procedure for exercising the right to inspect and review education records the procedure for requesting amendment of records.

Parents, and others standing in the role of parent, of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the charter refuses the request to amend the records, the person(s) making the request has the right to a hearing. If the records are not amended as a result of the hearing, the parent or other person making the request has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the students are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe that the school is not in compliance with the law regarding student records.

APPLICATION

The school will provide notices by any means that are reasonably likely to inform the parents or eligible students of their rights. For limited English proficient families, the school will provide the notice in the home language.

APPLICATION

Any person, including a parent, may attend the school's Board meetings. All or any part of an open meeting may be recorded by any person in attendance by means of a tape recorder, video camera, or any other means of aural or visual reproduction. The Board may adopt reasonable rules to maintain order at a meeting, including rules related to the location of recording equipment and the manner in which the recording is conducted. These rules shall not prevent or unreasonably impair a person from exercising the right to record a meeting that is open to the public. *Gov't Code 559.023*

The complaint procedure is shown on the following pages.

Whenever you have a legitimate complaint about anything related to your employment, that problem should receive the prompt consideration of everyone concerned. The charter management, on every level, is committed to being helpful and understanding in hearing all your legitimate problems and responding to them constructively.

To make this easier, a special Complaint/Grievance Procedure exists to handle your complaint, and misunderstandings. Imagine encourages employees to use this procedure to solve employee problems without fear of any penalties or reprisals.

A. Definition.

1. The term "grievance" shall mean a complaint or a dispute by an employee relating to his or her employment, including, but not necessarily limited to (a) the application or interpretation of (1) personnel policies, (2) procedures, (3) rules and regulations, (4) ordinance and (5) statutes; (b) acts of reprisal as a result of utilization of this grievance procedure; and (c) complaints of discrimination on the basis of race, color, creed, political affiliation, handicap, age, national origin, or sex.
2. The term "grievance" shall not include a complaint or dispute by an employee relating to (a) establishment and revision of wages or salaries, position classification, or general benefits; (b) the establishment of contents of ordinances, statutes or personnel policies, written procedures, rules and regulations; (c) failure to promote; (d) discharge, layoff, or suspension from duties because of (1) decrease in enrollment, (2) decrease in enrollment in a particular subject, (3) abolition of a particular subject, or (4) insufficient funding; (e) the methods, means, and personnel by which the company's operations are to be carried on.

3. The term "days" shall refer to calendar days unless a different meaning is clearly expressed in this procedure. Whenever any period of time fixed by this procedure shall expire on a Saturday, Sunday, or legal holiday, the period of time for the taking of such action under this procedure shall be extended to the next day not a Saturday, Sunday, or legal holiday.

Contact will be established by the Personnel Director to the employee within five (5) days of the receipt of the written grievance by the office. At this time the employee may clarify or add to the existing documentation. However if new evidence is submitted verbally at this time, it must be submitted in writing within five (5) days of this contact. Additionally, at this time, the Corporate Office may request more specific information regarding the grievance. The employee must submit a written answer within the same five (5) days.

If the grievance is not settled to the employee's satisfaction, the employee can file written notice of final appeal to the Board accompanied by the original grievance appeal form within five (5) days after written notification of the decision by the Executive Vice President.

A notice and public hearing will be held before the governing board. The decision of the Board shall be based on submitted written documentation and the public hearing unless the Board desires additional information. If such information is desired, it must be submitted within five (5) days of request. The Board will give the grievant a written decision within ten (10) days of submission of all requested documentation. The Board shall retain exclusive final authority in all grievance decisions.

B. Forms.

- (1) Report of Employee Compliant (REC).

This form is to be completed by the employee's Supervisor after reviewing the complaint and forwarded to the Personnel Director.

- (2) Employee Complaint Form (ECF).

This form is to be completed by the employee and given to his/her immediate Supervisor.

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

The SBDM process is the center piece of effective and productive administrative and teacher relations. Regular meetings and communication opportunities will ensure a unified focus. The foundation will seek to provide a "positive school" climate that enhances productivity, the attainment of goals, academic achievement, and social development for children and a calm and dignified place to work for teachers and administrators. As part of the "positive school" environment, the foundation will promote the harmonious interactions and interrelations of all people in a school. By emphasizing the team concept of faculty, staff, parents and students working toward common goals,

the school will gain a more cohesive atmosphere. As part of the "positive school" environment, the foundation will seek to make the school responsive to human needs. Procedures, rules, and regulations will serve the people in the schools. The RMA Board will authorize the creation of an advisory committee to include parents, staff, and students in the planning and implementation of staff development, short and long term goals for academic delivery, and plans for identifying and meeting individual needs of students. The administration will work with parents, students, and faculty in planning short and long term goals for the school. Consensus building sessions will be conducted each year prior to the school opening to establish a positive school climate and disseminate policies and procedures for order. To foster a productive relationship, the charter school staff will meet with the Board once a year at a one-day retreat that will focus on goal setting, self-evaluation, and team building.

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

As stated before, the foundation and the charter as a whole supports the SBDM model demonstrated in many research models to enhance school effectiveness and student success. To that end, Imagine will implement a school governance structure that includes parental and community involvement in an SBDM team and a PTO structure. Students will also have input in this structure. Positive student and parent relationships are keys to effective schools and effective alternative schools. They provide a continuous team educational effort and an invaluable resource for effective programs. will adopt and use strategies that encourage parents to:

Participate on Advisory Committees established by the Board.* Place a high value and priority on education and commit to helping their child(ren) maximize educational opportunities offered by the proposed school. Familiarize themselves with the school's academic program and freely ask questions, seek further information, and/or express opinions to the principal about any issues, including but not limited to academic placement and progress, class assignment, or nonacademic activities offered by the proposed school.* Attend Board meetings to learn more about school operations.* Learn about volunteer opportunities and perform volunteer service at the school, including participation in the Parent-Teacher Organization Volunteer Program and other campus programs, etc.* Participate in campus parent organizations, including activities ranging from club memberships to campus and school committees that assist the school and its

APPLICATION

Board in formulating educational goals and objectives.* Meet with teachers or guidance counselors about their child's education at least once per school semester. For parents speaking little or no English, to participate in Bilingual (Spanish/English) meetings with teachers and administrative staff to discuss matters that concern the parent or the student. Participate as a volunteer for various school activities.* Become familiar with the school's annual calendar of events (This calendar will be provided to the parent or guardian of each student.) Become familiar with the school's Code of Student Conduct.

Specify the extent to which any private entity will be involved in the operation of your charter school. Identify any members of the governing board or officers of the charter school who are affiliated with that entity.

No members of the board's foundation will serve with a private entity and have a role in the school or the board that is contracted for services. This would be unethical.

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code
ATTACHMENT 1

Form 8718-0104
Department of the Treasury
Internal Revenue Service

Note: This form is not approved for use in an application for public inspection.

Read the instructions for each Part carefully.

A User Fee must be attached to this application.

APPLICATION

If the required information and appropriate documents are not submitted along with Form 8718 (with payment of the appropriate user fee), the application may be returned to you.

Complete the Procedural Checklist on page 8 of the instructions.

Part I Identification of Applicant

1a Full name of organization (as shown in organizing document) <i>Imagine Educational Foundation</i>		2 Employer identification number (EIN) (If none, see page 3 of the Specific Instructions .)
1b c/o Name (if applicable) <i>Douglas Wayne Killian, Executive Director/CEO</i>		3 Name and telephone number of person to be contacted if additional information is needed <i>Douglas Wayne Killian (210) 481-2181</i>
1c Address (number and street) <i>2143 Oak Wild SAN ANTONIO TEXAS 78232</i>	Room/Suite	4 Month the annual accounting period ends <i>DECEMBER</i>
1d City, town, or post office, state, and ZIP + 4. If you have a foreign address, see Specific Instructions for Part I, page 3. <i>SAN ANTONIO, TEXAS 78232</i>		5 Date incorporated or formed <i>8 JAN 2001</i>
1e Web site address <i>ImagineFoundationInc@yahoo.com</i>		6 Check here if applying under section: a <input type="checkbox"/> 501(e) b <input checked="" type="checkbox"/> 501(f) c <input type="checkbox"/> 501(k) d <input type="checkbox"/> 501(n)
7 Did the organization previously apply for recognition of exemption under this Code section or under any other section of the Code? If "Yes," attach an explanation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8 Is the organization required to file Form 990 (or Form 990-EZ)? <input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach an explanation (see page 3 of the Specific Instructions).		
9 Has the organization filed Federal income tax returns or exempt organization information returns? If "Yes," state the form numbers, years filed, and Internal Revenue office where filed. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

10 Check the box for the type of organization. ATTACH A CONFORMED COPY OF THE CORRESPONDING ORGANIZING DOCUMENTS TO THE APPLICATION BEFORE MAILING. (See **Specific Instructions** for Part I, Line 10, on page 3.) See also Pub. 557 for examples of organizational documents.)


a Corporation—Attach a copy of the Articles of Incorporation (including amendments and restatements) showing approval by the appropriate state official; also include a copy of the bylaws.

b Trust— Attach a copy of the Trust Indenture or Agreement, including all appropriate signatures and dates.

c Association— Attach a copy of the Articles of Association, Constitution, or other creating document, with a declaration (see instructions) or other evidence the organization was formed by adoption of the document by more than one person; also include a copy of the bylaws.

If the organization is a corporation or an unincorporated association that has not yet adopted bylaws, check here

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  *Douglas Wayne Killian* *8 JAN 2001*
 (Signature) (Type or print name and title or authority of signer) (Date)

- 1 Provide a detailed narrative description of all the activities of the organization—past, present, and planned. Do not merely refer to or repeat the language in the organizational document. List each activity separately in the order of importance based on the relative time and other resources devoted to the activity. Indicate the percentage of time for each activity. Each description should include, as a minimum, the following: (a) a detailed description of the activity including its purpose and how each activity furthers your exempt purpose; (b) when the activity was or will be initiated, and (c) where and by whom the activity will be conducted.

Imagine Educational Foundation presently is working towards finding funding sources to aid in the establishment for a Charter School to address at-risk student. The operation of a charter school will directly impact students in at-risk situations & provide opportunities for their success through a challenging curriculum & an alternative environment. This directly relates to our goal of impacting student success and helping at-risk children. The charter is currently under application review due to operate in the Fall of 2002.

c) The Foundation will manage financial matters, but will employ a school director & staff to run the day to day operations. Currently this effort is taking up 75% of our time.

2) a) Grant writing and finding support for the school efforts is consuming the remaining time. b) the activity was started in January of 2001.

c) The CEO (Executive Director) of the foundation is chiefly leading the funding efforts.

- 2 What are or will be the organization's sources of financial support? List in order of size.

Foundation Grants, Individual contributions, Corporate Donations.

- 3 Describe the organization's fundraising program, both actual and planned, and explain to what extent it has been put into effect. Include details of fundraising activities such as selective mailings, formation of fundraising committees, use of volunteers or professional fundraisers, etc. Attach representative copies of solicitations for financial support.

Fund raising will be accomplished through a series of selective mailings and grant applications. A fundraising committee is being established to contact local educational support organizations.

Part II Activities and Operational Information (Continued)

APPLICATION

4 Give the following information about the organization's governing body

a Names, addresses, and titles of officers, directors, trustees, etc

Douglas Wayne Killian, Executive Director (Chief Executive Officer)
2143 Oak Wild, San Antonio, Texas 78232

b Annual compensation

Ø
Initially

c Do any of the above persons serve as members of the governing body by reason of being public officials or being appointed by public officials?

Yes No

If "Yes," name those persons and explain the basis of their selection or appointment.

d Are any members of the organization's governing body "disqualified persons" with respect to the organization (other than by reason of being a member of the governing body) or do any of the members have either a business or family relationship with "disqualified persons"? (See **Specific Instructions** for Part II, Line 4d, on page 3.)

Yes No

If "Yes," explain.

5 Does the organization control or is it controlled by any other organization?

Yes No

Is the organization the outgrowth of (or successor to) another organization, or does it have a special relationship with another organization by reason of interlocking directorates or other factors?

Yes No

If either of these questions is answered "Yes," explain.

6 Does or will the organization directly or indirectly engage in any of the following transactions with any political organization or other exempt organization (other than a 501(c)(3) organization): (a) grants; (b) purchases or sales of assets; (c) rental of facilities or equipment; (d) loans or loan guarantees; (e) reimbursement arrangements; (f) performance of services, membership, or fundraising solicitations; or (g) sharing of facilities, equipment, mailing lists or other assets, or paid employees?

Yes No

If "Yes," explain fully and identify the other organizations involved.

The organization may rent facilities and/or seek grants from other exempt organizations.

7 Is the organization financially accountable to any other organization?

Yes No

If "Yes," explain and identify the other organization. Include details concerning accountability or attach copies of reports if any have been submitted

ATTACHMENT 2

**ARTICLES OF INCORPORATION FOR
Imagine Foundation**

Articles of Incorporation of the undersigned, a majority of whom are citizens of the United States, desiring to form a non-profit corporation within the guidelines of the State of Texas and United States Non-Profit Corporation Laws do hereby certify:

**ARTICLE 1
Identification**

Section 1.01. Name. The name of the Corporation is "Imagine Foundation".

**ARTICLE 2
Purpose and Powers**

Section 2.01. Purpose. The purpose for which the Corporation is formed is the transaction of any or all lawful business for which non-profit corporations may be incorporated under the laws of Texas and the United States.

The purposes for which the corporation is organized are as follows:

Said corporation is organized exclusively for charitable educational purposes. The specific objectives and purposes of this corporation shall be: Provide support for educational related endeavors including, but not limited to, the management of state charter schools. Imagine Foundation is a non-profit organization dedicated to seeking and providing funding for innovative educational endeavors focused on student success for at-risk children. Imagine seeks funding through grant applications and donations to meet the organizational goals of the foundation.

Section 2.02. Powers. The Corporation shall have the same powers as an individual to do all things necessary or convenient to carry out its business and affairs, subject to any limitations or restrictions imposed by applicable law or these Articles.

Section 2.03. Purpose. Said Corporation is organized exclusively for charitable purposes and for the promotion of community welfare. The charitable purposes of the organization includes the making of distributions to organizations that qualify as exempt organizations under 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**ARTICLE 3
*Registered Office and Registered Agent***

Section 3.01. Registered Office and Agent. The name of the registered agent and the street address of the registered office of the Corporation are as follows:

Douglas Killian
2143 Oak Wild
San Antonio, Texas 78232

ARTICLE 4
Directors

Section 4.01. Number and Qualification. The number of directors of the Corporation shall be specified, from time to time, by the Code of Bylaws, which number may be increased or decreased from time to time by amendment of the Bylaws.

ARTICLE 5
Incorporator

Section 5.01. Name and Address. The name and address of the Incorporator of the Corporation is as follows:

Douglas Killian
2143 Oak Wild
San Antonio, Texas 78232

ARTICLE 6
Code of Bylaws; Indemnification; Amendments of Articles

Section 6.01. Code of Bylaws. The Board of Directors of the Corporation shall have the power to make, alter, amend, or repeal the Bylaws of the Corporation, subject to the restriction that a unanimous vote of the Directors is necessary to take these actions.

Section 6.02. Indemnification. The Corporation shall indemnify a director or officer of the Corporation who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which the director or officer was a party because the director or officer is or was a director or officer of the Corporation against reasonable expenses incurred by the director or officer in connection with the proceeding.

ARTICLE 7
Limitations on Activities

Section 7.01. Limitations. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Two

hereof. The corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE 8

Dissolution

Section 8.01. Dissolution. In the event of dissolution, either voluntary or involuntary, assets shall be used to pay debts and liabilities of the Corporation.

Any remaining assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Any such assets not so disposed of shall be disposed of by a Court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE 9

Non-Stock

Section 9.01. Non-Stock Basis. This corporation shall be organized upon a nonstock basis.

ARTICLE 10

Existence

Section 10.01. This corporation is to have perpetual existence.

EXECUTED this 8th day of February, 2001

The name and address of each incorporator is as follows:

Douglas W. Killian, 2143 Oak Wild, San Antonio, TX 78232

IN WITNESS WHEREOF each incorporator has affixed her signature on this 8th day of February, 2001.

ATTACHMENT 3

ByLaws of Imagine Foundation

Article I

Offices

Section 1. Principal Office. The principal office of the corporation is located in Bexar County, State of Texas.

Section 2. Other Offices. The corporation may also have offices at such other places, within or without its state of incorporation, where it is qualified to do business, as its business and activities may require, and as the board of directors may, from time to time, designate.

Article II

Non-Profit Purposes

Section 1. IRC Section 501(c)(3) Purposes. This corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

Section 2. Specific Objectives and Purposes. The specific objectives and purposes of this corporation shall be: Provide support for educational related endeavors including, but not limited to, the management of state charter schools. Imagine Foundation is a non-profit organization dedicated to seeking and providing funding for innovative educational endeavors focused on student success for at-risk children. Imagine seeks funding through grant applications and donations to meet the organizational goals.

Article III

Directors

Section 1. Number. The corporation shall have three directors and collectively they shall be known as the Board of Directors.

Section 2. Powers. Subject to the provisions of the laws of this state and any limitations in the Articles of Incorporation and these Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

may also have a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other such officers with such titles as may be determined from time to time by the Board of Directors.

Section 2. Qualifications. Any person may serve as officer of this corporation.

Section 3. Election and Term of Office. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he/she resigns or is removed or at the completion of their two year terms.

Section 4. Removal and Resignation. Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation.

Section 5. Duties of Officers.

President: The present shall preside over the duly called meetings of the board of directors complying with the Texas Open Meetings Act following Robert's Rules of Order. Shall cosign all financial documents.

Secretary (acting Vice President): Shall record the minutes of meetings of the board of directors, post & maintain those minutes, and act as Vice President when necessary due to the absence of the president.

Treasurer: Shall maintain and monitor the financial business of the foundation. Shall cosign disbursements with the President. Shall report the receipts and expenditures of the foundation to the board at regular meetings.

Section 6. Compensation. The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors. In all cases, any salaries received by the officers of this corporation shall be reasonable and given in return for services actually rendered to or for the corporation.

Article V Committees

Section 1. Committees. The corporation shall have committees as may from time to time be designated by resolution of the Board of Directors. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.

Section 2. Meetings and Action of Committees. Meetings and action of committees shall be governed by and held in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors.

Article VI Corporate Records

Section 1. Maintenance of Corporate Records. The corporation shall keep at its principal office:

- (a) Minutes of all meetings of directors and committees of the Board;
- (b) A conformed copy of the corporation's Articles of Incorporation and Bylaws;
- (c) Adequate and correct books and records of its corporate bank account(s);
- (d) Copies of all correspondence and filings with the IRS.

Article VII
IRC 501(c)(3) Tax Exemption Provisions

Section 1. Limitation on Activities. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in, any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provisions of these Bylaws, this corporation shall not 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 Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 2. Prohibition Against Private Inurement. No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

Section 3. Distribution of Assets. Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

Article VIII
Amendment of Bylaws

Section 1. Amendment. These bylaws may be altered, amended, or repealed and new Bylaws adopted by approval of the Board of Directors.

Article IX
Construction and Terms

If there is any conflict between the provisions of these Bylaws and the Articles of Incorporation of this corporation, the provisions of the Articles of Incorporation shall govern.

College 1990 -1994 Southwest Texas State University San Marcos Texas BBA
Accounting _____

Graduate Studies NONE _____

Others _____

8. List Membership in Professional Societies and Associations: None _____

9. Present or Proposed Position with the Proposed Charter School : _____

None

10. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
12/98- present	The Center For Health Care Services	3031 IH 10 San Antonio TX	Accounting Manager
5/98-12/98	Global Scape	San Antonio, TX	Accounting Manager
11/95-5/98	Qwest Communications	San Antonio, TX	A/R Accountant

11. Present employer may be contacted: Yes No (Circle One)

Former employers may be contacted: Yes No (Circle One)

12. a) Have you ever been in a position which required a fidelity bond? NO
If any claims were made on the bond, give details: _____

b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? NO
If yes, give details: _____

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): None _____

14. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or

regulatory authority, or has such license held by you ever been suspended or revoked? No If yes, give details: _____

15. Will you or members of your immediate family be employed by (directly or through contract) or receive remuneration from the proposed charter school? NO
If yes, give details: _____

16. Have you ever been adjudged bankrupt? NO

17. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging any felony, or charging a felony or misdemeanor involving moral turpitude, or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
If yes, give details: _____

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? NO

19. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No If so, please furnish details: _____

Dated and signed this 14th day of February, 2001, at the office of Cecilia Garcia

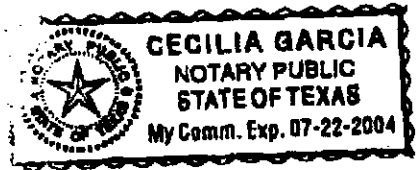
I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief
Andrea Graham
(Signature of Affiant)

State of Texas
County of Brewer

Personally appeared before me the above named Andrea Graham personally known to me, who, being duly sworn, deposes and says that ~~he~~/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 14th day of February, 2001.
(Notary Public)

(SEAL) My commission expires



Cecilia Garcia
Notary Public
Commission exp. 7/22/04

**TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

- Member of the governing board of the sponsoring entity entity
 Member of the managing board for the charter school

It should be understood that a board member's resignation is not effective until a replacement is duly appointed by the board and a board member may be personally liable for any actions taken by the board.

School administrator

Full Name of Sponsoring Entity and Name of Proposed Charter School: _____
Imagine Educational Foundation
Lighthouse Charter School

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): Dorothy Elizabeth Porter

2. Have you ever had your name changed? No If yes, give reason for the change: _____

b. Maiden Name (if female) Porter

c. Other names used at any time Beth

3. Social Security Number: [REDACTED]

4. Date and Place of Birth: [REDACTED] Corpus Christi, Texas

5. Business Address: 8800 McPherson, Laredo, TX 78045

Business Telephone: 956-717-6100

6. List your residences for the last ten (10) years starting with your current address, giving:

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
<u>1990-92</u>	<u>1387 I-45</u>	<u>Huntsville, TX</u>	
<u>1992-2001</u>	<u>2602 Montgomery #6</u>	<u>Laredo, TX</u>	<u>78043</u>

7. Education: Dates, Names, Locations and Degrees

APPLICATION

College Texas A&M University College Station, TX 1982-83/1987-89 No Degree
Sam Houston State University, Huntsville, Tx 1989-1992 BA - English
 Graduate Studies Texas A&M International University Laredo, TX 1992-1999
MS - Educational Administration
 Others 6 Hours Graduate Courses/ Texas A&M University

8. List Membership in Professional Societies and Associations: _____
Texas Association of Secondary School Principals

9. Present or Proposed Position with the Proposed Charter School : _____
None

10. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
1980-82	Trophy Club	Roanoke, TX	Lifeguard
1984-86	El Chico Corp.	Arlington, TX	Server/Bartender/Certified Trainer
1987-89	Duddley's Draw	College Station, TX	Asst. Manager
1992-98	United ISD	Laredo, TX	Teacher
1998-Present	United ISD	Laredo, TX	Asst. Principal

11. Present employer may be contacted: Yes No (Circle One)

Former employers may be contacted: Yes No (Circle One)

12. a) Have you ever been in a position which required a fidelity bond? No
 If any claims were made on the bond, give details: _____

b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No
 If yes, give details: _____

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): State of Texas Education Agency
Provisional - English/Spanish Secondary ESL/6-12
Professional - Mid-Management

14. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? No If yes, give details: _____

COPYRIGHT MATERIAL

1 page has been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to accred@tea.state.tx.us to schedule an appointment.

ATTACHMENT 5

Imagine Foundation is a recently formed non-profit that has not existed prior to the current fiscal year. Several grant applications are underdevelopment to fund the initial needs of the foundation. No Credit report currently exists for the foundation.

DUN & BRADSTREET COMMERCIAL CREDIT SCORING REPORT

D-U-N-S: 80-473-5132

DATE PRINTED: February 12, 2001

IMAGINE EDUCATIONAL FOUNDATION
BUSINESS SUMMARY

2143 OAK WILD

SAN FRANCISCO, TX. 78232

CONTROL:

TEL: 210-481-2189

START:

CEO: DOUGLAS KILLIAN, CEO

EMPLOYS:

EMPLOYS HERE:

NET WORTH:

SIC:

LOB: EDUCATIONAL NON PROFIT

COMMERCIAL CREDIT SCORE

The Commercial Credit Score predicts the likelihood of a firm paying in a delinquent manner (90 + Days Past Terms) during the next 12 months, based on the information in Dun & Bradstreet's file. The score was calculated using statistically valid models derived from D&B's extensive data files.

NO RECORD

COMMERCIAL CREDIT ANALYSIS

The Credit Score is based on the following prioritized factors in addition to other information in D&B's files.

- No files available

For additional information on this company, you may order other D&B products or Investigative Services.

END OF DUN & BRADSTREET COMMERCIAL CREDIT SCORING REPORT

ATTACHMENT 6

Imagine Foundation is a recently formed non-profit that has not existed prior to the current fiscal year. Several grant applications are underdevelopment to fund the initial needs of the foundation. No IRS files exist due to the recent formation of the foundation.

Form 1023
990-September 1998
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

Note: If exempt status is approved, this application will be given the public inspection.

Read the instructions for each Part carefully.

A User Fee must be attached to this application.

If the required information and appropriate documents are not submitted along with Form 8718 (with payment of the appropriate user fee), the application may be returned to you.

Complete the Procedural Checklist on page 8 of the instructions.

Part I Identification of Applicant

1a Full name of organization (as shown in organizing document) <i>Imagine Educational Foundation</i>	2 Employer identification number (EIN) (If none, see page 3 of the Specific Instructions.)
1b c/o Name (if applicable) <i>Douglas Wayne Killian, Executive Director/CEO</i>	3 Name and telephone number of person to be contacted if additional information is needed <i>Douglas Wayne Killian (214) 481-2134</i>
1c Address (number and street) <i>2143 Oak Wood SAN ANTONIO TEXAS 78232</i>	4 Month the annual accounting period ends <i>DECEMBER</i>
1d City, town, or post office, state, and ZIP + 4. If you have a foreign address, see Specific Instructions for Part I, page 3. <i>SAN ANTONIO, TEXAS 78232</i>	5 Date incorporated or formed <i>8 JAN 2001</i>
1e Web site address <i>ImagineFoundationInc@yahoo.com</i>	6 Check here if applying under section: a <input type="checkbox"/> 501(c) b <input checked="" type="checkbox"/> 501(f) c <input type="checkbox"/> 501(k) d <input type="checkbox"/> 501(n)
7 Did the organization previously apply for recognition of exemption under this Code section or under any other section of the Code? If "Yes," attach an explanation.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8 Is the organization required to file Form 990 (or Form 990-EZ)? If "No," attach an explanation (see page 3 of the Specific Instructions)	<input type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No
9 Has the organization filed Federal income tax returns or exempt organization information returns? If "Yes," state the form numbers, years filed, and Internal Revenue office where filed.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10 Check the box for the type of organization. ATTACH A CONFORMED COPY OF THE CORRESPONDING ORGANIZING DOCUMENTS TO THE APPLICATION BEFORE MAILING. (See Specific Instructions for Part I, Line 10, on page 3.) See also Pub. 557 for examples of organizational documents.)	
a <input checked="" type="checkbox"/> Corporation - Attach a copy of the Articles of Incorporation (including amendments and restatements) showing approval by the appropriate state official, also include a copy of the bylaws.	
b <input type="checkbox"/> Trust - Attach a copy of the Trust Indenture or Agreement, including all appropriate signatures and dates.	
c <input type="checkbox"/> Association - Attach a copy of the Articles of Association, Constitution, or other creating document, with a declaration (see instructions) or other evidence the organization was formed by adoption of the document by more than one person, also include a copy of the bylaws.	

If the organization is a corporation or an unincorporated association that has not yet adopted bylaws, check here

Under penalty of perjury, I certify that I am authorized to sign this application on behalf of the above organization and that I have examined the application for the accuracy and completeness of the information provided and affirm that the information is true, correct, and complete.

Please Sign Here

Douglas Wayne Killian
(Signature)

Douglas Wayne Killian
(Type or print name and title or individuality of signor)

8 JAN 2001
(Date)

For Paperwork Reduction Act Notice, see page 7 of the instructions.

OMB No. 1545-0046

AFTER SCHOOL JOBS START NOW!!!
 Work evenings & weekends
 * Must be at least 14 years old
 * Transportation provided
 * Management opportunities
CALL 545-0877

ATTENTION STUDENTS EARN EXTRA INCOME!
 Work Part-time
 make full time wages!!!
 * Evenings & weekends
 * Transportation provided
 For more info
CALL 846-1738

SPRINKLER-INSTALLERS, Laborers & Helpers. Apply in person. Drug testing req'd.
 4825 McCullough. SAT 78212

STEADY WORK
 In the market for a great PT, FT Job?
 We are looking for GREAT smiles, ASSERTIVE Attitudes !!!
 Flexible Schedule
 Choice of AM/PT/PM
 Great for Moonlighters or Students
 Conveniently located on Popular Bus Route S.A.C. Area
 Call Robert 224-8560

STOCK YARD WORKER.
 Union Stock Yard now taking applications. 223-6331 EOE

SWIMMING POOL TECH, FT.
 route work, excellent driving record. \$8.50 to start, benefits. Edgar 651-5444

TEACHERS/CAREGIVERS
 openings for day care. FT & PT. NE area. 655-9225

TEACHERS/CAREGIVERS
 openings for day care. FT & PT. NE area. 655-9225

TEACHERS Expd. needed. Med ctr area. Call 692-7205.

Teachers needed, PT, and substitute avail. NE Child Care Center. 654-7311.

JobSearch
MySanAntonio.com

GRAND OPENING (Management Trainee)
 Join the team that makes a difference. The Missing Children Help Center will train you to manage an office. No exp. necessary. \$50K after training. Call Mrs. Brown (210) 647-4589.

LOOK DID THIS CATCH YOUR EYE?
 Ask your representative about adding graphics to your ad.
 210-250-2345 1-800-411-2527

SIGN SHOP
 Computer & Production
 Exp. only. 654-7575

ADD THIS BORDER TO YOUR AD!
 Ask your representative for more details. 250-2345

INTERVIEWING FOR ALL CAREER FIELDS HS GRADS AGES 17-34.
 8a-4p, Mon-Fri, 1-800-292-5547. WILLING TO RELOCATE.

The Boss is In Town... and Says We Need To Fill & Positions
 Choice of Full/Part Time Available
 Hourly Wage + Bonus + Commissions
 Average Pay \$8-\$12/Hr must be 18 yrs. or older
 Call Today Start Tomorrow 212-7949
 Ask for Mr. Martinez

GYM & TANNING BUSINESS.
 Fully equipped, Asking \$20K. obo. Call 685-5269.

TAYLOR Margarita machines with delivery truck. \$12,000. Call 545-5033

BUSINESS OPPORTUNITIES 484
 The San Antonio Express-News is a member of

CatchScam NETWORK
 A voluntary coalition of newspapers, nationwide, committed to the investigation and elimination of fraudulent Classified Advertising.
 We invite Classified users to report information regarding possible "scam" advertisements.
 250-2345 or 1-800-411-CLAS

COMPUTERIZED Daytrading @ Home \$100,000 PLUS/YEAR
 • #1 S&P 500 Trading Sys
 • Low Start Up
 • Professional Training & Life Time Support
 • Proven Performance
 Call For FREE Demo * 1-800-670-0834 *
 TradersInternational.net

3M Company is looking for an aggressive individual or Company to become an Elite Dealer/Applicator of the Scotchbond Scotchbond window film products in the Greater San Antonio Area.
 For more information, please call: 688-4821
 paster@3m.com

TAKE over large existing warehouse full of new surplus kitchen/bath cabinets & cabinet doors. Continuous supply. Super money maker. Health reasons. Call 534-4002

FREE
 Purchase existing Mortgage Co. at no cost. No debts. Rent \$800 mo. for more details Call Fred 493-5300.

working capital. will pay back \$10,000 interest 393-6465

500

ANNOUNCEMENTS

Funeral Notices 500
In Memoriam 502
Special Prayers 504
Card of Thanks 506
Floral/Flowers 508
Food for Family 510
Cemetery Lots 512
Monument/Statuary 514
Funeral/Cremation Services 516

SEE METRO SECTION FOR ABOVE SERVICES

Special Notices 522
Adoptions 524
Personals 526
Dating Services/Clubs 527
Resorts/Club Memberships 529
Travel Opportunities 532
Political Notices 534
Lodge Notices 536
Business Personals 538
Professional Directory 542
Miscellaneous 546
Legal Services 549

SPECIAL NOTICES 522
BASEBALL TRYOUTS
 For Adult Males Ages 18 & Over, 30 & Over, 40 & Over, 50 & Over Feb 17/18 @ Wolf Stadium 302-4228 For info: Or www.samsbl.com

PERFECT VALENTINE'S GIFT! A soft, romantic portrait for the man in your life. You'll look your best with our elegant set and digital retouching. 348-6419

WHOEVER Witnessed accident on 2/6/00, at 7:15pm on Merkins/Wurzbach. 421-6001

DATING SERVICES/CLUBS 527
DATEMAKER
 Find hundreds of ads from local singles in the Express-News every Wednesday in Live, Friday's Weekender, and the Sunday Star.
 Listen to the ads now, by calling 1-900-945-4303. \$2.19 per minute. Call 1-800-801-0830 to place your own free ad
TRY IT TODAY!

LOCAL LOVE
 Record & listen to ads FREE 210-614-9833 code 9013, 18yrs

WILD LOCAL DATELINE
 FREE to Record & Send 210-375-1800, Pub #853, 18+yrs

RESORTS/CLUB MEMBERSHIPS 529
 2 Silver Leaf Weeks. Red \$1500. White \$500, or take over payments. Call 887-4947

TRAVEL OPPORTUNITIES 532
FRIENDS Travelling together every summer are seeking adult participants for 16day trip to Eastern Europe July 3-18. Call: 655-4886 or 653-4806

BUSINESS PERSONALS

OBTAIN A COPY OF THE REQUEST SERVICES. CONTACT CYNTHIA M. CAMPBELL, 210/531-2812

BID NOTICE
 Education Service Center, Region XIII, Austin, Texas seeks bids for acquisition of 1,000 paperback copies each of two books. Book titles are (1) Words Their Way Word Study for Phonics, Vocabulary and Spelling Instruction (ISBN #0-02-307490-6) and (2) Literacy Instruction in Half-and Whole-Day Kindergarten, Research to Practice (ISBN #0-87707-188-X). Bids are due in Austin on Thursday, February 15. For specifications and response form, contact Frances McAdams at 512-919-5361.

THE IMAGINE FOUNDATION
 is applying to the State Board of Education for approval to operate an open-enrollment charter school, "Lighthouse Charter School", to be located in Bexar County, Texas. Charter schools are public schools established by non-profit organizations, institutions of higher education, or government entities.
 The foundation would like to invite interested parties in Bexar County to attend a public hearing on February 13, 2001 at 7pm-8pm located at the Brook Hollow branch of the San Antonio Library, 530 Heimer Road.

The meeting will review the charter application, answer questions, and provide an overview of programs.

REQUEST FOR PROPOSAL FOR VIA PROJECT #01-010

VIA Metropolitan Transit is seeking proposals for UTILIZATION OF TRANSIT CENTERS AND PARK & RIDE PARKING SPACES DURING OFF-PEAK HOURS. Proposals will be accepted until 4:00 p.m., March 22, 2001. Proposals received after that time and date will not be considered.

A Pre-Proposal Conference will be held at 10:00 a.m. February 26, 2001 in the Procurement Conference Room, 1720 N. Flores Street, San Antonio, Texas.

Proposal documents may be obtained from VIA's Procurement Division, 1720 N. Flores Street, San Antonio, Texas.

SAN ANTONIO HOUSING AUTHORITY RFP N. HASA-0102-12 REQUEST FOR PROPOSALS FOR THE DESIGN AND IMPLEMENTATION OF A PROGRAM EVALUATION FOR THE PUBLIC HOUSING SERVICE COORDINATOR PROGRAM

DATE ISSUED: FEBRUARY 8, 2001

RECEIPT OF PROPOSALS
 The Housing Authority of the City of San Antonio (hereinafter referred to as "Housing Authority") is seeking proposals for the design and implementation of a program evaluation for the Public Housing Service Coordinator Program (PHSCP) until 10:00 AM, TUESDAY, FEBRUARY 27, 2001, at SAHA's Central Office, Department of Procurement, located at 818 South Flores, San Antonio, Texas 78207.

We're looking for a few good people.

Join the San Antonio-Express News team - and discover a job that fits your schedule.

The Express-News now has opportunities available for:

Single Copy Contractors

Become a link in the Express-News distribution chain by delivering the newspapers to market! Retirees and others looking for work are encouraged to apply. A light truck or van is a must.

Call Sandra Cano at (210) 250-2074 for more information.

Family Educational Rights and Privacy Act Protected Material

1 page has been withheld

PLEASE NOTE: Public hearing sign-in sheets have been removed from the responsive material. These sign-in sheets contain material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted could include items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.

ATTACHMENT 9

Notes from the Public Meeting

A public meeting was held at the Brook Hollow branch of the San Antonio Public Library. An announcement was made for the 7pm meeting in the San Antonio Express News legal section and flyers were circulated in the community.

The public was given an overview of the charter application and the grades to be served. The intended location of the school was addressed, as well as questions on the opening date and the schools design and building facilities.

The curriculum was addressed as well as questions on staffing and staff qualifications. It was explained that Gifted and talented instruction strategies will be utilized in every classroom for the benefit of all students. A thematic approach will help students begin to draw connections and develop higher order thinking skills. The use of cooperative learning will address both the affective and cognitive domains. A combined phonics/whole language program will address literacy from different learning styles with verbal, tactile, auditory, group, and individual approaches combining choral and individual responses and instruction. Experienced based curricular will give the students hands on educational situational learning experiences. All of these programs will have the goal of arming students with the abilities to address life long learning goals, needs, and successes.

Attendance was solid, but we intend to have further interest meetings to continue to build support until the charters proposed opening.



Northside Church of Christ

"Holding the heart and hand of Jesus out to our neighbors."

16318 San Pedro Ave. • San Antonio, Texas 78232 • (210) 494-1907 • Fax (210) 494-1022

February 13, 2001

Mr. Doug Killian, CEO
Imagine Educational Foundation
2143 Oak Wild
San Antonio, TX 78232

Re: Letter of Intent to purchase 9.185 acres plus improvements
Northside Church of Christ & Christian Heritage Schools location
16318/16316 San Pedro
San Antonio, TX 78232

Dear Mr. Killian,

We are very pleased to have received your "Letter of Intent" submission yesterday, February 12, 2001 regarding the sale of our property and your interest in same.

The Northside Church of Christ wishes you good luck in your endeavor to obtain approval for a state charter for the Imagine Educational Foundation, and we look forward to the upcoming purchase negotiations with you for a home for your new school.

Please contact me directly at (210) 490-7039, ext. 106 when you are ready to proceed with the purchase agreement document preparation.

Sincerely,

Alan R. Cooper, Deacon
Long Range Planning

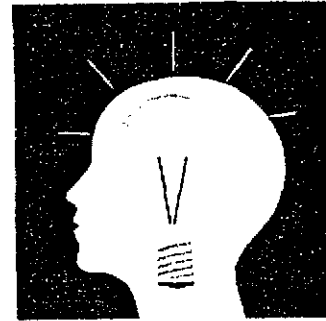
arc.ofc.letter~

cc: D. Stewart
S. Royse
File

SAMPLE of Mail Out



IMAGINE EDUCATIONAL FOUNDATION
2143 Oak Wild
San Antonio, Texas 78232
(210) 481-2189



To: <Area Businesses, Community Groups>, & Schools

Imagine Educational Foundation is currently applying for a charter school to be located in the northern part of San Antonio. The charter school will seek to help at risk students find success through a variety of innovative programs. We would like to invite you to become a part of our educational team through an academic partnership. We would like to invite your group to adopt one of our classes and become a partner in education.

Please feel free to contact me personally at the above the address and telephone.

Thank you for your consideration and remember, any help would be appreciated.

Sincerely,

Douglas Killian, CEO

PERSONNEL ACTION FORM

PAF # _____ JVN # _____

Employee _____ SSN _____ - -
 Cost Center/Sub-Object/Position No. _____ / / _____ % of Time _____ FY _____
 Job Class Title _____ Class No. _____ Salary Group _____
 Effective Date of Transaction _____ / / _____
 Division Contact Person _____ Telephone _____ -

SECTION I: Personnel Actions

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> New Position
<input type="checkbox"/> Delete Position
<input type="checkbox"/> New Hire *
<input type="checkbox"/> Interagency Transfer
<input type="checkbox"/> Reinstatement
<input type="checkbox"/> Intra-agency Transfer
<input type="checkbox"/> Promotion *
<input type="checkbox"/> Demotion *(Disciplinary action)
<input type="checkbox"/> Demotion (Voluntary/RIF) | <input type="checkbox"/> Termination
<input type="checkbox"/> Death
<input type="checkbox"/> Retirement
<input type="checkbox"/> Merit *
<input type="checkbox"/> Reclassification
<input type="checkbox"/> Other
<input type="checkbox"/> Temporary Assignment Dates: _____ / / _____ to _____ / / _____
<input type="checkbox"/> Warrant Adjustment: _____ Hours _____ Minutes
*Proposed Monthly Salary _____ | <input type="checkbox"/> Class Change
<input type="checkbox"/> Sub-Object Change
<input type="checkbox"/> Leave Without Pay
<input type="checkbox"/> Return from LWOP
<input type="checkbox"/> Change % of Time |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Vacation Leave Balance to be Paid _____ Hours _____ Minutes

SECTION II: Requests for Position-Related Budget Revisions

Section II-A - Position Changes								
+/-	Cost Center No.	Sub-Object No.	Position No.	Percent of Time	Job Class No.	Salary Group	Job Class Title	Monthly Salary

Section II-B - Merits Only				
Merit Salary Increase or One-Time Merit	Current Monthly Salary	Proposed Percent Increase	Merit Quarter	Current Performance Evaluation (Y/N)

Section II-C - Proposed Funding

This section is for any proposed funding. If adding a new sub-object, indicate the proposed funding and strategy. Enter each source of fund and estimated percentage separately.

Section II-D - Justification/Comments

Explain the purpose of the budget request.

SECTION III: To Be Completed by Human Resources

Race _____	Gender _____	Veteran Status _____	Date of Birth _____ / /
EEO Code _____	FLSA Status _____	Longevity Date _____ / /	

SECTION IV: Approvals (The Division Director's initials certify compliance with applicable TEA operating procedures.)

	Division Director	Department Manager	Human Resources	Associate Commissioner Operations & Fiscal Mgmt	Chief Deputy or Commissioner
Initials					
Date					

GENERAL HELP 475

ATTENTION STUDENTS EARN EXTRA INCOME!
 * Work Part-time
 make full time wages!!!
 * Evenings & weekends
 * Transportation provided
 For more info
CALL 846-1738

Teachers needed, PT, and substitute avail. NE Child Care Center. 654-7311.

Downtown Gentlemen's Club
 Hiring entertainers, am/pm shifts, exp. or will train. Apply in person 107 E. Martin @ Soledad. Also hiring Receptionist. \$\$\$ 823-8055

EARN CASH TODAY
 Donate your blood plasma.
 3655 Fredericksburg 734-2824
 711 Broadway 234-1749
 8725 Marbach 675-4521

NEED A JOB???
 WE NEED WORKERS
 CALL NOW
 599-4373
TOP HAND EMPLOYMENT

NEEDED
 10 PEOPLE WHO WANT TO WORK TO REPLACE
 10 WHO DID NOT CALL
 \$1912/month on a qual. Steady Work, Bonuses and Other Incentives

390-2046 520-1300

Get A SWEETHEART of a Job For Valentine's

Are you 18+? Motivated? Dependable?

If you answered "YES" to these 3 questions then we want you!

We offer:
 Paid Training
 Competitive Hourly Wage
 Bonus Program
 Attendance Incentive
 Weekly Pay

Come join our winning team
 Contact Mr. McBride at 614-1169

Positions Filling Fast
 So Apply Today - Start Tonight !!

GRAND OPENING (Management Trainee)

Join the team that makes a difference. The Missing Children Help Center will train you to manage an office. No exp. necessary. \$50K after training. Call Mrs. Brown (210) 637-0589.

Awesome Autos

Find great new or used cars in the Classifieds.

Also, check out used cars online on



San Antonio Express-News Recyclable Tuesday, February 13, 2001 5F

480

FINANCIAL/BUSINESS OPPORTUNITIES

- Businesses For Sale 480
- Businesses Wanted 482
- Business Opportunities 484
- Money to Lend/ Financial Services 486
- Financial Investments Franchise/ Distributorship 490
- Money/Financial Brokers 491
- Mortgage Note Buyers 492
- Money Wanted 494
- Oil/Gas Propositions 496

Please consider carefully the value or benefits before you purchase a product or service. Publication of products or service does not indicate endorsement by the Express-News. Before you invest or if you feel you have been a victim of investment fraud, contact the Texas State Securities Board at (512) 305-8392. Via E-Mail or COMPLAINTS@SSB.STATE.TX.US or through its web site at [HTTP://WWW.SSB.STATE.TX.US](http://www.ssb.state.tx.us)

BUSINESSES FOR SALE 480

USED Auto/Truck Parts Business for sale. 1201 Somerset. 923-7300 or 823-0963

CONVENIENCE STORES Houston, San Antonio, Corpus Christi, Austin. To be sold individually or as a package. For info contact Silus 713-626-7200

BE Independent work anywhere you want. \$1500-\$2000 a week possible. mobile windshield repair complete with training. \$3300. 210-834-3006

PRIME Location. Full service Cigar Shop. modern design. turnkey. \$25K down. \$25K over 3 yrs. 859-6100

FULLY Equipped restaurant for lease. For additional info respond to Restaurant 2 McPherson Dr #3, Larago, TX 78041

ROOMING HOUSE. Good investment. Refining. Income: \$2540/mo. \$95,000. 15% an. \$850/mo. Owner fin. 633-9906

SUBS & ICECREAM. Co Branded Franchise in Local College Town. Good Volume & Potential. 404-500

HTO FLEA MARKET 20 ac. owner retiring. great price. Broker: 1-800-392-5228

CHINESE RESTAURANT NE Area. Serious buyers only. Call 2 30-10:00pm 210-663-9464

SCREEN PRINTING BUSINESS FOR SALE 534-5135

PICTURE FRAME shop. Turn key operation. \$50k. \$10k down. Owner fin. 889-8973

RIVERWALK RESTAURANT & Bar. Fully equipped. Owner Finance. 699-2771 or 415-3529

MONEY TO LEND/ FINANCIAL SERVICES 486

CASH FOR TITLE \$300-\$10K. Pronta! for clear car title-you Keep driving car! 930-6006

CASH AVAILABLE Lines of Credit, Real Estate Loans, venture capital. 615-3700

ATTN BUSINESSES! Solve cash flow problems. sell us accts receivable 210-224-9596

MORTGAGE NOTE BUYERS 492

\$\$\$ CASH \$\$\$ We Pay Top Dollar For Real Estate Notes and Contracts. 828-7777 or 800-385-4535 www.charminadecapital.com

AT U.S. Buyer-First National pays the most for notes & contracts. Free Quote. Close in 10 days. Call 800-879-2324 or visit www.fnacusa.com

CASH For Your Real Estate Notes. Earl Sampson 349-0723

MONEY WANTED 494

ESTABLISHED business owner just gone through divorce. looking for approx \$20,000 working capital. will pay back \$10,000 interest. 393-6465

500

ANNOUNCEMENTS

- Funeral Notices 500
- In Memoriam 502
- Special Prayers 504
- Card of Thanks 506
- Florist/Flowers 508
- Food For Family 510
- Cemetery Lots 512
- Monument/Statuary 514
- Funeral/Cremation Services 516

SEE METRO SECTION FOR ABOVE SERVICES

- Special Notices 522
- Adoptions 524
- Personals 526
- Dating Services/Clubs 527
- Resorts/Club Memberships 529
- Travel Opportunities 532
- Political Notices 534
- Lodge Notices 536
- Business Personals 538
- Professional Directory 542
- Miscellaneous 546
- Legal Services 549

SPECIAL NOTICES 522

FREE VACATION SPYDERLINE New Internet Service Provider. Deadline 2/19. DETAILS: 286-6325, 723-5619.

BASEBALL TRYOUTS For Adult Males Ages 13 & Over. 30 & Over. 40 & Over. 50 & Over Feb 17/18 @ Wolff Stadium 303-8228 For

BUSINESS PERSONALS 538

SOFT, gentle touch by Sandra. Rub down. In or out calls. 738-9590

SPANISH DELIGHTS Lingerie Modeling and Exotic Dancing. 381-0344

600

LEGALS

Bids & Proposals 600 Legals 650

BIDS & PROPOSALS 600

THE SAISO is accepting bids for BID NO. 01-012(RC) "REPAIR OF AN ATHLETIC EQUIPMENT". Bids must be received by TUE 02-20-2001 AT 1:30 PM. Bid forms and specs may be obtained from Rosalie, Purchasing Dept., 1215 Austin Street, San Antonio, TX 78208 (210) 224-2781

SAN ANTONIO HOUSING AUTHORITY RFP N. HASA-0102-12 REQUEST FOR PROPOSALS FOR THE DESIGN AND IMPLEMENTATION OF A PROGRAM EVALUATION FOR THE PUBLIC HOUSING SERVICE COORDINATOR PROGRAM

DATE ISSUED: FEBRUARY 8, 2001

RECEIPT OF PROPOSALS The Housing Authority of the City of San Antonio (hereinafter referred to as "Housing Authority") is seeking proposals for the design and implementation of a Program Evaluation for the Public Housing Service Coordinator Program (PHSCP) until 10:00 AM, TUESDAY, FEBRUARY 27, 2001, at SAHA's Central Office, Department of Procurement, located at 818 South Flores, San Antonio, Texas 78207.

AVAILABILITY OF SPECIFICATIONS PACKAGES Specifications packages are available at SAHA's Office of Procurement, located at 1310 South Brazos, San Antonio, Texas 78207. Phone (210) 270-7802.

HOUSING AUTHORITY OF THE CITY OF SAN ANTONIO BY: MELVIN L. BRAZIEL PRESIDENT AND CEO FEBRUARY 2001

NOTICE TO CONTRACTORS OF PROPOSED TEXAS HIGHWAY IMPROVEMENT CONTRACTS

Sealed proposals for highway improvement contracts will be received by the Texas Department of Transportation (TxDOT) until the date(s) shown below, and then publicly read.

BIDS & PROPOSALS 600

EI Paso, Tx 79928-5410 Phone: 915-790-4200

ODESSA DISTRICT ENGINEER 3901 E. US Hwy 80 Odessa, Tx 79761 Phone: 915-332-0501

SAN ANGELO DISTRICT ENGINEER 4502 Knickerbocker Rd. San Angelo, Tx 76904 Phone: 915-944-1501

SAN ANTONIO DISTRICT ENGINEER 4415 NW Loop 410 San Antonio, Tx 78229 Phone: 210-615-1130

Minimum wage rates are set out in bidding documents and the rates will be part of the contract. TXDOT ensures that bidders will not be discriminated against on the grounds of race, color, sex, or national origin.

LEGALS 650

NOTICE OF INTENT TO APPLY FOR OPEN-ENROLLMENT CHARTER SCHOOL

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

Imagine Foundation intends to open the first school campus in the NEISD. The school will initially serve Grades PK-3 beginning in the Fall of 2002 with expansion to follow. The CEO will be Douglas Kilian operating the school with a focus on early literacy and experience based education.

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

ADD Some Art To Your Ad. Ask for details. 250-2345

NOTICE OF INTENTION TO INTRODUCE A BILL IN THE LEGISLATURE

Notice is hereby given that the undersigned intends to request the introduction of a bill in the Regular Session of the 77th Legislature of the State of Texas, 2001, the general purpose, nature, and substance of which:

The bill will at 45th Legisat amended. (Ar Verano's Tex

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

City Council of San Antonio
 P.O. Box 831966
 SAN ANTONIO, TX
 78233-2396

COMPLETE THIS SECTION ON DELIVERY

A. Received by (Please Print Clearly) B. Date of Delivery

C. Signature
 X Agent
 Addressee

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

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

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Copy from service label)

7000 0520 0024 0378 8342

PS Form 3811, July 1999

Domestic Return Receipt

102595-00-M-0952

**U.S. Postal Service
 CERTIFIED MAIL RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)**

SAN ANTONIO, TX 78205

Postage	\$ 0.34	UNIT ID: 0208 Postmark Here Clerk: KCFTJD 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 3.74	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DOUGLAS HILLIAN
 Street, Apt. No.; or PO Box No.
 2143 CARL WILD
 City, State, ZIP+4
 SAN ANTONIO, TX 78205

PS Form 3800, February 2000

See Reverse for Instructions

**U.S. Postal Service
 CERTIFIED MAIL RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)**

SAN ANTONIO, TX 78283

Postage	\$ 0.34	UNIT ID: 0208 Postmark Here Clerk: KCFTJD 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 3.74	

Recipient's Name (Please Print Clearly) (to be completed by mailer)
 DOUGLAS HILLIAN
 Street, Apt. No.; or PO Box No.
 2143 CARL WILD
 City, State, ZIP+4
 SAN ANTONIO, TX 78205

PS Form 3800, February 2000

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

COUNTY COMMISSIONER COURT
 BEXAR COUNTY COURT HOUSE
 100 DOLOROSA
 SAN ANTONIO, TX
 78205

COMPLETE THIS SECTION ON DELIVERY

A. Received by (Please Print Clearly) B. Date of Delivery

C. Signature
 X Agent
 Addressee

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

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

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Copy from service label)

7000 0520 0024 0378 8335

PS Form 3811, July 1999

Domestic Return Receipt

102595-00-M-0952

7000 0520 0024 0378 8335

7000 0520 0024 0378 8342

ATTACHMENT 13

Teacher's salaries will be based on a ten-step salary schedule. The following scale will be utilized for Teaching staff.

Years of Experience Credited Monthly Salary

0	2,400
1	2,500
2	2,600
3	2,700
4	2,800
5	2,900
6	3,000
7	3,100
8	3,200
9	3,300
10	3,400

Para Professional staff will be placed on a step scale related to position and years of experience.

ATTACHMENT 14

STATE OF TEXAS

NAME: _____

SS#: _____

DATE: _____

One Year Term Contract

The LIGHTHOUSE CHARTER SCHOOL DISTRICT(here in after, District); acting through its duly elec

1. Employee shall be employed on a «MONTHS» month basis for the 20 _ school year, according to the hours and dates set by the District, as they exist or may hereafter be amended.
2. The Board shall pay the Employee in twelve installments an annual salary according to the compensation plan adopted by the Board, In the case of full-time classroom teachers and librarians, compensation shall not be less than the state minimum salary. Employee's salary includes consideration for any assigned duties, responsibilities, and tasks, except as provided in the District's supplemental duty schedule Notwithstanding anything to the contrary, if the Employee is employed after the beginning of the school year, the Employee shall be paid a prorated portion of the annual salary established by the salary schedule adopted by the Board, with the proration to be based on the number of work days remaining in the school year as set by the District. The Employee's prorated salary shall be equally divided by the remaining months in the contract's pay cycle.
3. Supplemental duties may from time-to-time be assigned and paid according to the District's supplemental duty schedule. This contract does not cover any payments for supplemental duties. Any such payments are not included as part of the annual salary. No property right to continued employment exists in supplemental duties, and supplemental assignments may be terminated for any reason or no reason, at the sole discretion of the District. .
- 4_ Employee shall be subject to assignment and reassignment of positions or duties, additional duties, changes in responsibilities or work, transfers, or reclassification at any time during the contract term
- s. Employee shall comply with, and be subject to, state and federal law and District policies, rules, regulations, and administrative directives as they exist or may hereafter be amended. Employee shall faithfully perform to the satisfaction of the District all duties set forth in the job description or as assigned. Any change in state and federal law and in District policies, rules, regulations, and administrative directives shall act as an additional requirement to this contract- Continued performance under this contract shall constitute acceptance of the additional requirements by Employee- .
- s. ~ This contract is conditioned on Employee's satisfactorily providing the certification, service records, teaching credentials, and other records and information required by law, the Texas Education Agency, the State Board of Educator Certification , the State Board of Education, or the District. Failure of employee to maintain certification in the positions) assigned constitutes good cause for **'discharge and suspension without pay**. For purposes of this paragraph, the phrase "failure to maintain certification" shall be deemed, to refer to any act, omission, event, or condition which, in 'the opinion of the Superintendent or his/her designee, renders

APPLICATION

the employee uncertified, or incapable of receiving certification within the time period agreed upon by the parties as a condition of employment. Such events shall include, but not be limited to, revocation or cancellation of the employee's certificate or any permit accepted by the District in lieu of certification, or receipt of notice by the District that the employee has been discharged from any alternative or emergency certification or permitting program, or has received a failing grade in any course required to complete any such program. Any right of appeal which the employee may have with regard to such revocation, cancellation, discharge, failure, or other event shall not operate to stay the District's right to discharge the employee upon receipt of notice of such event. False statements, misrepresentation, omissions of requested information, or fraud by Employee in or concerning any required records or in the employment application constitutes good cause for discharge. Employee hereby represents that he/she has made written disclosure to the District of any, conviction for a felony or an offense involving moral turpitude.

7. Employee shall satisfactorily submit or account for all grades, reports, school equipment, or other required items at the end of the contract term, or before severance with the district during the term of the contract. Employee agrees that the last salary payment under this contract is conditioned upon receipt from Employee of all such items.
8. In accordance with Texas Education Code, the Board may terminate this contract and discharge Employee or suspend Employee without pay during the term of this contract for good cause as determined by the Board. Good cause is defined as the failure to meet the accepted standards of conduct for the profession as generally recognized and applied in similarly situated school districts in this state. A suspension without pay may not extend beyond the end of the school year.
9. A determination by the Board that a financial exigency or program change requires that the contracts of employees be terminated during the contract term constitutes good cause for discharge. Financial exigency, as used herein, means any decline in the Board's financial resources brought about by decline in enrollment, cuts in funding, decline in tax revenues, or any other actions or events that create a need for the District to reduce financial expenditures for personnel. Program change, as used herein, means any elimination, curtailment, or reorganization of a curriculum offering, legislative revisions to program funding, or a reorganization or consolidation of two or more individual schools or school districts.

ATTACHMENT 15

Human Resources Policies

NONDISCRIMINATION

The District shall not fail or refuse to hire or discharge an individual, or otherwise discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment because of the individual's race, color, religion, sex, or national origin. Nor shall the District limit, segregate, or classify its employees or applicants for employment in any way that would deprive or tend to deprive an individual of employment opportunities or otherwise adversely affect the status as an employee because of the individual's race, color, religion, sex, or national origin. 42 U.S.C. 2000d; 42 U.S.C. 2000e-2(a); 20 U.S.C. 1681; Labor Code 21.051; North Haven Board of Education v. Bell, 102 S.Ct. 1912 (1982) Sexual harassment is a form of sex discrimination. Meritor Savings Bank v. Vinson, 106 S.Ct. 2399 (1986) [See also DHC (LEGAL)] AGE The District shall not discriminate in employment, as set out above, because an individual is age 40 or above. 29 U.S.C. 623; 29 U.S.C. 631; Labor Code 21.101

EXCEPTION

As an exception to the policy stated above, the Board may employ an individual on the basis of the individual's religion, sex, national origin, or age in those certain instances where religion, sex, national origin, or age is a bona fide occupational qualification reasonably necessary to the normal operation of the District. 42 U.S.C. 2000e-2(e)

TITLE IX COMPLIANCE COORDINATOR

The District shall designate at least one employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended, and its implementing regulations. The District shall notify all employees of the name, office address, and telephone number of the employee(s) so designated. 34 CFR 106.8(a) [SeeDAA(LOCAL)]

DISABILITY

The District shall not discriminate against a qualified individual with a disability because of the individual's disability in regard to job application procedures; hiring, advancement, or discharge; employee compensation; job training; and other terms, conditions, and privileges of employment. Discrimination includes not making reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability, unless the District can demonstrate that the accommodation would impose an undue hardship on

the operation of the District. 42 U.S.C.12112(a)(b); 29 CFR Part 1630; 34 CFR 104.11; Labor Code 21.051

The District shall not exclude or deny equal jobs or benefits to, or otherwise discriminate against, a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a family, business, social, or other relationship or association. 29 CFR 1630.8; 34 CFR 104.11, 104.3(j)

COMPLIANCE COORDINATORS

ADA

The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II, Subtitle A, of the Americans with Disabilities Act and its implementing regulations, including any investigation of any complaint communicated to it alleging the District's noncompliance or actions prohibited by those provisions. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated. 28 CFR 35.107 [See DAA(LOCAL)]

SECTION 504

The District shall designate at least one person to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations. 34 CFR 104.7(a)

NOTICES

ADA

The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the Americans with Disabilities Act and its applicability to the District's programs, services, and activities. The information shall be made available in such manner as the Board and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA. 28 CFR 35.106

The District shall post notices in an accessible format to applicants, employees, and members describing the applicable provisions of Title I of the ADA. 42 U.S.C. 12115

SECTION 504

The District shall make available to applicants, participants, beneficiaries, and employees, including those with impaired vision or hearing, notice that it does not discriminate on the basis of disability in violation of Section 504.

The notice shall state, where appropriate:

1. That the District does not discriminate in admission or access to, or treatment or employment in, its programs and activities; and
2. The identity of the responsible employee designated as 504 coordinator.

Methods of notification may include:

1. Posting of notices;
2. Publication in newspapers and magazines;
3. Placement of notices in District publications; and
4. Distribution of memoranda or other written communications.

If the District publishes recruitment materials, it shall include in those materials a statement of the 504 policy described above. 34 CFR 104.8

COMPLAINT PROCEDURE

The District shall adopt and publish grievance procedures providing for prompt and equitable resolutions of complaints alleging any action that would be prohibited by the Americans with Disabilities Act or Section 504. 28 CFR 35.107(b); 34 CFR 104.7(b)

DEFINITIONS RELATED TO INDIVIDUALS WITH DISABILITIES

The term "disability" means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the individual's major life activities, a record of having such an impairment, or being regarded as having such an impairment. "Major life activities" means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. 42 U.S.C. 12102(2); 29 CFR 1630.2(g)-(l); 28 CFR 35.104; 34 CFR 104.3(j),(l) The term "qualified individual with a disability" means an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that the individual holds or desires. Consideration shall be given to the District's judgment as to what functions of a job are essential, and if a written description has been prepared before advertising or interviewing applicants for the job, this description shall be considered evidence of the job's essential functions. 42 U.S.C. 12111(8); 29 CFR 1630.2(m)(n); 34 CFR 104.3(k)

REASONABLE ACCOMMODATION

The term "reasonable accommodation" may include (1) making existing facilities used by employees readily accessible to and usable by individuals with disabilities and (2) job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities. 42 U.S.C. 12111(9); 29 CFR 1630.2(o); 34 CFR 104.12(b)

UNDUE HARDSHIP

The term "undue hardship" means an action requiring significant difficulty or expense, when considered in light of factors related to the nature and cost of the accommodation needed, overall financial resources of the affected facility and

the District, and other factors set out in law. 42 U.S.C. 12111(10); 29 CFR 1630.2(p); 34 CFR 104.12(c)

EXCEPTIONS TO DEFINITIONS DRUG AND ALCOHOL ABUSE

The term "qualified individual with a disability" does not include any employee or applicant who is currently engaging in the illegal use of drugs, when the District acts on the basis of such use. Nor does it include any individual who is an alcoholic whose current use of alcohol prevents the employee from performing the duties of the job in question or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others. 42 U.S.C. 12114(a); 29 CFR 1630.3(a); 28 CFR 35.104; 29 U.S.C. 706(8)(C)

DIRECT THREAT TO HEALTH OR SAFETY

As a qualification standard, the District may require that an individual not pose a direct threat to the health or safety of other individuals in the workplace. Although the term "physical or mental impairment" includes such contagious diseases as HIV disease (whether symptomatic or asymptomatic) and tuberculosis, and individual who by reason of such disease or infection would pose a direct threat to the health or safety of others that cannot be eliminated or reduced by reasonable accommodation or who is unable to perform the duties of the job shall not be considered a "qualified individual." 42 U.S.C. 12113(b); 29 U.S.C. 706(8)(D); 29 CFR 1630.2(r); 28 CFR 35.104 The determination that an individual poses a "direct threat" shall be based on an individualized assessment of the individual's present ability to safely perform the essential functions of the job. The assessment shall be based on a reasonable medical judgment that relies on the most current medical knowledge and/or on the best available objective evidence. In determining whether an individual would pose a direct threat, the factors to be considered include:

1. The duration of the risk.
2. The nature and severity of the potential harm.
3. The likelihood that the potential harm will occur.
4. The imminence of the potential harm.

29 CFR 1630.2(r); School Board of Nassau County v. Arline, 107 S.Ct. 1123 (1987)

MILITARY SERVICE

The District shall not deny initial employment, re-employment, retention in employment, promotion, or any benefit of employment on the basis of membership in a uniformed service, performance in a uniformed service, application for uniformed service, or obligation to a uniformed service. The District shall not take adverse employment action or discriminate against any person who takes action to enforce protections afforded by the Uniformed Services Employment and Re-employment Rights Act of 1994 (USERRA). 38

U.S.C. 4311 [See also DEC(LLEGAL)]

RELIGIOUS FREEDOM

The District may not substantially burden an employee's free exercise of religion, unless the burden is in furtherance of a compelling governmental interest and is the least restrictive means of furthering that interest. Civil Practice and Remedies Code 110.003 [See also FB(LLEGAL) and GA(LLEGAL)]

ATTACHMENT 16

TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT
(MUST BE TYPED and NOTARIZED)

Check all that apply:

 Member of the governing board of the sponsoring entity entity Member of the managing board for the charter school

It should be understood that a board member's resignation is not effective until a replacement is duly appointed by the board and a board member may be personally liable for any actions taken by the board.

 School administrator

Full Name of Sponsoring Entity and Name of Proposed Charter School: _____

Imagine Educational FoundationLighthouse Charter School

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): Douglas Wayne Killian2. Have you ever had your name changed? No If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]4. Date and Place of Birth: Blytheville, Ark [REDACTED]5. Business Address: 2143 Oak Wild, San Antonio, Texas 78232Business Telephone: (210) 481-2189

6. List your residences for the last ten (10) years starting with your current address, giving:

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
<u>11/00-Present</u>	<u>2143 Oak Wild</u>	<u>San Antonio, Texas</u>	<u>78232</u>
<u>10/99-11/00</u>	<u>3111 Morning Creek</u>	<u>San Antonio, Texas</u>	<u>78247</u>
<u>01/99-10/99</u>	<u>210 Piasano</u>	<u>Victoria, Texas</u>	<u>77901</u>
<u>01/97-12/98</u>	<u>8734 Aida Court</u>	<u>Laredo, Texas</u>	<u>78045</u>
<u>08/95-12/96</u>	<u>3101 N Seymour</u>	<u>Laredo, Texas</u>	<u>78041</u>

07/95-6/94	POBox 476	Cotulla, Texas	78014
01/93-5/94	201 Rue de Lis	San Antonio, Texas	78250

7. Education: Dates, Names, Locations and Degrees

College Currently pursuing a Doctor of Philosophy degree at Texas A&M University; College Station, Texas; expected graduation 2001.

Graduate Studies Master of Science in Education, Educational Administration; Texas A&M International University; Laredo, Texas; August 1996; 4.0 GPA.

Others Currently pursuing a Doctor of Philosophy degree at Texas A&M University; College Station, Texas; expected graduation 2001.

8. List Membership in Professional Societies and Associations: Texas Association of School Administrators TASA, Texas Association of Secondary School Administrators TASSP, Texas Association of School Business Officials TASBO9. Present or Proposed Position with the Proposed Charter School : Chief Executive Officer for the Imagine Foundation

10. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

DATES	EMPLOYER	ADDRESS	TITLE
Oct. '99- Present	E S C Region 20;	San Antonio, Texas	Field Service Agent
Jan. '99- Oct. '99	E S C Region III;	Victoria, Texas.	Field Service Agent
Aug. '97-Dec. '98	George Washington Night Alternative Center	1997-98,	Trautmann Night Alternative Center
1998-99,	United ISD,	Laredo, Texas.	'98 Alternative Director
Aug. '96-Dec. '98	United High School (5A),	United Independent School District,	Laredo, Texas.
			Assistant Principal
Aug. '95-Aug. '96	Social Sciences 9 th -12 th ,	United Alternative Education Center (United Independent School District),	Laredo, Texas.
			Secondary Teacher
Aug. '93-Aug. '95	Clark Elementary,	United Independent School District,	Laredo, Texas.
			Elementary Teacher
Mar. '92- Dec. '92	Service Merchandise,	San Antonio, Texas.	Assistant Warehouse Manager
Jan. '95-Aug. '91	Overseas Service Corporation & Stephen Lawrence Corp.,	San Antonio & Austin, Texas.	Marketing Representative
Jan. '84-Jan. '85	Bexar County Cablevision,	San Antonio, Texas.	Warehouse Manager.

11. Present employer may be contacted: Yes No (Circle One)Former employers may be contacted: Yes No (Circle One)

APPLICATION

12. a) Have you ever been in a position which required a fidelity bond? No
If any claims were made on the bond, give details: _____

b) Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No
If yes, give details: _____

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): Elementary Self-Contained (Grades 01-08), Elementary History (01-08), Texas A&M International University, Laredo, Texas; August 1995. Elementary Social Science Composite Certificate (01-08), United Independent School District, Laredo, Texas; April 1996. Secondary Social Science Composite Certificate (06-12), United Independent School District, Laredo, Texas; June 1996. Mid-Management Administrator (PK-12), Texas A&M International University, Laredo, Texas; May 1997. Superintendent Certificate, Texas A&M International University, Laredo, Texas; August 1998.

14. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? No If yes, give details: _____

15. Will you or members of your immediate family be employed by (directly or through contract) or receive remuneration from the proposed charter school? Yes
If yes, give details: I will act as the CEO of the school and foundation

16. Have you ever been adjudged bankrupt? No

17. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging any felony, or charging a felony or misdemeanor involving moral turpitude, or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? No
If yes, give details: _____

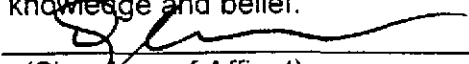
18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? No

19. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? No. If so, please furnish details: _____

APPLICATION

Dated and signed this 14th day of February, 2001,
20 01, at Education Service Center, REgion 20, San Antonio, TX

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.



(Signature of Affiant)

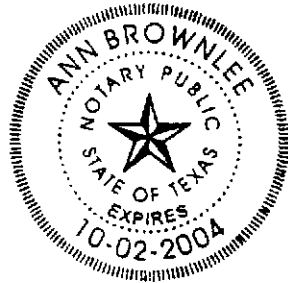
State of Texas
County of Bexar

Personally appeared before me the above named Douglas Killian
personally known to me, who, being duly sworn, deposes and says that he/she executed
the above instrument and that the statements and answers contained therein are true
and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 14th day of
February, 20 01.

(Notary Public)

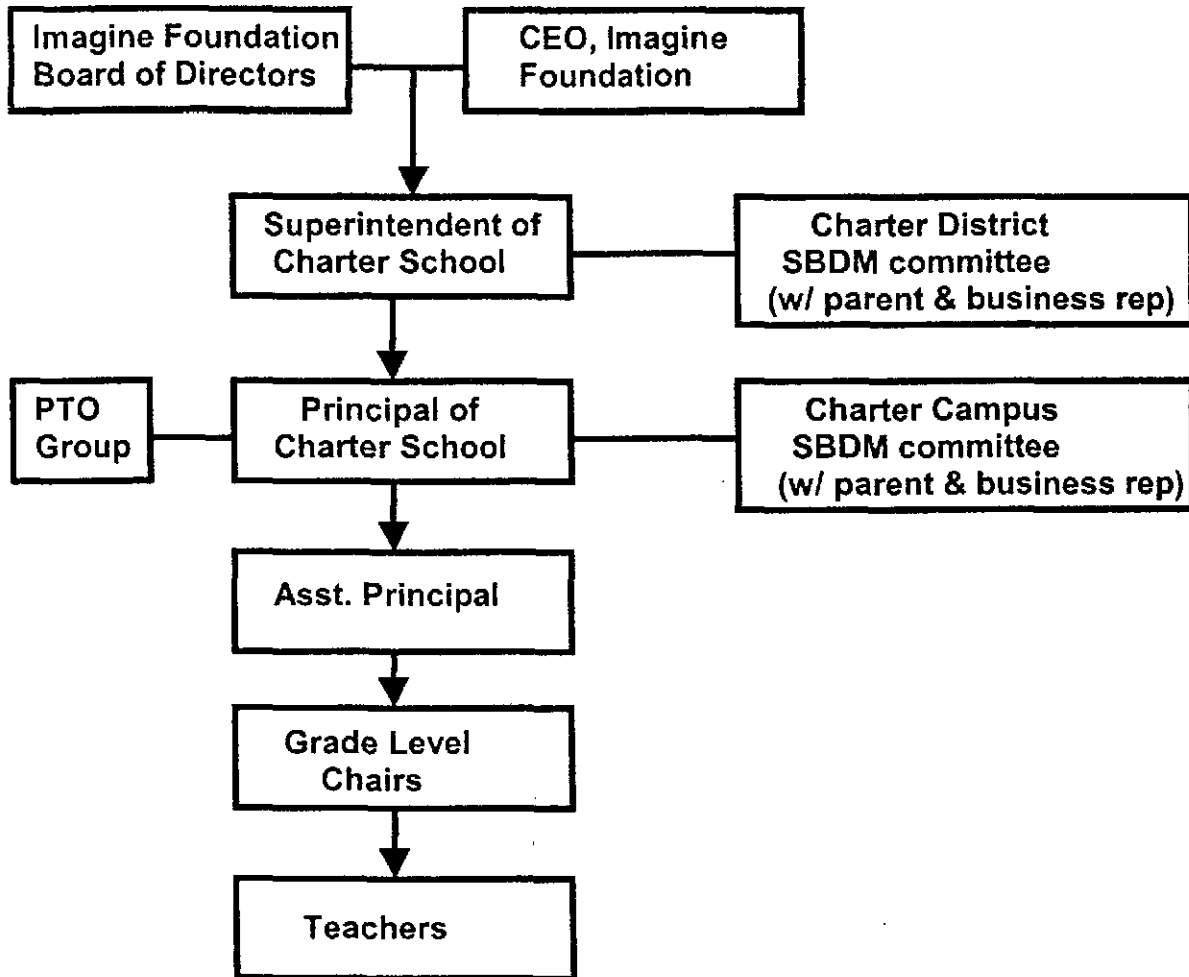
(SEAL) My commission expires





ATTACHMENT 17

Chain of Command





Northside Church of Christ

"Holding the heart and hand of Jesus out to every neighbor"

16318 San Pedro Ave. • San Antonio, Texas 78232 • (210) 490-1900

February 13, 2001

Mr. Doug Killian, CEO
Imagine Educational Foundation
2143 Oak Wild
San Antonio, TX 78232

Re: Letter of Intent to purchase 9.185 acres plus improvements
Northside Church of Christ & Christian Heritage Schools location
16318/16316 San Pedro
San Antonio, TX 78232

Dear Mr. Killian,

We are very pleased to have received your "Letter of Intent" submission yesterday, February 12, 2001 regarding the sale of our property and your interest in same.

The Northside Church of Christ wishes you good luck in your endeavor to obtain approval for a state charter for the Imagine Educational Foundation, and we look forward to the upcoming purchase negotiations with you for a home for your new school.

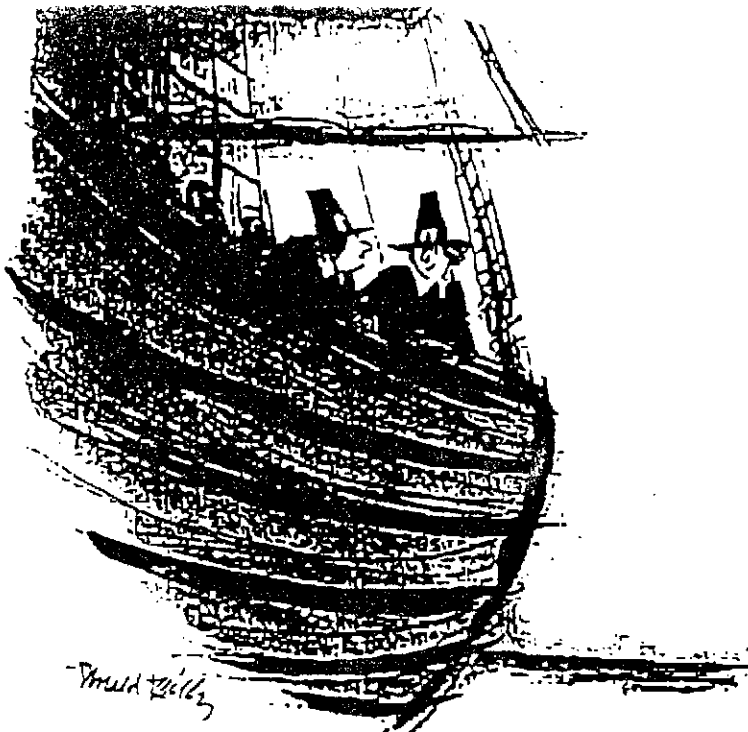
Please contact me directly at (210) 490-7039, ext. 106 when you are ready to proceed with the purchase agreement document preparation.

Sincerely,

Alan R. Cooper, Deacon
Long Range Planning

arc.ofc.letter~

cc: D. Stewart
S. Royse
File



Shud Zilly

"Religious freedom is my immediate goal, but my long-range plan is to go into real estate."

Fax Cover

To: Doug Killian Company: Imagine Foundation

Fax #: 370-5750 Phone #: 370-5606

From: Alan R. Cooper, GRI Company: Wakefield REALTORS

Fax #: (210) 491-9623 Phone #: (210) 490-7039

Date: 2/13/01 Time: 11:45am Pages (including cover):

Notes: Response to Letter of Intent

Good Luck!

Alan

ATTACHMENT 19

Start Up

Enrollment of 346 children PK-3rd. (16 teachers)

Initial Facilities Cost:	20,000
Utilities/Maintenance:	10,000
Teachers supplies:	1,600
Cafeteria supplies:	5164
Equipment:	<u>15000</u>
	51764

ATTACHMENT 20

In the pages that follow, a three year projected budget and cash flows are presented. You will notice that projected revenues on one form do not match those on the budget forms. This is due to the special programs monies not being included in the general budget. These are targeted funds and will be spent on programs and needs that benefit the kids that generated the monies. All applicable state and federal guidelines will be followed for expenditures associated with these monies.

The following pages detail cash-flow estimates based on state aid numbers for and enrollment projections. Realistically, any estimate of state aid based on projected enrollment, from as yet undetermined districts presents inherit problems. Especially, when varying funding will be gained from the based on the home district of the child enrolled. It will be important to continue to refine estimates based on most recent enrollments to gain the best view of state aid projections and other financing.

Grant and other donations are also hard to gauge. So in fairness we have not included them. The attached estimates are different from the Three year budgets. We have been conservative on budgeted figures and do not count on special program monies in the previous budgets. Our purpose is to be careful and conservative.

See Below for a series of templates entitled year 1-3 for the estimates and enrollments and budget years 1-3.

Monies left over are combined fund balance, savings for property acquisition, as well as padding available for unforeseen needs.

ATTACHMENT 20

Three Year Budget

Charter School Budget Year One

	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Net Assets at Beginning of Year				\$5,000
Estimated Revenues:				
Local Sources				\$10,000
State Sources				\$1,176,400
Federal Sources				\$0
Other Sources				\$160,000
Total Estimated Revenues		\$0	\$0	\$1,351,400
Estimated Expenses:				
Payroll Costs	6100			\$925,000
Professional and Contracted Services	6200			\$50,000
Supplies and Materials	6300			\$15,000
Other Operating Costs	6400			\$45,000
Debt Expense	6500			\$15,000
Total Estimated Expenses		\$0	\$0	\$1,050,000
Gains	7950			\$301,400
Losses	8950			\$0
Change in Net Assets		\$0	\$0	\$296,400
Net Assets at End of Year		\$0	\$0	\$301,400

APPLICATION

Charter School Budget Year Two

	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Net Assets at Beginning of Year				\$301,400
Estimated Revenues:				
Local Sources				\$20,000
State Sources				\$1,421,200
Federal Sources				\$0
Other Sources				\$0
Total Estimated Revenues		\$0	\$0	\$1,441,200
Estimated Expenses:				
Payroll Costs	6100			\$1,165,000
Professional and Contracted Services	6200			\$65,000
Supplies and Materials	6300			\$25,000
Other Operating Costs	6400			\$50,000
Debt Expense	6500			\$15,000
Total Estimated Expenses		\$0	\$0	\$1,320,000
Gains	7950			\$121,200
Losses	8950			\$0
Change in Net Assets		\$0	\$0	\$296,400
Net Assets at End of Year		\$0	\$0	\$422,600

APPLICATION

Charter School Budget Year Three

	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Net Assets at Beginning of Year				\$422,600
Estimated Revenues:				
Local Sources				\$30,000
State Sources				\$1,666,000
Federal Sources				\$15,000
Other Sources				\$50,000
Total Estimated Revenues		\$0	\$0	\$1,761,000
Estimated Expenses:				
Payroll Costs	6100			\$1,305,000
Professional and Contracted Services	6200			\$70,000
Supplies and Materials	6300			\$35,000
Other Operating Costs	6400			\$55,000
Debt Expense	6500			\$20,000
Total Estimated Expenses		\$0	\$0	\$1,535,000
Gains	7950			\$226,000
Losses	8950			\$0
Change in Net Assets		\$0	\$0	\$296,400
Net Assets at End of Year		\$0	\$0	\$648,600

ATTACHMENT 21**Three Year Cash-Flow Projections**

The following pages detail cash-flow estimates based on state aid numbers for and enrollment projections. Realistically, any estimate of state aid based on projected enrollment, from as yet undetermined districts presents inherent problems. Especially, when varying funding will be gained from the based on the home district of the child enrolled. It will be important to continue to refine estimates based on most recent enrollments to gain the best view of state aid projections and other financing.

Grant and other donations are also hard to gauge. So in fairness we have not included them. The attached estimates are different from the Three year budgets. We have been conservative on budgeted figures and do not count on special program monies in the previous budgets. Our purpose is to be careful and conservative.

See Below for a series of templates entitled year 1-3 for the estimates and enrollments.

Year One

APPLICATION

###-8## COUNTY DISTRICT NUMBER

2000-01 ESTIMATED STATE AID ENTITLEMENT REPORT

	North East	Judson	Northside	San Antonio	
	15910	15916	15915	15907	Total
Refined ADA	340.000	91.800	34.000	29.750	495.550
Special Education FTEs:					
Homebound	0.000	0.000	0.000	0.000	0.000
Hospital Class	0.000	0.000	0.000	0.000	0.000
Speech Therapy	0.136	0.034	0.068	0.068	0.306
Resource Room	3.647	2.026	1.216	1.216	8.104
Self-contained Mild	1.216	0.405	0.405	0.405	2.431
Self-contained Severe	0.000	0.000	0.000	0.000	0.000
Off-home Campus	0.000	0.000	0.000	0.000	0.000
VAC	0.000	0.000	0.000	0.000	0.000
State School Students	0.000	0.000	0.000	0.000	0.000
Hospital Care & Treatment	0.000	0.000	0.000	0.000	0.000
Total Sp Ed FTEs	4.998	2.465	1.689	1.689	10.841
Total Sp Ed Weighted FTEs	15.267	7.464	5.202	5.202	33.135
Career & Technology FTEs	0.000	0.000	0.000	0.000	0.000
Regular Program ADA	335.002	89.335	32.311	28.061	484.709
Mainstream ADA	21.250	8.500	4.250	4.250	38.250
Gifted & Talented Enrollment	17.000	4.590	1.700	1.488	24.778
Compensatory Ed Enrollment	50.000	25.000	22.000	22.000	119.000
Pregnancy-related FTEs	0.000	0.000	0.000	0.000	0.000
Bilingual ADA	17.000	7.650	4.250	4.250	33.150
Public Education Grant ADA	0.000	0.000	0.000	0.000	0.000
Regular Program Participation	335.002	89.335	32.311	28.061	484.709
Special Education Participation	15.267	7.464	5.202	5.202	33.135
Mainstream Program Participation	23.375	9.350	4.675	4.675	42.075
Career & Technology Program Participation	0.000	0.000	0.000	0.000	0.000
Gifted & Talented Program Participation	2.040	0.551	0.204	0.179	2.973
Compensatory Education Program Participation	10.000	5.000	4.400	4.400	23.800
Pregnancy-related Program Participation	0.000	0.000	0.000	0.000	0.000
Bilingual Education Participation	1.700	0.765	0.425	0.425	3.315
Public Education Grant Participation	0.000	0.000	0.000	0.000	0.000
Total Program Participation	387.384	112.464	47.218	42.942	590.007
Total Weighted ADA	402.492	116.850	49.059	45.089	613.490

Funding Data:

Weighted Adjustment Factor	1.0390	1.0390	1.0390	1.0500	
Method 1 Revenue per ADA	2216	2882	4040	1836	
Method 2 Revenue per WADA	4035	3848	4158	4066	

Method 1 Revenue per ADA	\$ 753,440	\$ 264,568	\$137,360	\$ 54,621	\$1,209,989
--------------------------	------------	------------	-----------	-----------	-------------

Method 2 Revenue per Weighted ADA	#####	\$ 449,640	\$203,988	\$183,333	\$2,461,014
-----------------------------------	-------	------------	-----------	-----------	-------------

Total Estimated State Aid Entitlement (larger method)	#####	\$ 449,640	\$203,988	\$183,333	\$2,461,014
-------------------------------------------------------	-------	------------	-----------	-----------	-------------

Year Two

###-8## COUNTY DISTRICT NUMBER

2000-01 ESTIMATED STATE AID ENTITLEMENT REPORT

	North East	Judson	Northside	San Antonio	
	15910	15916	15915	15907	Total
Refined ADA	297.500	66.300	29.750	22.950	416.500
Special Education FTEs:					
Homebound	0.000	0.000	0.000	0.000	0.000
Hospital Class	0.000	0.000	0.000	0.000	0.000
Speech Therapy	0.102	0.102	0.068	0.068	0.340
Resource Room	3.647	2.026	1.216	1.216	8.104
Self-contained Mild	1.216	0.405	0.405	0.405	2.431
Self-contained Severe	0.000	0.000	0.000	0.000	0.000
Off-home Campus	0.000	0.000	0.000	0.000	0.000
VAC	0.000	0.000	0.000	0.000	0.000
State School Students	0.000	0.000	0.000	0.000	0.000
Hospital Care & Treatment	0.000	0.000	0.000	0.000	0.000
Total Sp Ed FTEs	4.964	2.533	1.689	1.689	10.875
Total Sp Ed Weighted FTEs	15.097	7.804	5.202	5.202	33.305
Career & Technology FTEs	0.000	0.000	0.000	0.000	0.000
Regular Program ADA	292.536	63.767	28.061	21.261	405.625
Mainstream ADA	15.300	6.800	3.400	3.400	28.900
Gifted & Talented Enrollment	14.875	3.315	1.488	1.148	20.825
Compensatory Ed Enrollment	47.000	22.000	11.000	11.000	91.000
Pregnancy-related FTEs	0.000	0.000	0.000	0.000	0.000
Bilingual ADA	15.300	6.800	3.400	3.400	28.900
Public Education Grant ADA	0.000	0.000	0.000	0.000	0.000
Regular Program Participation	292.536	63.767	28.061	21.261	405.625
Special Education Participation	15.097	7.804	5.202	5.202	33.305
Mainstream Program Participation	16.830	7.480	3.740	3.740	31.790
Career & Technology Program Participation	0.000	0.000	0.000	0.000	0.000
Gifted & Talented Program Participation	1.785	0.398	0.179	0.138	2.499
Compensatory Education Program Participation	9.400	4.400	2.200	2.200	18.200
Pregnancy-related Program Participation	0.000	0.000	0.000	0.000	0.000
Bilingual Education Participation	1.530	0.680	0.340	0.340	2.890
Public Education Grant Participation	0.000	0.000	0.000	0.000	0.000
Total Program Participation	337.178	84.528	39.722	32.881	494.309
Total Weighted ADA	350.328	87.825	41.271	34.525	513.949

Funding Data:

Weighted Adjustment Factor	1.0390	1.0390	1.0390	1.0500	
Method 1 Revenue per ADA	2216	2882	4040	1836	
Method 2 Revenue per WADA	4035	3848	4158	4066	

Method 1 Revenue per ADA	\$ 659,260	\$ 191,077	\$ 120,190	\$ 42,136	\$ 1,012,663
--------------------------	------------	------------	------------	-----------	--------------

Method 2 Revenue per Weighted ADA	#####	\$ 337,950	\$ 171,606	\$ 140,380	\$ 2,063,507
-----------------------------------	-------	------------	------------	------------	--------------

Total Estimated State Aid Entitlement (larger method)	#####	\$ 337,950	\$ 171,606	\$ 140,380	\$ 2,063,507
-------------------------------------------------------	-------	------------	------------	------------	--------------

###-8## COUNTY DISTRICT NUMBER

2000-01 ESTIMATED STATE AID ENTITLEMENT REPORT

APPLICATION

	North East	Judson	Northside	San Antonio	Total
	15910	15916	15915	15907	
Refined ADA	340.000	91.800	34.000	29.750	495.550
Special Education FTEs					
Homebound	0.000	0.000	0.000	0.000	0.000
Hospital Class	0.000	0.000	0.000	0.000	0.000
Speech Therapy	0.136	0.034	0.068	0.068	0.306
Resource Room	3.647	2.026	1.216	1.216	8.105
Self-contained Mild	1.216	0.405	0.405	0.405	2.431
Self-contained Severe	0.000	0.000	0.000	0.000	0.000
Off-home Campus	0.000	0.000	0.000	0.000	0.000
VAC	0.000	0.000	0.000	0.000	0.000
State School Students	0.000	0.000	0.000	0.000	0.000
Hospital Care & Treatment	0.000	0.000	0.000	0.000	0.000
Total Sp Ed FTEs	4.998	2.465	1.689	1.689	10.841
Total Sp Ed Weighted FTEs	15.267	7.464	5.202	5.202	33.135
Career & Technology FTEs	0.000	0.000	0.000	0.000	0.000
Regular Program ADA	335.002	89.335	32.311	28.061	484.709
Mainstream ADA	21.250	8.500	4.250	4.250	38.250
Gifted & Talented Enrollment	17.000	4.590	1.700	1.488	24.778
Compensatory Ed Enrollment	50.000	25.000	22.000	22.000	119.000
Pregnancy-related FTEs	0.000	0.000	0.000	0.000	0.000
Bilingual ADA	17.000	7.650	4.250	4.250	33.150
Public Education Grant ADA	0.000	0.000	0.000	0.000	0.000
Regular Program Participation	335.002	89.335	32.311	28.061	484.709
Special Education Participation	15.267	7.464	5.202	5.202	33.135
Mainstream Program Participation	23.375	9.350	4.675	4.675	42.075
Career & Technology Program Participation	0.000	0.000	0.000	0.000	0.000
Gifted & Talented Program Participation	2.040	0.551	0.204	0.179	2.974
Compensatory Education Program Participation	10.000	5.000	4.400	4.400	23.800
Pregnancy-related Program Participation	0.000	0.000	0.000	0.000	0.000
Bilingual Education Participation	1.700	0.765	0.425	0.425	3.315
Public Education Grant Participation	0.000	0.000	0.000	0.000	0.000
Total Program Participation	387.384	112.464	47.218	42.942	590.008
Total Weighted ADA	402.492	116.850	49.059	45.089	613.490
Funding Data:					
Weighted Adjustment Factor	1.0390	1.0390	1.0390	1.0500	
Method 1 Revenue per ADA	2216	2882	4040	1836	
Method 2 Revenue per WADA	4035	3848	4158	4066	
Method 1 Revenue per ADA	\$ 753,440	\$ 264,568	\$ 137,360	\$ 54,621	\$ 1,209,989
Method 2 Revenue per Weighted ADA	#####	\$ 449,640	\$ 203,988	\$ 183,333	\$ 2,461,014
Total Estimated State Aid Entitlement (larger method)	#####	\$ 449,640	\$ 203,988	\$ 183,333	\$ 2,461,014

ATTACHMENT 22

BUSINESS
PROCEDURES
MANUAL

SECTION
FINANCE AND OPERATIONS
Purchasing Guidelines

-A

PURCHASING GUIDELINES

The Center recognizes the following intents of the purchasing process:

Purchase of items required for office operation originates at the project or component level.

Every effort will be made to secure the lowest price on items or services purchased.

Deviation from lowest price will be allowed for documented increased quality of product or service.

All items will be received at the Center Receiving (Conference Center warehouse) except in cases where size and/or weight requires direct delivery.

COMPETITIVE BIDDING

Statutory Authority: Texas Education Code 44.031.

Purpose and Intent for Competitive Bidding: The purpose and intent for competitive bidding is to secure the best work and materials at the lowest practical prices in the best interest of the Center by stimulating competition.

Competitive Bidding Defined: In accord with the stated purpose and intent, competitive bidding is a process that gives all potential vendors (bidders) an opportunity to offer competitive-prices (bids/proposals) in connection with specified terms and conditions pertaining to future business transactions. By advertising in a newspaper for sealed bids/proposals to be opened at a public meeting, the process maintains and promotes competition by providing notice of business opportunities to all potential vendors. Additionally, the process places all bidders upon the same plane of equality through an adequate description of specifications, and terms and conditions relating to proposed expenditures. Furthermore, the process, when conducted in an objective manner, does not favor one vendor or contractor over another.

LEGAL CAUTION SEPARATE, SEQUENTIAL & COMPONENT PURCHASES

Under Section 44.032 of the Texas Education Code, an officer, employee or agent of a school district/ESC commits a criminal offense if the person with criminal intent authorized component, separate, or sequential purchases to avoid the competitive bid requirements of Section 44.031. Violation of this provision is a Class B misdemeanor and an offense involving moral turpitude.

"Sequential purchases" means purchases of the same items or type of items over a period of time.

"Separate purchases" means purchases, made separately, of items that in normal purchasing practices would be made in one purchase.

"Component purchases" means purchases of the component parts of an item that in normal purchasing practices would be made in one purchase.

BUDGET
PROCEDURES
MANUAL

SECTION
FINANCE AND OPERATIONS
Purchasing Guidelines
-A

ITEMS COVERED UNDER COMPETITIVE BID OR PRICE QUOTE PROCEDURES:

- I. Personal Property or Non-Professional Services
Texas Education Code 44.031 and bid law requirements are provided. The ESC-20 Board has set local limits. Contracts valued at \$10,000 or more for each 12-month period shall be made by competitive bidding, competitive sealed proposals, request for proposals, Qualified Information Systems Vendor catalog purchases, interlocal contracts or design-build contracts which provide the best value to the Center. Exemptions to the Texas Education Code purchasing law include purchases from State bid contracts, State QISV catalogs, Texas Department of Corrections, Texas Blind and Handicapped, cooperative purchasing organizations, emergency purchases, Department of Information Resources, sole source items, and professional services. Staff members should contact the Purchasing Office for further explanation of competitive bidding and the exceptions. Because a single purchase or the Centers combined aggregate for a 12 month period exceeds \$10,000, a bid or proposal has been awarded for the following categories:

Adaptive/Assistive Devices for students with disabilities
Air-conditioning
Maintenance Audio & Video Tape Cassettes (blank)
Braille - Covers & Spines
Braille -Paper
Catering
Cleaning Service
Computers, Software, Peripherals,
Audiovisual & other Technology Equipment & Furniture [These items may also be purchased through the Department of Information Services (DIR) or by obtaining quotes from Qualified Information Systems Vendors (QISV) through the General Services Commission]

[Quotes for computers, software and other technology equipment MUST be from Qualified Information Systems vendors through the General Services Commission. A binder of vendors is located in the Business Office. The most up-to-date list is on the Web at (<http://www.gsc.state.tx.us>). After reaching the General Services Commission's Website continue with "Procurement Related Information"; "QISV Catalog Purchasing Information"; and "Access the Online QISV List".]

Computer/Printer/Fax Maintenance and Parts
Computer/Printer/Fax Supplies
Forms - [Tax, Stock, Custom, Scan, Labels, W-2]
Gasoline
General Merchandise & Domestic Goods
Grass
Frogs & Earthworms
Grounds Maintenance
Instructional Resource Catalogs -Media
Instructional Supplies

BUDGET
PROCEDURES
MANUAL

SECTION
FINANCE AND OPERATIONS
Purchasing Guidelines

-A

Insurance

Microfiche Services

Office Supplies

Printing-Specialty

Printing-Facility Management & Convenience Copiers

Ribbons & Re-Inking for Information Systems Printers

Travel

Vehicle Maintenance

Visually Impaired [Devices-for students with visual impairment]

Water Treatment Maintenance

Workshop Catalogs

A. When ordering from any vendor awarded on the above bids/proposals no matter what the dollar amount, the bid/proposal number must be typed on each purchase order or payment authorization.

B. If none of the vendors awarded a bid or proposal for the above categories carries the material needed, follow the procedures in Section II, Section III or paragraphs under Computers, Software, Peripherals, Audiovisual & other Technology Equipment & Furniture to order the material.

II. Purchases Between \$1,000 - \$9,999 from a Vendor Not Awarded a Bid/Proposal

A. Price quotes or sole source justification MUST be attached to each purchase order or payment authorization.

B. Quotes - Obtain 3 quotes (Attachment "F") for the same item or similar items that serve the same purpose or function. Justification for purchasing the higher priced item is needed -such as, cannot deliver in the required time frame, the higher priced item has additional capabilities that are required, etc.[For quotation information on computers, software, peripherals and technology products refer to the paragraphs under that bid category above.]

C. Sole Source - According to the Texas Education Code 44.031 and the Financial Accountability System Resource Guide, a sole source is defined as (1) a product or service available from only one source, and (2) for which no acceptable substitute is available. A letter (Attachment "C") from the vendor provides information about number one. However, Center staff members will determine the second.

In determining if a functional equivalent is available from any other source, the following may be used:

1. Ask the vendor of the material what other companies also have the material.
2. Contact other school districts, other service centers, etc., in an effort to find other sources
3. Attempt to get quotes or sealed bids/proposals for the material.

BUDGET

SE

CTION
PROCEDURES
OPERATIONS
MANUAL

FINANCE AND

Purchasing Guidelines

-A

After determining there is no functional equivalent available, a call should be made to the vendor to explain the legal requirements for sole source determination. Then a letter (Attachment "B") should be prepared and faxed with Attachment "C", "D", and "E" to the vendor.

A memo (Attachment "A") confirming there is no acceptable substitute available and the vendor's letter should be attached to each purchase order or payment authorization. "Sole Source" should be typed on each payment authorization or purchase order on the "Bid #" line.

- D. Prior to the expiration of a current bid or proposal, the current computerized list of vendors for that particular category will be provided to all appropriate staff members who will be asked to update the list so that all necessary vendors receive a copy of the new bid or proposal when mailed.

III. Novelty
Items

Novelty items (recognition pins, plaques, advertising magnets, canvass bags, printer t-shirts, writing pens/pencils with logos, etc.) will be purchased only with approval of the executive director.

ITEMS NOT COVERED UNDER COMPETITIVE BID OR PRICE
QUOTE PROCEDURES

- I. Travel reimbursement, registrations, subscriptions, and professional services are excluded from competitive bid or price quote procedures.
- II. Purchases under \$1,000.

No justification (quotes or sole source) is necessary.

PURCHASE

Definition of a Purchase Order

A purchase order is an instrument used to encumber funds (setting aside funds in advance for the payment of goods and services when received or rendered). Texas Education Agency Bulletin 679, ACT 302 requires that an encumbering accounting system be in place.

Use of Purchase Orders

Items requiring purchase orders include, but are not necessarily limited to, the following:

Capital Outlay (Equipment, furniture, etc.) Travel Expenses for Outside Consultants Travel Out-of-Region by Employees (Except Emergency Only; see Procedure 4.2.3 Payment Authorization) Instructional Materials (Exception: situations in which would render the purchase order procedure impractical; see Procedure 4.2.3 Payment Authorization) Office Supplies not carried in Center Stockroom (Exception: situations in which would render the purchase order procedure impractical; see Procedure 4.2.3 Payment Authorization) Purchased and Contracted Services (Exception: Equipment Repair; see Procedure 4.2.3 Payment Authorization)

Completing a Purchase Order (Attachments A and B)

Carefully complete every applicable section.

2. Date -- use a six-digit date (08-15-86)

ATTACHMENT 23

Monthly Statement of Charter Finances
Report to the Board

Month of: _____

PUPIL STATUS

Current Enrollment: _____

ADA: _____

Fund Balance: _____

Attendance Rate: _____

MONTHLY ACCOUNTING

EXPENDITURES: _____

RECEIPTS: _____

GAIN/LOSS: _____

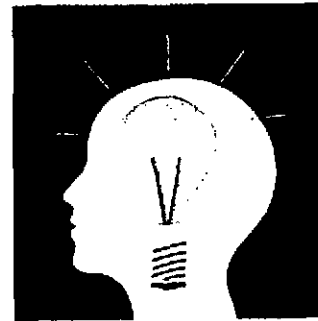
SPECIAL PROGRAM COUNTS

MILD/MOD/SEVERVE: _____
CATE: _____
GT: _____
RESOURCE: _____
SPEECH: _____
OTHER: _____

ATTACHMENT 24



IMAGINE EDUCATIONAL FOUNDATION
2143 Oak Wild
San Antonio, Texas 78232
(210) 481-2189
[REDACTED]



**LETTER OF INTENT FOR PURCHASE OF PROPERTY LOCATED AT 16316 &
16318 SAN PEDRO, SAN ANTONIO**

STRICTLY PRIVATE AND CONFIDENTIAL

CONTACTS:

12 FEB 2001

IMAGINE EDUCATIONAL FOUNDATION
Douglas Killian, CEO
(210) 481-2189

Alan R. Cooper
c/o Northside Church of Christ &
Christian Heritage Schools
16318 San Pedro Ave
San Antonio, Tx. 7823

Dear Mr. Alan R. Cooper:

Imagine Foundation a Non Profit Educational Foundation, is pleased to submit this letter of intent regarding the proposed acquisition of commercial property located at 16316 San Pedro and 16318 San Pedro Ave.

PURCHASE AGREEMENT

The parties to this Letter of Intent will endeavor to finalize and execute a purchase agreement at terms mutually acceptable to both parties, pending approval of a state charter for the Imagine Educational Foundation.

PROPERTY FOR THE PROPOSED PURCHASED

The Transaction shall include the purchase of property listed as 16318 San Pedro Ave, comprising the Northside Church of Christ and 16316 San Pedro Ave

APPLICATION

comprising the Christian Heritage School campus. The property includes: The Church/School facility in north central San Antonio. An Auditorium with 14,981 sq. ft. and seating 600, an Education wing (church) of 13,000 sq. ft., Gymnasium with 11,200 sq. ft., of air conditioned space with locker rooms and classrooms, a school consisting of a 5,551 sq. ft. Pre-school building and 13 other buildings of assorted sizes. The property encompasses over 9 acres and is rectangular in shape with just under 265 front feet of US HWY 281. The church is situated at the front of the property and the school encompasses the rear acreage.

APPROVAL PROCESS

Purchase of the aforementioned property is subject to internal approval processes of both parties boards and with terms mutually acceptable to both parties.

Sincerely,



Douglas Killian
Chief Executive Officer
Imagine Educational Foundation



APPLICATION

Northside Church of Christ

"Holding the heart and hand of Jesus out to our neighbors."

16318 San Pedro Ave. • San Antonio, Texas 78232 • (210) 494-1907 • Fax (210) 494-1022

February 13, 2001

Mr. Doug Killian, CEO
Imagine Educational Foundation
2143 Oak Wild
San Antonio, TX 78232

Re: Letter of Intent to purchase 9.185 acres plus improvements
Northside Church of Christ & Christian Heritage Schools location
16318/16316 San Pedro
San Antonio, TX 78232

Dear Mr. Killian,

We are very pleased to have received your "Letter of Intent" submission yesterday, February 12, 2001 regarding the sale of our property and your interest in same.

The Northside Church of Christ wishes you good luck in your endeavor to obtain approval for a state charter for the Imagine Educational Foundation, and we look forward to the upcoming purchase negotiations with you for a home for your new school.

Please contact me directly at (210) 490-7039, ext. 106 when you are ready to proceed with the purchase agreement document preparation.

Sincerely,

Alan R. Cooper, Deacon
Long Range Planning

arc.ofc.letter~

cc: D. Stewart
S. Royse
File

ATTACHMENT 25

The school calendar will be developed by the district site based decision making team utilizing the input of administrative, teacher, staff, community, parent, and business representatives. The calendar will include a minimum of 175 instructional days and include additional days for staff inservice, as well as workdays.

A sample based on the current school year is included below:

2000-2001 INSTRUCTIONAL CALENDAR

AUGUST

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
10-14 - 1 1/2 Days Prof. Development - 1 1/2 Workdays 15 - Students' First Day						

SEPTEMBER

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
4 - Holiday - Labor Day						

OCTOBER

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24*	25*	26*	27	28
29	30	31				
9 - Professional Development Day 13 - End 1st Nine Weeks 16 - Professional Collaboration Day 17 - Begin 2nd Nine Weeks 24 - TAAS Writing, Exit 25 - TAAS Math, Exit 26 - TAAS Reading, Exit						

NOVEMBER

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
10 - Professional Development Day (Veteran's Day Holiday) 20-24 - Holidays - Thanksgiving						

DECEMBER

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
18-29 - Holiday - Mid-Winter Break						

JANUARY

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
1 - Mid-Winter Break 11 - End 2nd Nine Weeks 12 - Professional Collaboration Day 15 - Holiday - M.L. King, Jr. Day 16 - Professional Development Day/Bad Weather Make-up Day 17 - Begin 3rd Nine Weeks						

FEBRUARY

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20*	21*	22*	23	24
25	26	27	28			
20 - TAAS Writing, 4, 8, 10-12 21 - TAAS Mathematics, 10-12 22 - TAAS Reading, 10-12 23 - Professional Development Day/ Bad Weather Make-up Day						

MARCH

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
12-16 - Holiday - Spring Break 29 - End 3rd Nine Weeks 30 - Professional Collaboration Day						




APRIL

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23*	24*	25*	26*	27	28
29	30					
2 - Begin 4th Nine Weeks 13 - Holiday 16 - Professional Development Day 23 - TAAS Science, 8 (Pending Approval) 24 - TAAS Math, 3-8 25 - TAAS Reading, 3-8 26 - TAAS Social Studies, 8 27 - Holiday - Battle of Flowers						

MAY/JUNE

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2
May 31 - End 4th Nine Weeks Last Day of School June 1 - Teacher Workday						

LEGEND

	= School Holidays
	= Student Holidays (Teacher Duty Days)
[]	= Begin/End Grading Period
*	= TAAS Testing Date
	= Bad Weather Make-up Day

1st nine weeks = 42 days
 2nd nine weeks = 46 days
 3rd nine weeks = 46 days
 4th nine weeks = 41 days
 Total student days = 175 days
 Professional days = 12 days

ATTACHMENT 26

PUBLIC EDUCATION GRANT

ELIGIBLE STUDENTS

A student is eligible to receive a public education grant to attend a school in another district chosen by the parent or transfer to another campus within the District [see FDB] if the student is assigned to attend a public school campus:

1. At which 50 percent or more of the students did not perform satisfactorily on the TAAS in any two of the three preceding years; or
2. That was identified as low-performing at any time in the preceding three years.

After a student has used a public education grant to attend a school in a district other than the district in which the student resides:

1. The student does not become ineligible for the grant if the school on which the student's initial eligibility is based no longer meets the criteria described above; and
2. The student becomes ineligible for the grant if the student is assigned to attend a school that does not meet the criteria described above.

Education Code 29.201, 29.202

FUNDING

A district is entitled to a public education grant allotment for each eligible student using a public education grant. If the District has a wealth per student greater than the guaranteed wealth level but less than the equalized wealth level, the District is entitled under rules adopted by the commissioner to additional state aid in an amount equal to the difference between the cost to the District of providing services to a student using a public education grant

and the sum of state aid received because of the public education grant allotment and money from the available school fund attributable to the student.

"Cost to the District of providing services" is defined as the Foundation School Program cost per student, including the equalized state and local share of the guaranteed yield allotment at the District's tax effort for the applicable school year, as limited by Texas Education Code 42.253(e).

A district is entitled to additional facilities assistance if the District agrees to:

1. Accept a number of students using public education grants that is at least one percent of the district's average daily attendance for the preceding school year; and
2. Provide services to each student until the student either voluntarily decides to attend a school in a different district or graduates from high school.

SUPPLEMENTAL PAYMENTS

A district with property wealth per student greater than the guaranteed wealth level but less than the equalized wealth level is entitled to a supplemental payment for the number of net additional students educated under the public education program. "Net additional students" is defined as the number of the District's resident students who are educated in other districts under the public education grant program. For the purposes of computing supplemental payments, the number of net additional students cannot be less than zero. The amount of the supplemental payment shall be computed as the guaranteed level multiplied by the District enrichment and facilities tax rate as specified in Education Code 42.302(a), as limited by Education Code 42.253(e), multiplied by the number of net additional students. The supplemental payment shall be made to the district in a lump sum in the subsequent school year.

AVERAGE DAILY ATTENDANCE

A student who uses a public education grant to attend a public school in a district other than the district in which the student resides is included in the average daily attendance of the District in which the student attends school.

Education Code 29.203; 19 TAC 61.1011

PUBLIC EDUCATION GRANT

ALLOTMENT

For each student in average daily attendance who is using a public education grant to attend school in a district other than the District in which the student resides, the District the student attends is entitled to an annual allotment described in Education Code 42.157. The District may also qualify for additional assistance under Education Code 42.4101. Education Code 42.157; 42.4101

ADMISSION

A district may accept or reject an application for a student using a public education grant, provided it does not discriminate on the basis of the student's race, ethnicity, academic achievement, athletic abilities, language proficiency, sex, or socioeconomic status.

PRIORITIES

If a district has more applicants seeking admission under public education grants than it has available positions, it shall give priority to students at risk of dropping out of school and shall fill the positions by lottery.

EXCEPTION

To achieve continuity in education and for the convenience of parents, guardians, or custodians of those children, however, a district may give preference over at-risk students to:

1. Enrolled students;
2. Siblings of enrolled students living in the same household; or
3. Other children residing in the same household as enrolled students.

TUITION

A district admitting a public education grant student may not charge that student tuition.

Education Code 29.203(b)(c)

CONTRACT FOR SERVICES

The Board may contract for the provision of educational services to a student eligible to receive a public education grant. Education Code 29.205

COMMISSIONER'S NOTICE

No later than January 1 of each year, the commissioner shall provide notice to a district in which a campus described above is located. The notice shall identify each campus in the District that meets the description at ELIGIBLE STUDENTS and inform the District that it must notify the parent of each student in the campus so identified that the student is eligible for a public education grant. The notice must contain a clear, concise explanation of the public education grant program and of the manner in which the parent may obtain further information about the program. Education Code 29.204

TRANSPORTATION

When a student uses a public education grant, the district from which a student transfers shall provide free transportation for that student to and from the school the student would otherwise attend. Education Code 29.203(f)

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

SAN ANTONIO, TX 78221

Postage	\$ 1.60	UNIT ID: 0208 Postmark Here Clerk: KCFT3D 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 5.00	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 Dorellas Killian
 Street, Apt. No., or PO Box No.
 2143 Oak Wild
 City, State, ZIP+4
 SAN ANTONIO, TX 78221
 PS Form 3800, February 2000 See Reverse for Instructions

7000 0520 0024 0378 8897

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

SAN ANTONIO, TX 78252

Postage	\$ 1.60	UNIT ID: 0208 Postmark Here Clerk: KCFT3D 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 5.00	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 Dorellas Killian
 Street, Apt. No., or PO Box No.
 2143 Oak Wild
 City, State, ZIP+4
 SAN ANTONIO, TX 78252
 PS Form 3800, February 2000 See Reverse for Instructions

7000 0520 0024 0378 8880

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

SAN ANTONIO, TX 78209

Postage	\$ 1.60	UNIT ID: 0208 Postmark Here Clerk: KCFT3D 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 5.00	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 Dorellas Killian
 Street, Apt. No., or PO Box No.
 2143 Oak Wild
 City, State, ZIP+4
 SAN ANTONIO, TX 78222
 PS Form 3800, February 2000 See Reverse for Instructions

7000 0520 0024 0378 8859

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

SAN ANTONIO, TX 78205

Postage	\$ 0.34	UNIT ID: 0208 Postmark Here Clerk: KCFT3D 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 3.74	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 Dorellas Killian
 Street, Apt. No., or PO Box No.
 2143 Oak Wild
 City, State, ZIP+4
 SAN ANTONIO, TX 78222
 PS Form 3800, February 2000 See Reverse for Instructions

7000 0520 0024 0378 8835

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

SAN ANTONIO, TX 78233

Postage	\$ 1.60	UNIT ID: 0208 Postmark Here Clerk: KCFT3D 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 5.00	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 Dorellas Killian
 Street, Apt. No., or PO Box No.
 2143 Oak Wild
 City, State, ZIP+4
 SAN ANTONIO, TX 78222
 PS Form 3800, February 2000 See Reverse for Instructions

7000 0520 0024 0378 8910

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

SAN ANTONIO, TX 78283

Postage	\$ 0.34	UNIT ID: 0208 Postmark Here Clerk: KCFT3D 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 3.74	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 Dorellas Killian
 Street, Apt. No., or PO Box No.
 2143 Oak Wild
 City, State, ZIP+4
 SAN ANTONIO, TX 78222
 PS Form 3800, February 2000 See Reverse for Instructions

7000 0520 0024 0378 8842

7000 0520 0024 0378 8873

(Domestic Mail Only; No Insurance Coverage Provided)

SAN ANTONIO, TX 78224

Postage	\$ 1.60	UNIT ID: 0208 Postmark Here Clerk: KCFT3D 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 5.00	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DOUGLAS KILLIAN
 Street, Apt. No., or PO Box No.
 2143 OAK WILD
 City, State, ZIP+4
 SAN ANTONIO, TX 78232
 PS Form 3800, February 2000 See Reverse for Instructions

7000 0520 0024 0378 8828

(Domestic Mail Only; No Insurance Coverage Provided)

SAN ANTONIO, TX 78263 APPLICATION

Postage	\$ 1.60	UNIT ID: 0208 Postmark Here Clerk: KCFT3D 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 5.00	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DOUGLAS KILLIAN
 Street, Apt. No., or PO Box No.
 2143 OAK WILD
 City, State, ZIP+4
 SAN ANTONIO, TX 78232
 PS Form 3800, February 2000 See Reverse for Instructions

7000 0520 0024 0378 8811

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

SAN ANTONIO, TX 78237

Postage	\$ 1.60	UNIT ID: 0208 Postmark Here Clerk: KCFT3D 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 5.00	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DOUGLAS KILLIAN
 Street, Apt. No., or PO Box No.
 2143 OAK WILD
 City, State, ZIP+4
 SAN ANTONIO, TX 78232
 PS Form 3800, February 2000 See Reverse for Instructions

7000 0520 0024 0378 8927

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

SAN ANTONIO, TX 78214

Postage	\$ 1.60	UNIT ID: 0208 Postmark Here Clerk: KCFT3D 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 5.00	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DOUGLAS KILLIAN
 Street, Apt. No., or PO Box No.
 2143 OAK WILD
 City, State, ZIP+4
 SAN ANTONIO, TX 78232
 PS Form 3800, February 2000 See Reverse for Instructions

7000 0520 0024 0378 8903

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

SAN ANTONIO, TX 78210

Postage	\$ 1.60	UNIT ID: 0208 Postmark Here Clerk: KCFT3D 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 5.00	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DOUGLAS KILLIAN
 Street, Apt. No., or PO Box No.
 2143 OAK WILD
 City, State, ZIP+4
 SAN ANTONIO, TX 78232
 PS Form 3800, February 2000 See Reverse for Instructions

7000 0520 0024 0378 8866

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

SAN ANTONIO, TX 78238

Postage	\$ 1.60	UNIT ID: 0208 Postmark Here Clerk: KCFT3D 02/14/01
Certified Fee	1.90	
Return Receipt Fee (Endorsement Required)	1.50	
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$ 5.00	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DOUGLAS KILLIAN
 Street, Apt. No., or PO Box No.
 2143 OAK WILD
 City, State, ZIP+4
 SAN ANTONIO, TX 78232
 PS Form 3800, February 2000 See Reverse for Instructions

PLACE STICKER AT TOP OF ENVELOPE
TO THE RIGHT OF RETURN ADDRESS.
FOLD AT DOTTED LINE

CERTIFIED MAIL



7000 0520 0024 0378 8835
7000 0520 0024 0378 8835

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only: No Insurance Coverage Provided)

APPLICATION

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Postmark
Here

Recipient's Name (Please Print Clearly) (To be completed by mailer)
DOUGLAS KILLIAN

Street, Apt. No., or PO Box No.
2143 OAK WILD

City, State, ZIP+4
SAN ANTONIO TX 78232

PS Form 3800, February 2000 See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:
**SOUTHWEST ISD
c/o Supt Office
11914 Angus Ln
San Antonio, TX
78252-2647**

2. Article Number (Copy from service label)
7000 0520 0024 0378 8880

COMPLETE THIS SECTION ON DELIVERY

A. Received by (Please Print Clearly) B. Date of Delivery

C. Signature
X Agent Addressee

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

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

4. Restricted Delivery? (Extra Fee) Yes

PS Form 3811, July 1999 Domestic Return Receipt 102595-00-M-0952

PLACE STICKER AT TOP OF ENVELOPE
TO THE RIGHT OF RETURN ADDRESS.
FOLD AT DOTTED LINE

CERTIFIED MAIL



7000 0520 0024 0378 8880
7000 0520 0024 0378 8880

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only: No Insurance Coverage Provided)

APPLICATION

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Postmark
Here

Recipient's Name (Please Print Clearly) (To be completed by mailer)
DOUGLAS KILLIAN

Street, Apt. No., or PO Box No.
2143 OAK WILD

City, State, ZIP+4
SAN ANTONIO, TX 78232

PS Form 3800, February 2000 See Reverse for Instructions

PLACE STICKER AT TOP OF ENVELOPE TO THE RIGHT OF THE RETURN ADDRESS. FOLD AT DOTTED LINE.

CERTIFIED MAIL



7000 0520 0024 0378 8897
7000 0520 0024 0378 8897

CERTIFIED MAIL RECEIPT
(Domestic Mail Only: No Insurance Coverage Provided)

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

APPLICATION

Postmark Here

Recipient's Name (Please Print Clearly) (To be completed by mailer)
DOUGLAS KILLIAN

Street, Apt. No., or PO Box No.
2443 OAK WLD

City, State, ZIP+4
SAN ANTONIO, TX 78232

PS Form 3800, February 2000 See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

SOUTH SOE ISO
4th SUPT office
1616 Martinez - Lasoya Rd
San Antonio, TX
78221-4613

COMPLETE THIS SECTION ON DELIVERY

A. Received by (Please Print Clearly) B. Date of Delivery

C. Signature Agent Addressee
X

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

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

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Copy from service label)
7000 0520 0024 0378 8897

PLACE STICKER AT TOP OF ENVELOPE TO THE RIGHT OF THE RETURN ADDRESS. FOLD AT DOTTED LINE.

CERTIFIED MAIL



7000 0520 0024 0378 8873
7000 0520 0024 0378 8873

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only: No Insurance Coverage Provided)

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Postmark Here

Recipient's Name (Please Print Clearly) (To be completed by mailer)
DOUGLAS KILLIAN

Street, Apt. No., or PO Box No.
2443 OAK WLD

City, State, ZIP+4
SAN ANTONIO, TX 78232

PS Form 3800, February 2000 See Reverse for Instructions

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

1. Article Addressed to:

SOUTH SAN ANTONIO - ISD
 c/o Supt Office
 2515 ROBCAT LN.
 SAN ANTONIO, TX
 78224-1298

A. Received by (Please Print Clearly) B. Date of Delivery

C. Signature

X Agent
 Addressee

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

APPLICATION

3. Service Type

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

4. Restricted Delivery? (Extra Fee) Yes


2. Article Number (Copy from service label)

7000 0520 0024 0378 8873

PS Form 3811, July 1999

Domestic Return Receipt

102595-00-M-0952

U.S. Postal Service CERTIFIED MAIL RECEIPT (Domestic Mail Only: No Insurance Coverage Provided)	
CERTIFIED MAIL PLEASE PRINT CLEARLY AND IN BLOCK LETTERS TO THE FRONT OF THE LABEL ADDED ON THE MAILPIECE.	
	Postage \$
	Certified Fee
	Return Receipt Fee (Endorsement Required)
	Restricted Delivery Fee (Endorsement Required)
Total Postage & Fees \$	Postmark Here
Recipient's Name (Please Print Clearly) (To be completed by mailer) DOUGLAS KILLIAN	
Street, Apt. No., or PO Box No. 2143 OAK WILD	
City, State, ZIP+4 SAN ANTONIO TX 78232	
PS Form 3800, February 2000 See Reverse for Instructions	

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Northside ISD
 c/o Supt Office
 5900 Evers Rd
 San Antonio, TX
 78238-1699

COMPLETE THIS SECTION ON DELIVERY

A. Received by (Please Print Clearly) B. Date of Delivery

C. Signature

X Agent
 Addressee

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

3. Service Type

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

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Copy from service label)

7000 0520 0024 0378 8866

PS Form 3811, July 1999

Domestic Return Receipt

102595-00-M-0952

CERTIFIED MAIL



7000 0520 0024 0378 8903
7000 0520 0024 0378 8903

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

[Empty box for tracking number]

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Postmark Here

APPLICATION

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DOUGLAS KILLIAN
 Street, Apt. No., or PO Box No.
 2143 OAK WLD
 City, State, ZIP+4
 SAN ANTONIO TX 78232
 PS Form 3800, February 2000 See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

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

Article Addressed to:
 JUDSON I. SO
 c/o Supt. Office
 8012 Skin Care
 San Antonio, TX
 78233

COMPLETE THIS SECTION ON DELIVERY

A. Received by (Please Print Clearly) B. Date of Delivery

C. Signature Agent
 Addressee

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

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

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Copy from service label)
 7000 0520 0024 0378 8910
 PS Form 3811, July 1999 Domestic Return Receipt 102595-00-M-0952

PLACE STICKER AT TOP OF ENVELOPE TO THE RIGHT OF RETURN ADDRESS. FOLD AT DOTTED LINE
CERTIFIED MAIL



7000 0520 0024 0378 8910
7000 0520 0024 0378 8910

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

[Empty box for tracking number]

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Postmark Here

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DOUGLAS KILLIAN
 Street, Apt. No., or PO Box No.
 2143 OAK WLD
 City, State, ZIP+4
 SAN ANTONIO TX 78232
 PS Form 3800, February 2000 See Reverse for Instructions

(Domestic Mail Only: No Insurance Coverage Provided)

PLEASE STICKER AT TOP OF ENVELOPE TO THE RIGHT OF RETURN ADDRESS. FOLD AT DOTTED LINE

CERTIFIED MAIL



7000 0520 0024 0378 8927
7000 0520 0024 0378 8927

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

APPLICATION

Postmark Here

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DOUGLAS KILLIAN
 Street, Apt. No., or PO Box No.
 2143 OAK WILD
 City, State, ZIP+4
 SAN ANTONIO, TX 78232
 PS Form 3800, February 2000 See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:

Harlanbe I. S.D.
4a Supt Office
102 Genevieve
San Antonio, TX

78219-2497

2. Article Number (Copy from service label)

7000 0520 0024 0378 8927

PS Form 3811, July 1999

Domestic Return Receipt

102595-00-M-0952

COMPLETE THIS SECTION ON DELIVERY

A. Received by (Please Print Clearly) B. Date of Delivery

C. Signature

X

Agent

Addressee

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

3. Service Type

Certified Mail Express Mail

Registered Return Receipt for Merchandise

Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

U.S. Postal Service

CERTIFIED MAIL RECEIPT

(Domestic Mail Only: No Insurance Coverage Provided)

PLEASE STICKER AT TOP OF ENVELOPE TO THE RIGHT OF RETURN ADDRESS. FOLD AT DOTTED LINE

CERTIFIED MAIL



7000 0520 0024 0378 8811
7000 0520 0024 0378 8811

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Postmark Here

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DOUGLAS W. KILLIAN
 Street, Apt. No., or PO Box No.
 2143 OAK WILD
 City, State, ZIP+4
 SAN ANTONIO 78232
 PS Form 3800, February 2000 See Reverse for Instructions

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

1. Article Addressed to:

EAST CENTRAL ISU
 516 GEBH New Sulphur Springs
 SAN ANTONIO, TX
 78263-9701

A. Received by (Please Print Clearly) B. Date of Delivery

C. Signature Agent
 Addressee

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

APPLICATION

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

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Copy from service label)

7000 0520 0024 0378 8828

PS Form 3811, July 1999

Domestic Return Receipt

102595-00-M-0952

PLACE STICKER AT TOP OF ENVELOPE
 TO THE RIGHT OF RETURN ADDRESS
 FOLD AT DOTTED LINE

CERTIFIED MAIL



7000 0520 0024 0378 8828
 7000 0520 0024 0378 8828

U.S. Postal Service
CERTIFIED MAIL RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

Postage	\$	Postmark Here
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DOUGLAS KLEIN
 Street, Apt. No., or PO Box No.
 743 OAK WOOD
 City, State, ZIP+4
 SAN ANTONIO, TX 78232

PS Form 3800, February 2000

See Reverse for Instructions

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

Article Addressed to:
 Alamo Heights I.S.D.
 450 Supt. Office
 7101 Broadway
 San Antonio, Tx
 78209-3717

A. Received by (Please Print Clearly) B. Date of Delivery

C. Signature Agent
 Addressee

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

APPLICATION

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

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Copy from service label)
 7000 0520 0024 0378 8859

PS Form 3811, July 1999 Domestic Return Receipt 102595-00-M-0952

CERTIFIED MAIL

U.S. Postal Service
CERTIFIED MAIL RECEIPT
 (Domestic Mail Only. No Insurance Coverage Provided)

7000 0520 0024 0378 8859
 7000 0520 0024 0378 8859

Postage	\$	Postmark Here
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$	

Recipient's Name (Please Print Clearly) (To be completed by mailer)
 DEVLAS KILLIAN
 Street, Apt. No., or PO Box No.
 2143 CAR WILD
 City, State, ZIP+4
 SAN ANTONIO, TX 78232

PS Form 3800, February 2000 See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

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

1. Article Addressed to:
 SAN ANTONIO I.S.D.
 450 Supt Office
 141 Luvina St.
 San Antonio, TX
 78209-1034

COMPLETE THIS SECTION ON DELIVERY

A. Received by (Please Print Clearly) B. Date of Delivery

C. Signature Agent
 Addressee

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

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

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Copy from service label)
 7000 0520 0024 0378 8903

PS Form 3811, July 1999 Domestic Return Receipt 102595-00-M-0952

CHARTER
CONTINGENCIES

due June 28

1914

July 1

1915

1916

of miles with in 1914

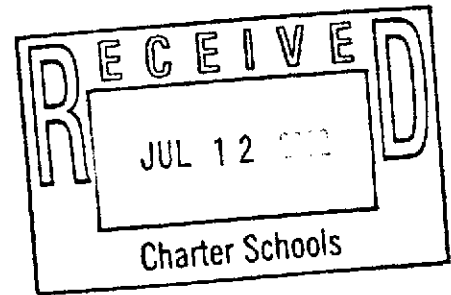
CHARTER
CONTINGENCIES

2143 Oak Wild
San Antonio, Tx. 78232
(210) 481-2189

TO: Ertha Patrick
Charter Schools

FROM: Doug Killian
Lighthouse Charter

SUB: Financial Contingencies



Enclosed please find revised copies of our three year business plan in the prescribed format. I have also enclosed a one year detail of revenues and expenditures. Please feel free to contact me if you need any further information.

LightHouse Year One Budget

Charter School Budget Categories

LightHouse Year One Budget

Charter School Budget Categories

	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Net Assets at Beginning of Year		\$5,000	\$0	\$5,000
Estimated Revenues:				
Local Sources		\$0	\$0	\$0
State Sources		\$252,000	\$0	\$252,000
Federal Sources		\$250,000	\$0	\$250,000
Other Sources		\$5,000	\$0	\$5,000
Total Estimated Revenues		<u>\$507,000</u>	<u>\$0</u>	<u>\$507,000</u>
Estimated Expenses:				
Payroll Costs	6100	\$287,000	\$0	\$287,000
Professional and Contracted Services	6200	\$24,000	\$0	\$24,000
Supplies and Materials	6300	\$43,400	\$0	\$43,400
Other Operating Costs	6400	\$132,000	\$0	\$132,000
Debt Expense	6500	\$0	\$0	\$0
Total Estimated Expenses		<u>\$486,400</u>	<u>\$0</u>	<u>\$486,400</u>
Gains	7950	\$20,600	\$0	\$20,600
Losses	8950	0	0	\$0
Change in Net Assets		\$20,600	\$0	\$20,600
Net Assets at End of Year		<u>\$25,600</u>	<u>\$0</u>	<u>\$25,600</u>

LightHouse Year One Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Instruction	11				
Payroll Costs		6100	\$150,000	\$0	\$150,000
Professional and Contracted Services		6200	\$5,000	\$0	\$5,000
Supplies and Materials		6300	\$16,400	\$0	\$16,400
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Instruction			\$171,400	\$0	\$171,400
Instructional Resource: Media Services	12				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Instructional Resources and Media Services			\$0	\$0	\$0
Curriculum Development and Instructional Staff Development	13				
Payroll Costs		6100	\$6,000	\$0	\$6,000
Professional and Contracted Services		6200	\$5,000	\$0	\$5,000
Supplies and Materials		6300	\$5,000	\$0	\$5,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Curriculum and Instructional Staff Development			\$16,000	\$0	\$16,000

LightHouse Year One Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Instructional Leadershi	21				
Payroll Costs		6100	\$20,000	\$0	\$20,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$1,500	\$0	\$1,500
Other Operating Costs		6400	\$0	\$0	\$0
Debt Interest		6500	\$0	\$0	\$0
Total Instructional Leadership			\$21,500	\$0	\$21,500
School Leadership:	23				
Payroll Costs		6100	\$25,000	\$0	\$25,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$1,500	\$0	\$1,500
Other Operating Costs		6400	\$0	\$0	\$0
Debt Interest		6500	\$0	\$0	\$0
Total School Leadership			\$26,500	\$0	\$26,500
Guidance, Counseling and Evaluation Services	31				
Payroll Costs		6100	\$20,000	\$0	\$20,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Interest		6500	\$0	\$0	\$0
Total Guidance, Counseling and Evaluation Services			\$23,000	\$0	\$23,000

Lighthouse Year One Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Social Work Services:	32				
Payroll Costs		6100	\$10,000	\$0	\$10,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$1,000	\$0	\$1,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Social Work Services			\$11,000	\$0	\$11,000
Health Services:	33				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Health Services			\$0	\$0	\$0
Student Transportation	34				
Payroll Costs		6100	\$12,000	\$0	\$12,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$12,000	\$0	\$12,000
Debt Expense		6500	\$0	\$0	\$0
Total Student Transportation			\$24,000	\$0	\$24,000

Lighthouse Year One Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Food Services:	35				
Payroll Costs		6100	\$12,000	\$0	\$12,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Food Services			\$12,000	\$0	\$12,000
Cocurricular/Extracurri Activities:	36				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Cocurricular/Extracurricular Activities:			\$0	\$0	\$0
General Administration	41				
Payroll Costs		6100	\$5,000	\$0	\$5,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$120,000	\$0	\$120,000
Debt Expense		6500	\$0	\$0	\$0
Total General Administration			\$128,000	\$0	\$128,000

Lighthouse Year One Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Plant Maintenance and Operations:					
	51				
Payroll Costs		6100	\$12,000	\$0	\$12,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Plant Maintenance and Operations			\$15,000	\$0	\$15,000
Security and Monitoring Services:					
	52				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$6,000	\$0	\$6,000
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Security and Monitoring Services:			\$6,000	\$0	\$6,000
Data Processing Services:					
	53				
Payroll Costs		6100	\$5,000	\$0	\$5,000
Professional and Contracted Services		6200	\$8,000	\$0	\$8,000
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Data Processing Services			\$16,000	\$0	\$16,000

Lighthouse Year One Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Community Services:	61				
Payroll Costs		6100	\$10,000	\$0	\$10,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Community Services			\$13,000	\$0	\$13,000
Fund Raising:	81				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Fund Raising			\$3,000	\$0	\$3,000

Lighthouse Year 2 Budget

Charter School Budget Categories

Lighthouse Year 2 Budget

Charter School Budget Categories

	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Net Assets at Beginning of Year		\$25,600	\$0	\$25,600
Estimated Revenues:				
Local Sources		\$0	\$0	\$0
State Sources		\$360,000	\$0	\$360,000
Federal Sources		\$250,000	\$0	\$250,000
Other Sources		\$5,000	\$0	\$5,000
Total Estimated Revenues		<u>\$615,000</u>	<u>\$0</u>	<u>\$615,000</u>
Estimated Expenses:				
Payroll Costs	6100	\$363,100	\$0	\$363,100
Professional and Contracted Services	6200	\$28,000	\$0	\$28,000
Supplies and Materials	6300	\$60,800	\$0	\$60,800
Other Operating Costs	6400	\$143,000	\$0	\$143,000
Debt Expense	6500	\$0	\$0	\$0
Total Estimated Expenses		<u>\$594,900</u>	<u>\$0</u>	<u>\$594,900</u>
Gains	7950	\$20,100	\$0	\$20,100
Losses	8950	0	0	\$0
Change in Net Assets		\$20,100	\$0	\$20,100
Net Assets at End of Year		<u>\$45,700</u>	<u>\$0</u>	<u>\$45,700</u>

Lighthouse Year 2 Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Instruction	11				
Payroll Costs		6100	\$220,000	\$0	\$220,000
Professional and Contracted Services		6200	\$7,000	\$0	\$7,000
Supplies and Materials		6300	\$19,800	\$0	\$19,800
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Instruction			\$246,800	\$0	\$246,800
Instructional Resource: Media Services	12				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$10,000	\$0	\$10,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Instructional Resources and Media Services			\$10,000	\$0	\$10,000
Curriculum Development and Instructional Staff Development	13				
Payroll Costs		6100	\$6,100	\$0	\$6,100
Professional and Contracted Services		6200	\$6,000	\$0	\$6,000
Supplies and Materials		6300	\$6,000	\$0	\$6,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Curriculum and Instructional Staff Development			\$18,100	\$0	\$18,100

Lighthouse Year 2 Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Instructional Leadershi	21				
Payroll Costs		6100	\$20,500	\$0	\$20,500
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$2,000	\$0	\$2,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Interest		6500	\$0	\$0	\$0
Total Instructional Leadership			\$22,500	\$0	\$22,500
School Leadership:	23				
Payroll Costs		6100	\$25,500	\$0	\$25,500
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$2,000	\$0	\$2,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Interest		6500	\$0	\$0	\$0
Total School Leadership			\$27,500	\$0	\$27,500
Guidance, Counseling and Evaluation Services	31				
Payroll Costs		6100	\$20,500	\$0	\$20,500
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,500	\$0	\$3,500
Other Operating Costs		6400	\$0	\$0	\$0
Debt Interest		6500	\$0	\$0	\$0
Total Guidance, Counseling and Evaluation Services			\$24,000	\$0	\$24,000

Lighthouse Year 2 Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Social Work Services:	32				
Payroll Costs		6100	\$10,500	\$0	\$10,500
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$1,500	\$0	\$1,500
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Social Work Services			\$12,000	\$0	\$12,000
Health Services:	33				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$1,000	\$0	\$1,000
Supplies and Materials		6300	\$1,000	\$0	\$1,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Health Services			\$2,000	\$0	\$2,000
Student Transportation	34				
Payroll Costs		6100	\$13,000	\$0	\$13,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$13,000	\$0	\$13,000
Debt Expense		6500	\$0	\$0	\$0
Total Student Transportation			\$26,000	\$0	\$26,000

Lighthouse Year 2 Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Food Services:	35				
Payroll Costs		6100	\$13,000	\$0	\$13,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Food Services			\$13,000	\$0	\$13,000
Cocurricular/Extracurricular Activities:	36				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Cocurricular/Extracurricular Activities:			\$0	\$0	\$0
General Administration	41				
Payroll Costs		6100	\$5,500	\$0	\$5,500
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$130,000	\$0	\$130,000
Debt Expense		6500	\$0	\$0	\$0
Total General Administration			\$138,500	\$0	\$138,500

Lighthouse Year 2 Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Plant Maintenance and Operations:					
	51				
Payroll Costs		6100	\$12,500	\$0	\$12,500
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Plant Maintenance and Operations			\$15,500	\$0	\$15,500
Security and Monitoring Services:					
	52				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$6,000	\$0	\$6,000
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Security and Monitoring Services:			\$6,000	\$0	\$6,000
Data Processing Service					
	53				
Payroll Costs		6100	\$5,500	\$0	\$5,500
Professional and Contracted Services		6200	\$8,000	\$0	\$8,000
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Data Processing Services			\$16,500	\$0	\$16,500

Lighthouse Year 2 Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Community Services:	61				
Payroll Costs		6100	\$10,500	\$0	\$10,500
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Community Services			\$13,500	\$0	\$13,500
Fund Raising:	81				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Fund Raising			\$3,000	\$0	\$3,000

CHARTER
CONTINGENCIES

LightHouse Year 3 Budget

Charter School Budget Categories

LightHouse Year 3 Budget

Charter School Budget Categories

	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Net Assets at Beginning of Year		\$46,700	\$0	\$46,700
Estimated Revenues:				
Local Sources		\$0	\$0	\$0
State Sources		\$468,000	\$0	\$468,000
Federal Sources		\$250,000	\$0	\$250,000
Other Sources		\$5,000	\$0	\$5,000
Total Estimated Revenues		<u>\$723,000</u>	<u>\$0</u>	<u>\$723,000</u>
Estimated Expenses:				
Payroll Costs	6100	\$390,500	\$0	\$390,500
Professional and Contracted Services	6200	\$31,250	\$0	\$31,250
Supplies and Materials	6300	\$68,500	\$0	\$68,500
Other Operating Costs	6400	\$155,000	\$0	\$155,000
Debt Expense	6500	\$0	\$0	\$0
Total Estimated Expenses		<u>\$645,250</u>	<u>\$0</u>	<u>\$645,250</u>
Gains	7950	\$77,750	\$0	\$77,750
Losses	8950	0	0	\$0
Change in Net Assets		\$77,750	\$0	\$77,750
Net Assets at End of Year		<u>\$124,450</u>	<u>\$0</u>	<u>\$124,450</u>

LightHouse Year 3 Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Instruction	11				
Payroll Costs		6100	\$229,500	\$0	\$229,500
Professional and Contracted Services		6200	\$7,000	\$0	\$7,000
Supplies and Materials		6300	\$23,750	\$0	\$23,750
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Instruction			\$260,250	\$0	\$260,250
Instructional Resource: Media Services	12				
Payroll Costs		6100	\$12,000	\$0	\$12,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$10,000	\$0	\$10,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Instructional Resources and Media Services			\$22,000	\$0	\$22,000
Curriculum Development and Instructional Staff Development	13				
Payroll Costs		6100	\$6,500	\$0	\$6,500
Professional and Contracted Services		6200	\$6,250	\$0	\$6,250
Supplies and Materials		6300	\$6,250	\$0	\$6,250
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Curriculum and Instructional Staff Development			\$19,000	\$0	\$19,000

LightHouse Year 3 Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Instructional Leadership	21				
Payroll Costs		6100	\$21,000	\$0	\$21,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$2,250	\$0	\$2,250
Other Operating Costs		6400	\$0	\$0	\$0
Debt Interest		6500	\$0	\$0	\$0
Total Instructional Leadership			\$23,250	\$0	\$23,250
School Leadership:	23				
Payroll Costs		6100	\$25,500	\$0	\$25,500
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$2,250	\$0	\$2,250
Other Operating Costs		6400	\$0	\$0	\$0
Debt Interest		6500	\$0	\$0	\$0
Total School Leadership			\$27,750	\$0	\$27,750
Guidance, Counseling and Evaluation Services	31				
Payroll Costs		6100	\$21,000	\$0	\$21,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$4,000	\$0	\$4,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Interest		6500	\$0	\$0	\$0
Total Guidance, Counseling and Evaluation Services			\$25,000	\$0	\$25,000

Lighthouse Year 3 Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Social Work Services:	32				
Payroll Costs		6100	\$11,000	\$0	\$11,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$2,000	\$0	\$2,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Social Work Services			\$13,000	\$0	\$13,000
Health Services:	33				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$2,000	\$0	\$2,000
Supplies and Materials		6300	\$1,500	\$0	\$1,500
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Health Services			\$3,500	\$0	\$3,500
Student Transportation	34				
Payroll Costs		6100	\$14,000	\$0	\$14,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$15,000	\$0	\$15,000
Debt Expense		6500	\$0	\$0	\$0
Total Student Transportation			\$29,000	\$0	\$29,000

LightHouse Year 3 Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Food Services:	35				
Payroll Costs		6100	\$14,000	\$0	\$14,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Food Services			\$14,000	\$0	\$14,000
Cocurricular/Extracurri Activities:	36				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Cocurricular/Extracurricular Activities:			\$0	\$0	\$0
General Administration	41				
Payroll Costs		6100	\$6,000	\$0	\$6,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$140,000	\$0	\$140,000
Debt Expense		6500	\$0	\$0	\$0
Total General Administration			\$149,000	\$0	\$149,000

LightHouse Year 3 Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Plant Maintenance and Operations:	51				
Payroll Costs		6100	\$13,000	\$0	\$13,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,500	\$0	\$3,500
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Plant Maintenance and Operations			\$16,500	\$0	\$16,500
Security and Monitoring Services:	52				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$7,000	\$0	\$7,000
Supplies and Materials		6300	\$0	\$0	\$0
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Security and Monitoring Services:			\$7,000	\$0	\$7,000
Data Processing Service	53				
Payroll Costs		6100	\$6,000	\$0	\$6,000
Professional and Contracted Services		6200	\$9,000	\$0	\$9,000
Supplies and Materials		6300	\$3,000	\$0	\$3,000
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Data Processing Services			\$18,000	\$0	\$18,000

Lighthouse Year 3 Budget

Charter School Budget Categories

	Function Code	Object Code	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total
Community Services:	61				
Payroll Costs		6100	\$11,000	\$0	\$11,000
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,500	\$0	\$3,500
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Community Services			\$14,500	\$0	\$14,500
Fund Raising:	81				
Payroll Costs		6100	\$0	\$0	\$0
Professional and Contracted Services		6200	\$0	\$0	\$0
Supplies and Materials		6300	\$3,500	\$0	\$3,500
Other Operating Costs		6400	\$0	\$0	\$0
Debt Expense		6500	\$0	\$0	\$0
Total Fund Raising			\$3,500	\$0	\$3,500

Year 1 Detail of Revenue & Expenses

SEPT.

Expenses:

Payroll	23,917
Facilities	10,000
Equipment	
Inst Supplies	2,400
Cur Materials	3,000
Security	500
Contract Ser	4,000
Other Mt & Sp	2,500
Transportation	1,000

Revenues:

Grant	250,000
Donation	5,000
ADA 84%	42,000

OCT.

Expenses:

Payroll	23,917
Facilities	10,000
Equipment	
Inst Supplies	2,000
Cur Materials	3,500
Security	500
Contract Ser	2,000
Other Mt & Sp	2,000

Revenues:

Grant	
Donation	
ADA 84%	32,200

Transportation 1,000

NOV.

Expenses:

Payroll 23,917
 Facilities 10,000
 Equipment
 Inst Supplies 2,000
 Cur Materials
 Security 500
 Contract Ser 2,000
 Other Mt & Sp 2,000
 Transportation 1,000

Revenues:

Grant
 Donation
 ADA 84% 25,200

DEC.

Expenses:

Payroll 23,917
 Facilities 10,000
 Equipment
 Inst Supplies 2,000
 Cur Materials
 Security 500
 Contract Ser 2,000

Revenues:

Grant
 Donation
 ADA 84% 21,000

CHARTER
CONTINGENCIES

Other Mt & Sp	2,000
Transportation	1,000

JAN.

Expenses:

Payroll	23,917
Facilities	10,000
Equipment	
Inst Supplies	2,000
Cur Materials	
Security	500
Contract Ser	2,000
Other Mt & Sp	2,000
Transportation	1,000

Revenues:

Grant	
Donation	5,000
ADA 84%	28,000

FEB.

Expenses:

Payroll	23,917
Facilities	10,000
Equipment	
Inst Supplies	2,000

Revenues:

Grant	
Donation	
ADA 84%	28,000

CHARTER
CONTINGENCIES

Cur Materials	
Security	500
Contract Ser	2,000
Other Mt & Sp	2,000
Transportation	1,000

MAR.

Expenses:

Payroll	23,917
Facilities	10,000
Equipment	
Inst Supplies	2,000
Cur Materials	
Security	500
Contract Ser	2,000
Other Mt & Sp	2,000
Transportation	1,000

Revenues:

Grant	
Donation	
ADA 84%	22,400

APRIL

Expenses:

Payroll	23,917
Facilities	10,000

Revenues:

Grant	
Donation	

Equipment		ADA 84%	28,000
Inst Supplies	1,000		
Cur Materials			
Security	500		
Contract Ser	1,000		
Other Mt & Sp	2,000		
Transportation	1,000		

MAY

Expenses:

Payroll	23,916
Facilities	10,000
Equipment	
Inst Supplies	1,000
Cur Materials	
Security	500
Contract Ser	1,000
Other Mt & Sp	2,000
Transportation	1,000

Revenues:

Grant	
Donation	
ADA 84%	25,200

JUNE

Expenses:

Revenues:

CHARTER
CONTINGENCIES

Payroll	23,916	Grant
Facilities	10,000	Donation
Equipment		ADA 84%
Inst Supplies		
Cur Materials		
Security	500	
Contract Ser		
Other Mt & Sp		
Transportation	1,000	

JULY

Expenses:

Payroll	23,916
Facilities	10,000
Equipment	
Inst Supplies	
Cur Materials	
Security	500
Contract Ser	
Other Mt & Sp	
Transportation	1,000

Revenues:

Grant
Donation
ADA 84%

AUG.

Expenses:

Payroll	23,916
Facilities	10,000
Equipment	
Inst Supplies	
Cur Materials	
Security	500
Contract Ser	
Other Mt & Sp	
Transportation	1,000

Revenues:

Grant
Donation
ADA 84%

Expenditures
Total: 486,400

Revenues
Total: 512,000

Fund Bal: 25,600

TEXAS EDUCATION AGENCY
Division of School Financial Audits

CHARTER
CONTINGENCIES

MEMORANDUM

To: Linda Freeman, Division of Charter Schools
cc: Mary Perry, Assistant Director, Division of Charter Schools
From: Sylvia C. May, Auditor, Charter School Audits Section
Date: July 12, 2002
Subject: Lighthouse Charter -Review of Applicant's Response

Auditors reviewed the memorandum and attachments received July 12, 2002, from Mr. Doug Killian, applicant for the Lighthouse Charter, in response to the financial contingencies. Based on the attachments received, the applicant has adequately responded to the issues discussed in the March 8th memorandum.

Should you have any questions, I may be contacted at 5-1217.



GENERATION 7 CHARTER SCHOOL CONTINGENCIES REVIEW

ISSUE(S)	CONTINGENCIES PENDING
Child Find	<u>INFORMATION REQUESTED</u> NONE
Confidentiality	<u>INFORMATION REQUESTED</u> NONE
Procedural Safeguards	<u>INFORMATION REQUESTED</u> NONE
Prior notice by agency; content of notice	<u>INFORMATION REQUESTED</u> NONE
Observation (assessment/ evaluation)	<u>INFORMATION REQUESTED</u> NONE
Development & implementation of the IEP	<u>INFORMATION REQUESTED</u> NONE
Least Restrictive Environment (LRE) Placement	<u>INFORMATION REQUESTED</u> NONE
Transitional Planning	<u>INFORMATION REQUESTED</u> NONE
Certified Personnel	<u>INFORMATION REQUESTED</u> NONE
Services to Expelled Students	<u>INFORMATION REQUESTED</u> NONE

CONCERN(S)	ASSURANCE(S) REQUESTED
No further concerns.	

TEXAS EDUCATION AGENCY

CHARTER
CONTINGENCIES



CHARTER SCHOOLS

1701 N. Congress
Austin, Texas 78701
Phone: (512) 463-9575
Fax: (512) 463-9732

Fax

TO Lighthouse Charter School

From: Ertha Patrick

Attn: Doug Killian

Fax: 830-742-3332

Date: June 10, 2002

Phone:

Pages: 3 (w/cover page)

Re: Contingencies

CC:

Attached is the Audit Contingency Review. Additional information is being requested. Please return materials to Ertha Patrick . Contact Ramon Medina at 512-463-9095 for questions concerning the contingencies.

207

*** TX REPORT ***

CHARTER
CONTINGENCIES

TRANSMISSION OK

TX/RX NO 0319
CONNECTION TEL 918307423332
SUBADDRESS
CONNECTION ID
ST. TIME 03/25 11:09
USAGE T 01'07
PGS. SENT 3
RESULT OK

TEXAS EDUCATION AGENCY



CHARTER SCHOOLS

1701 N. Congress
Austin, Texas 78701
Phone: (512) 463-9575
Fax: (512) 463-9732

Fax

TO LIGHTHOUSE CHARTER SCHOOL **From:** JOHNNY GALVAN
ATTN: DOUG KILLIAN **FOR:** ERTHA PATRICK
Fax: 830-742-3332 **Date:** 3/12/2002 3-25-02
Phone: 210-481-2189 **Pages:** 2 (+cover)
Re: CONTINGENCIES **CC:**

Attached is the Audit Contingency Review. Additional information is being requested. Please return materials to Ertha Patrick via fax to 512- 463-9732 (Contact # 512 - 936-2624). Contact Sylvia May at 512-475-1217 or Ramon Medina at 512-463-9095 for questions or information needed to address the contingencies.

TEXAS EDUCATION AGENCY



CHARTER
CONTINGENCIES

CHARTER SCHOOLS

1701 N. Congress
Austin, Texas 78701
Phone: (512) 463-9575
Fax: (512) 463-9732

Fax

TO LIGHTHOUSE CHARTER SCHOOL **From:** JOHNNY GALVAN
ATTN: DOUG KILLIAN **FOR :** ERTHA PATRICK

Fax: 830-742-3332 **Date:** ~~3/12/2002~~ 3-25-02

Phone: 210-481-2189 **Pages:** 2 (+cover)

Re: CONTINGENCIES **CC:**

Attached is the Audit Contingency Review. Additional information is being requested. Please return materials to Ertha Patrick via fax to 512- 463-9732 (Contact # 512 – 936-2624). Contact Sylvia May at 512-475-1217 or Ramon Medina at 512-463-9095 for questions or information needed to address the contingencies.

209



MEMORANDUM

To: Linda Freeman, Division of Charter Schools
cc: Mary Perry, Manager, Division of Charter Schools
From: Sylvia C. May, Auditor, Charter School Audits Section
Date: June 11, 2001
Subject: Charter Application for Lighthouse Charter Schools

Auditors reviewed the application for an Open-Enrollment Charter School for Lighthouse Charter School and noted the following:

Coversheet, page 1

1. The applicant replies "No" to the question of required teacher certification. And page 35 supports this statement. However, on page 36 the teacher job description states otherwise.

~~Update March 8, 2002~~ This was adequately addressed.

Accounting Methods, page 65

2. The applicant references the GASB 34. The charter school will not require GASB 34 accounting.

Attachment 1, page 100

3. The applicant has included a copy of the tax exemption application. However, a copy of the IRS determination letter should be submitted.

~~Update March 8, 2002~~ The applicant should submit a copy of the Internal Revenue Service letter received by the sponsoring entity declaring its status.

Attachment 10, 18, & 24

4. These attachments convey the same basic information. They provide the basis of a business arrangement and the intent to purchase agreement. However, the application lacks a definite contract for the school facility.

~~Update March 8, 2002~~ The applicant should submit a copy of the contract (lease agreement) for the school facility.

Attachments 20 & 21 – Three-Year Budget and Cash Flow Projection

5. The applicant did not forward a three-year budget and a three-year cash flow projection in the prescribed format. The applicant should submit these reports for years 1-3.

~~Update March 8, 2002~~ The applicant should submit budget and cash flow projections in the prescribed format for the first, second and third year of operation.

MEMORANDUM

Date:

Subject: Charter Application for [Entity Name], Page 2

Attachment 23, Monthly Report

6. The applicant should expand the portion of the monthly status report that conveys the financial position of the school. The board members should receive a statement of financial position, a statement of activities, and a report comparing the actual expenses with the budget.

~~Updated March 18, 2002~~ This was adequately addressed.

Attachment 25, School Calendar

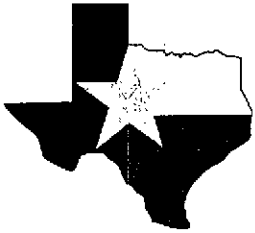
7. The applicant stated, "The calendar will include a minimum of 175 instructional days." The Student Attendance Accounting Handbook requires at least 180 days of instruction for students.

Would there be other circumstances with a waiver involved? If not, the applicant should submit a revised calendar.

8. In addition, the Student Attendance Accounting Handbook states that for reporting purposes, the calendar must be divided into six periods. Also, the applicant should submit a copy of the 2002-2003 calendar.

~~Updated March 18, 2002~~ This was adequately addressed.

Should you have any questions, I may be contacted at 5-1217.



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Jim Nelson
Commissioner of Education

February 1, 2002

Mr. Douglas Killian
2143 Oak Wild
San Antonio, TX 78232

VIA FIRST-CLASS MAIL

Re: Legal Contingencies for Lighthouse Charter School

Dear Mr. Killian:

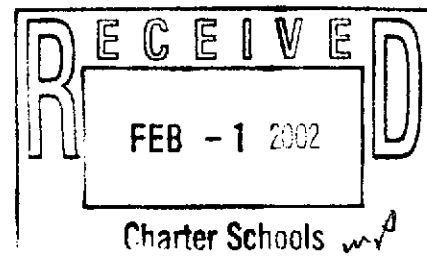
I have reviewed the information that you recently submitted addressing the legal contingencies for Lighthouse Charter School. The process for admissions has been corrected by designating an application period and providing for a lottery. Once you have provided a determination letter from the IRS reflecting that the sponsoring entity is exempt under 501(c)(3) of the Internal Revenue Code, all of your contingencies will have been resolved.

Thank you for your cooperation.

Sincerely,

Margaret E. Baker
Senior Counsel
Division of Legal Services

c: Mary Perry ✓
Ertha Patrick



212

*** TX REPORT ***

CHARTER
CONTINGENCIES

TRANSMISSION OK

TX/RX NO 0124
CONNECTION TEL 918307423332
SUBADDRESS
CONNECTION ID
ST. TIME 02/22 12:36
USAGE T 02'14
PGS. SENT 3
RESULT OK

TEXAS EDUCATION AGENCY



CHARTER SCHOOLS

1701 N. Congress
Austin, Texas 78701
Phone: (512) 463-9575
Fax: (512) 463-9732

Fax

TO Doug Killian	From: JOHNNY GALVAN
Fax: 830-742-3332	Date: 2/22/02
Phone: 210-481-2189	Pages: 1 (+cover)
Re: Contingencies	CC:

Attached are contingencies for Special Education. Further information is requested. Contingencies must be cleared before a county district number and contact are issued. Please contact Ertha Patrick (512-936-2624) if you have questions. Thanks

1701 N. Congress
Austin, Texas 78701
Phone: (512) 463-9575
Fax: (512) 463-9732

CHARTER
CONTINGENCIES

**Texas Education
Agency**

Fax

TO Lighthouse	From: Charter Schools
Fax:	Date: February 22, 2002
Phone: 210-481-2189	Pages: 3 (including cover)
Re: Contingencies	CC:

Attached are contingencies for Special Education. Further information is requested. Contingencies must be cleared before a county district number and contract are issued. Please contact Ertha Patrick (512-936-2624) if you have questions. Thanks.

214

TEXAS EDUCATION AGENCY

CHARTER
CONTINGENCIES



CHARTER SCHOOLS

1701 N. Congress
Austin, Texas 78701
Phone: (512) 463-9575
Fax: (512) 463-9732

Fax

TO Doug Killian

From: JOHNNY GALVAN

Fax: 830-742-3332

Date: 2/22/02

Phone: 210-481-2189

Pages: 1 (+cover)

Re: Contingencies

CC:

Attached are contingencies for Special Education. Further information is requested. Contingencies must be cleared before a county district number and contact are issued. Please contact Ertha Patrick (512-936-2624) if you have questions. Thanks

015

GENERATION 7 CHARTER SCHOOL CONTINGENCIES REVIEW ^{CHARTER} CONTINGENCIES

ISSUE(S)	CONTINGENCIES PENDING
Child Find	<p><u>INFORMATION REQUESTED</u></p> <p>NONE</p>
Confidentiality	<p><u>INFORMATION REQUESTED</u></p> <p>NONE</p>
Procedural Safeguards	<p>NOTE: Charter provided a generic special education policies and procedures manual.</p> <p><u>INFORMATION REQUESTED</u></p> <p>SEE Concerns Table Below</p>
Prior notice by agency; content of notice	<p>NOTE: Charter provided a generic special education policies and procedures manual.</p> <p><u>INFORMATION REQUESTED</u></p> <p>SEE Concerns Table Below</p>
Observation (assessment/ evaluation)	<p>NOTE: Charter provided a generic special education policies and procedures manual.</p> <p><u>INFORMATION REQUESTED</u></p> <p>SEE Concerns Table Below</p>
Development & implementation of the IEP	<p>NOTE: Charter provided a generic special education policies and procedures manual.</p> <p><u>INFORMATION REQUESTED</u></p> <p>SEE Concerns Table Below</p>
Least Restrictive Environment (LRE) Placement	<p>NOTE: Charter provided a generic special education policies and procedures manual.</p> <p><u>INFORMATION REQUESTED</u></p> <p>SEE Concerns Table Below</p>
Transitional Planning	<p>NOTE: Charter provided a generic special education policies and procedures manual.</p> <p><u>INFORMATION REQUESTED</u></p> <p>SEE Concerns Table Below</p>

<p>Certified Personnel</p>	<p>NOTE: Charter provided a generic special education policies and procedures manual.</p> <p><u>INFORMATION REQUESTED</u></p> <p>SEE Concerns Table Below</p>
<p>Services to Expelled Students</p>	<p><u>INFORMATION REQUESTED</u></p> <p>NONE</p>

CONCERN(S)	ASSURANCE(S) REQUESTED
<p>Charter school submitted a generic special education policies and procedures utilizing the phrase "The District/Charter" for all policies and procedures. If the Charter school administration does not understand the policies and procedures nor cite the charter name in the policies and procedures then the charter school could potentially still be at-risk for:</p> <ul style="list-style-type: none"> • Due process hearings • FAPE violations • Compliance issues 	<p>Will the proposed charter submit a general assurance to follow the Individuals with Disabilities Education Act, Texas Administrative Code, and Texas Education Code related to the education of students with disabilities?</p>
<p>School demographics, page 15</p> <p>"Initial Enrollment projects for year one will be set for 346 students serving grades PK-3rd."</p> <p>CONCERN: The cover sheet to the application has a grade level of 6th grade only.</p>	<p><u>CLARIFICATION STILL NEEDED:</u></p> <p>Please clarify.</p> <p>If the proposed charter school will serve the grade level of Pre-Kindergarten, then please define Pre-Kindergarten by age (3 year olds only; 4 year olds only; or both 3 and 4 year olds).</p> <p>Also, submit documentation of knowledge of 34 CFR 300.121 (c), Free Appropriate Public Education for children beginning at age 3?</p>

CHARTER CONTINGENCIES

*** TX REPORT ***

TRANSMISSION OK

TX/RX NO 0224
CONNECTION TEL 918307423332
SUBADDRESS
CONNECTION ID
ST. TIME 03/12 11:29
USAGE T 00'53
PGS. SENT 2
RESULT OK

TEXAS EDUCATION AGENCY



CHARTER SCHOOLS

1701 N. Congress
Austin, Texas 78701
Phone: (512) 463-9575
Fax (512) 463-9732

Fax

TO LIGHTHOUSE CHARTER SCHOOL **From:** JOHNNY GALVAN
ATTN: DOUG KILLIAN **FOR :** ERTHA PATRICK
Fax: 830-742-3332 **Date:** 3/12/2002
Phone: 210-481-2189 **Pages:** 2 (+cover)
Re: CONTINGENCIES **CC:**

Attached is the Audit Contingency Review. Additional information is being requested. Please return materials to Ertha Patrick via fax to 512-463-9732 (Contact # 512 - 936-2624). Contact Sylvia May at 512-475-1217 or Ramon Medina at 512-463-9095 for questions or information needed to address the contingencies.

TEXAS EDUCATION AGENCY
Division of School Financial Audits

MEMORANDUM

To: Linda Freeman, Division of Charter Schools
cc: Mary Perry, Manager, Division of Charter Schools
From: Sylvia C. May, Auditor, Charter School Audits Section
Date: June 11, 2001
Subject: Charter Application for Lighthouse Charter Schools

Auditors reviewed the application for an Open-Enrollment Charter School for Lighthouse Charter School and noted the following:

Coversheet, page 1

1. The applicant replies "No" to the question of required teacher certification. And page 35 supports this statement. However, on page 36 the teacher job description states otherwise.

~~Update March 8, 2002~~ This was adequately addressed.

Accounting Methods, page 65

2. The applicant references the GASB 34. The charter school will not require GASB 34 accounting.

Attachment 1, page 100

3. The applicant has included a copy of the tax exemption application. However, a copy of the IRS determination letter should be submitted.

~~Update March 8, 2002~~ The applicant should submit a copy of the Internal Revenue Service letter received by the sponsoring entity declaring its status.

Attachment 10, 18, & 24

4. These attachments convey the same basic information. They provide the basis of a business arrangement and the intent to purchase agreement. However, the application lacks a definite contract for the school facility.

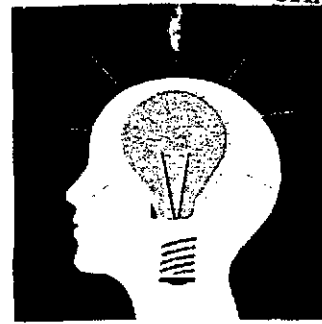
~~Update March 8, 2002~~ The applicant should submit a copy of the contract (lease agreement) for the school facility.

Attachments 20 & 21 – Three-Year Budget and Cash Flow Projection

5. The applicant did not forward a three-year budget and a three-year cash flow projection in the prescribed format. The applicant should submit these reports for years 1-3.

~~Update March 8, 2002~~ The applicant should submit budget and cash flow projections in the prescribed format for the first, second and third year of operation.

IMAGINE EDUCATIONAL FOUNDATION
LIGHTHOUSE CHARTER SCHOOL
2143 Oak Wild
San Antonio, Texas 78232
(210) 481-2189




CHARTER
CONTINGENCIES

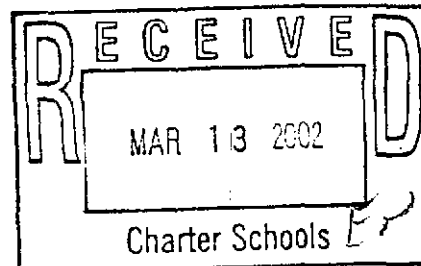
TO: Charter School Division

SUB: Charter Contingencies – Determination Letter

DATE: March 11, 2002

Enclosed please find a copy of Imagine Educational Foundation's determination letter from the Internal Revenue Service. Please forward a copy of the letter to the appropriate TEA office, a copy to Legal Services and Financial Audits, for review and removal of contingency. Thank you very much.


Douglas Killian
Executive Director



CHARTER
CONTINGENCIES

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

DEPARTMENT OF THE TREASURY

Date: MAR 6 1982

IMAGINE EDUCATIONAL FOUNDATION
C/O DOUGLAS W KILLIAN
2143 OAK WILD
SAN ANTONIO, TX 78232

Employer Identification Number:
74-3016634
DLN:
17053295044031
Contact Person:
MITCHELL P STEELE ID# 31360
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

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

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

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

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

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

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

IMAGINE EDUCATIONAL FOUNDATION

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

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

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

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

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

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

IMAGINE EDUCATIONAL FOUNDATION

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

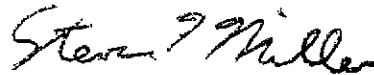
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal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

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

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

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

Sincerely yours,



Steven T. Miller
Director, Exempt Organizations

Addendum

IMAGINE EDUCATIONAL FOUNDATION

Your are not subject to the specific publishing, reporting, and record keeping requirements of Revenue Procedure 75-50, 1975-2 C.B., Page 587, so long as you operate as a charter school. If a charter is not granted or if your method of operation changes to the extent that your charter is terminated, canceled, or not renewed, you should notify us. You will then be required to comply with Revenue Procedure 75-50.

Charitable Contributions - Substantiation and Disclosure Requirements

UNDER THE NEW LAW, CHARITIES WILL NEED TO PROVIDE NEW KINDS OF INFORMATION TO DONORS. Failure to do so may result in denial of deductions to donors and the imposition of penalties on charities.

Legislation signed into law by the President on August 10, 1993, contains a number of significant provisions affecting tax-exempt charitable organizations described in section 501(c)(3) of the Internal Revenue Code. These provisions include: (1) new substantiation requirements for donors, and (2) new public disclosure requirements for charities (with potential penalties for failing to comply). Additionally, charities should note that donors could be penalized by loss of the deduction if they fail to substantiate. **THE SUBSTANTIATION AND DISCLOSURE PROVISIONS APPLY TO CONTRIBUTIONS MADE AFTER DECEMBER 31, 1993.**

Charities need to familiarize themselves with these tax law changes in order to bring themselves into compliance. This Publication alerts you to the new provisions affecting tax-exempt charitable organizations. Set forth below are brief descriptions of the new law's key provisions. The Internal Revenue Service plans to provide further guidance in the near future.

Donor's Substantiation Requirements

Documenting Certain Charitable Contributions. — Beginning January 1, 1994, no deduction will be allowed under section 170 of the Internal Revenue Code for any charitable contribution of \$250 or more unless the donor has contemporaneous written substantiation from the charity. In cases where the charity has provided goods or services to the donor in exchange for making the contribution, this contemporaneous written acknowledgement must include a good faith estimate of the value of such goods or services. Thus, taxpayers may no longer rely solely on a cancelled check to substantiate a cash contribution of \$250 or more.

The substantiation must be "contemporaneous." That is, it must be obtained by the donor no later than the date the donor actually files a return for the tax year in which the contribution was made. If the return is filed after the due date or extended due date, then the substantiation must have been obtained by the due date or extended due date.

The responsibility for obtaining this substantiation lies with the donor, who must request it from the charity. The charity is not required to record or report this information to the IRS on behalf of donors.

The legislation provides that substantiation will not be required if, in accordance with regulations prescribed by the Secretary, the charity reports directly to the IRS the information required to be provided in the written substantiation. At present, there are no regulations establishing procedures for direct reporting by charities to the IRS of charitable contributions made in 1994. Consequently, charities and donors should be prepared to provide/obtain the described substantiation for 1994 contributions of \$250 or more.

There is no prescribed format for the written acknowledgement. For example, letters, postcards or computer-generated forms may be acceptable. The acknowledgement does not have to include the donor's social security or tax identification number. It must, however, provide sufficient information to substantiate the amount of the deductible contribution. The acknowledgement should note the amount of any cash contribution. However, if the donation is in the form of property, then the acknowledgement must describe, but need not value, such property. Valuation of the donated property is the responsibility of the donor.

The written substantiation should also note whether the charitable organization provided any goods or services in consideration, in whole or in part, for the contribution and, if so, must provide a description and good-faith estimate of the value of the goods or services. In the new law these are referred to as "quid pro quo contributions."

Please note that there is a new law requiring charities to furnish disclosure statements to donors for such quid pro quo donations in excess of \$75. This is addressed in the next section regarding Disclosure By Charity.

If the goods or services consist entirely of intangible religious benefits, the statement should indicate this, but the statement need not describe or provide an estimate of the value of these benefits. "Intangible religious benefits" are also discussed in the following section on Disclosure By Charity. If, on the other hand, the donor received nothing in return for the contribution, the written substantiation must so state.

The present law remains in effect that, generally, if the value of an item or group of like items exceeds \$5,000, the donor must obtain a qualified appraisal and submit an appraisal summary with the return claiming the deduction.

The organization may either provide separate statements for each contribution of \$250 or more from a taxpayer, or furnish periodic statements substantiating contributions of \$250 or more.

Separate payments are regarded as independent contributions and are not aggregated for purposes of measuring the \$250 threshold. However, the Service is authorized to establish anti-abuse rules to prevent avoidance of the substantiation requirement by taxpayers writing separate smaller checks on the same date.

If donations are made through payroll deductions, the deduction from each paycheck is regarded as a separate payment.

A charity that knowingly provides false written substantiation to a donor may be subject to the penalties for aiding and abetting an understatement of tax liability under section 6701 of the Code.

Disclosure by Charity of Receipt of Quid Pro Quo Contribution

Beginning January 1, 1994, under new section 6115 of the Internal Revenue Code, a charitable organization must provide a written disclosure statement to donors who make a payment, described as a "quid pro quo contribution," in excess of \$75. This requirement is separate from the written substantiation required for deductibility purposes as discussed above. While, in certain circumstances, an organization may be able to meet both requirements with the same written document, an organization must be careful to satisfy the section 6115 written disclosure statement requirement in a timely manner because of the penalties involved.

A quid pro quo contribution is a payment made partly as a contribution and partly for goods or services provided to the donor by the charity. An example of a quid pro quo contribution is where the donor gives a charity \$100 in consideration for a concert ticket valued at \$40. In this example, \$60 would be deductible. Because the donor's payment (quid pro quo contribution) exceeds \$75, the disclosure statement must be furnished, even though the deductible amount does not exceed \$75.

Separate payments of \$75 or less made at different times of the year for separate fundraising events will not be aggregated for purposes of the \$75 threshold. However, the Service is authorized to develop anti-abuse rules to prevent avoidance of this disclosure requirement in situations such as the writing of multiple checks for the same transaction.

The required written disclosure statement must:

- (1) inform the donor that the amount of the contribution that is de-

Gen 7

Lighthouse

C Lighthouse?

AX

830-742-8820

1001 [unclear]

1701 N. Congress
Austin, Texas 78701
Phone: (512) 463-9575
Fax: (512) 463-9732

**Texas Education
Agency**

CHARTER
CONTINGENCIES

Fax

TO: Doug Killian (lightning) **From:** Charter Schools
Fax: 830-742-3332 **Date:** 9/24/07
Phone: **Pages:** 8 (+ cover)
Re: Contingencies **CC:**

MEMORANDUM

To: Linda Freeman, Division of Charter Schools
cc: Mary Perry, Manager, Division of Charter Schools
From: Sylvia C. May, Auditor, Charter School Audits Section
Date: June 11, 2001
Subject: Charter Application for Lighthouse Charter Schools

Auditors reviewed the application for an Open-Enrollment Charter School for Lighthouse Charter School and noted the following:

Coversheet, page 1

1. The applicant replies "No" to the question of required teacher certification. And page 35 supports this statement. However, on page 36 the teacher job description states otherwise.

Accounting Methods, page 65

2. The applicant references the GASB 34. The charter school will not require GASB 34 accounting.

Attachment 1, page 100

3. The applicant has included a copy of the tax exemption application. However, a copy of the IRS determination letter should be submitted.

Attachment 10, 18, & 24

4. These attachments convey the same basic information. They provide the basis of a business arrangement and the intent to purchase agreement. However, the application lacks a definite contract for the school facility.

Attachments 20 & 21 – Three-Year Budget and Cash Flow Projection

5. The applicant did not forward a three-year budget and a three-year cash flow projection in the prescribed format. The applicant should submit these reports for years 1-3.

Attachment 23, Monthly Report

6. The applicant should expand the portion of the monthly status report that conveys the financial position of the school. The board members should receive a statement of financial position, a statement of activities, and a report comparing the actual expenses with the budget.

Attachment 25, School Calendar

7. The applicant stated, "The calendar will include a minimum of 175 instructional days." The Student Attendance Accounting Handbook requires at least 180 days of instruction for students.

MEMORANDUM

Date:

Subject: Charter Application for [Entity Name], Page 2

Would there be other circumstances with a waiver involved? If not, the applicant should submit a revised calendar.

8. In addition, the Student Attendance Accounting Handbook states that for reporting purposes, the calendar must be divided into six periods. Also, the applicant should submit a copy of the 2002-2003 calendar.

Should you have any questions, I may be contacted at 5-1217.

GENERATION 7 CHARTER SCHOOL APPLICATION REVIEW

Please list and explain any issues that need clarification in the interview process.

ISSUE(S)	REQUIRED INFORMATION	CONTINGENCIES PENDING
Child Find		<p><u>INFORMATION REQUESTED</u></p> <p>NONE</p>
Confidentiality		<p><u>INFORMATION REQUESTED</u></p> <p>NONE</p>
<p>Procedural Safeguards</p> <p>34 CFR 300.504</p>	<p><i>Any reference or assurance to follow 34 CFR 300.504; or a reference to the State Procedural Safeguard Brochure;</i></p> <ul style="list-style-type: none"> • A copy of the procedural safeguards is given to parents at a minimum of <ul style="list-style-type: none"> ▪ Initial referral for evaluation ▪ Each ARD / IEP notification ▪ Reevaluation ▪ Receipt of a request for due process • Contents: <ul style="list-style-type: none"> ▪ Full explanation of independent evaluation ▪ Prior written notice ▪ Parental consent ▪ Access to educational records ▪ Opportunity to present complaints ▪ Initiate due process hearing ▪ AEP placement ▪ Private school students ▪ Mediation ▪ Due process hearing ▪ State level appeals ▪ Civil actions ▪ Attorneys' fee ▪ State complaint procedures • Understandable language 	<p><u>NOTE</u></p> <p>➤ The response is too vague to determine charter knowledge of special education procedures.</p> <p><u>INFORMATION REQUESTED</u></p> <ul style="list-style-type: none"> • A copy of the procedural safeguards is given to parents at a minimum of <ul style="list-style-type: none"> ▪ Initial referral for evaluation ▪ Each ARD / IEP notification ▪ Reevaluation ▪ Receipt of a request for due process • Contents: <ul style="list-style-type: none"> ▪ Full explanation of independent evaluation ▪ Prior written notice ▪ Parental consent ▪ Access to educational records ▪ Opportunity to present complaints ▪ Initiate due process hearing ▪ AEP placement ▪ Private school students ▪ Mediation ▪ Due process hearing ▪ State level appeals ▪ Civil actions ▪ Attorneys' fee ▪ State complaint procedures • Understandable language

<p>Prior notice by agency; content of notice</p> <p>34 CFR 300.503; 19 TAC 89.1015; 89.1045</p>	<p><i>Any reference or assurance to follow</i> 34 CFR 300.503, 300.345, and 19 TAC 89.1015, 89.1045</p> <ul style="list-style-type: none"> • Notice. Five school days written notice given to parents before the charter <ul style="list-style-type: none"> ▪ Proposes to initiate or change educational placement, evaluation ▪ Refuses to initiate or change the above • Contents of Notice: <ul style="list-style-type: none"> ▪ Description of action proposed or refused ▪ Explanation of why agency proposes or refuses to take action ▪ Description of other options & why options refused ▪ Description of evaluation procedures, test, record, or report ▪ Statement that parents have protection under procedural safeguards document ▪ Sources for parents to contact ▪ Understandable language 	<p>NOTE</p> <p>➤ The response is too vague to determine charter knowledge of special education procedures.</p> <p><u>INFORMATION REQUESTED</u></p> <ul style="list-style-type: none"> • Notice. Five school days written notice given to parents before the charter <ul style="list-style-type: none"> ▪ Proposes to initiate or change educational placement, evaluation ▪ Refuses to initiate or change the above • Contents of Notice: <ul style="list-style-type: none"> ▪ Description of action proposed or refused ▪ Explanation of why agency proposes or refuses to take action ▪ Description of other options & why options refused ▪ Description of evaluation procedures, test, record, or report ▪ Statement that parents have protection under procedural safeguards document ▪ Sources for parents to contact ▪ Understandable language
<p>Observation (assessment/ evaluation)</p> <p>34 CFR 300.531 – 300.543; TEC 29.004; 19 TAC 89.1015; 89.1040</p>	<p><i>Any reference or assurance to follow</i> 34 CFR 300.531- 300.543, TEC 29.004, and 19 TAC 89,1015, 89.1040</p> <ul style="list-style-type: none"> • Initial evaluation • Evaluation procedures • Determination of needed evaluation data • Determination of eligibility • Procedures for determining eligibility & placement • Reevaluation • Additional team members • Criteria for determining the existence of specific learning disabilities • Observation • Written report 	<p>NOTE</p> <p>➤ The response is too vague to determine charter knowledge of special education procedures.</p> <p><u>INFORMATION REQUESTED</u></p> <ul style="list-style-type: none"> • Initial evaluation • Evaluation procedures • Determination of needed evaluation data • Determination of eligibility • Procedures for determining eligibility & placement • Reevaluation • Additional team members • Criteria for determining the existence of specific learning disabilities • Observation • Written report

<p>Development & implementation of the IEP</p> <p>34 CFR 300.342 – 300.350; 19 TAC 89.1050; 89.1055</p>	<p><i>Any reference or assurance to follow 34 CFR 300.342-350; and 19 TAC 89.1050, 89.1055</i></p> <ul style="list-style-type: none"> • When IEPs must be in effect • IEP / ARD meetings • IEP / ARD team • Parent participation • Development, review, and revision of the IEP (TAC 89.1050) • Content of the IEP • Agency responsibilities for transition services • IEP accountability 	<p>NOTE</p> <p>➤ The response is too vague to determine charter knowledge of special education procedures.</p> <p><u>INFORMATION REQUESTED</u></p> <ul style="list-style-type: none"> • When IEPs must be in effect • IEP / ARD meetings • IEP / ARD team • Parent participation • Development, review, and revision of the IEP (TAC 89.1050) • Content of the IEP • Agency responsibilities for transition services <p>IEP accountability</p>
<p>Least Restrictive Environment (LRE) Placement</p> <p>34 CFR 300.550-553</p>	<p><i>Any reference or assurance to follow 34 CFR 300.550-553</i></p> <ul style="list-style-type: none"> • General LRE requirements <ul style="list-style-type: none"> ▪ All placements are made on an individual basis • Continuum of alternative placements (special education continuum) • Placements <ul style="list-style-type: none"> ▪ Annual placement decisions are determined by an ARD committee • Nonacademic settings 	<p>NOTE</p> <p>➤ The response is too vague to determine charter knowledge of special education procedures.</p> <p><u>INFORMATION REQUESTED</u></p> <ul style="list-style-type: none"> • General LRE requirements <ul style="list-style-type: none"> ▪ All placements are made on an individual basis • Continuum of alternative placements (special education continuum) • Placements <ul style="list-style-type: none"> ▪ Annual placement decisions are determined by an ARD committee • Nonacademic settings
<p>Transitional Planning</p> <p>34 CFR 300.29, TEC 29.011; 19 TAC 89.1110; Transition MOU</p>	<p><i>Any reference or assurance to follow 34 CFR 300.29, TEC 29.011; TAC 89.1110, and the Transition MOU</i></p>	<p>NOTE</p> <p>➤ The response is too vague to determine charter knowledge of special education procedures.</p> <p><u>INFORMATION REQUESTED</u></p> <ul style="list-style-type: none"> • 34 CFR 300.29, TEC 29.011; TAC 89.1110, and the Transition MOU
<p>Certified Personnel</p> <p>34 CFR 300.23, 300.136;</p>	<p><i>Any reference or assurance to follow 34 CFR 300.23, 300.136, TAC 89.1131, and SBEC certification guidelines</i></p>	<p>NOTE</p> <p>➤ The response is too vague to determine charter knowledge of special education procedures.</p>

<p>19 TAC 89.1131; SBEC guidelines</p> <p>Certified Personnel (con't.)</p>	<ul style="list-style-type: none"> • Qualified Personnel <ul style="list-style-type: none"> • Professionals • Paraprofessionals • Personnel standards 	<p><u>INFORMATION REQUESTED</u></p> <ul style="list-style-type: none"> • Qualified Personnel <ul style="list-style-type: none"> • Professionals • Paraprofessionals • Personnel standards
<p>Services to Expelled Students</p>		<p><u>INFORMATION REQUESTED</u></p> <p>NONE</p>

Please list and explain any areas of concern that need to be raised before the State Board of Education.

CONCERN(s)	ASSURANCE(s) REQUESTED
<p>Charter could be at-risk for potential:</p> <ul style="list-style-type: none"> • Due process hearings • FAPE violations • Compliance issues 	<p>Will the proposed charter submit documentation of knowledge in the specific contingencies requested above (third column -- CONTINGENCIES PENDING)?</p>
<p>School demographics, page 15</p> <p>"Initial Enrollment projects for year one will be set for 346 students serving grades PK-3rd."</p> <p>CONCERN: The cover sheet to the application has a grade level of 6th grade only.</p>	<p>Please clarify.</p> <p>If the proposed charter school will serve the grade level of Pre-Kindergarten, then please define Pre-Kindergarten by age.</p> <p>Also, submit documentation of knowledge of 34 CFR 300.121 (c), Free Appropriate Public Education for children beginning at age 3?</p>

LIGHTHOUSE CHARTER SCHOOL

CHARTER
CONTINGENCIES

Evidence of Nonprofit Status: The sponsoring entity has applied for tax-exempt status, although at the time of the charter application evidently had not yet received it. Before a contract is issued, TEA will need a copy of the determination letter from the IRS.

Public Notice: OK (Attachments 7-9, 11, 12).

Facilities: OK (pp. 66-67 & Attachment 24).

Geographic Boundaries: OK (p. 68).

Impact Statement: OK (p. 69 & Attachment 28).

Admissions: The application describes a first-come, first-served system (p. 93). Instead, to be consistent with federal guidelines and the charter contract, the school should designate an application period, and at the end of that period conduct a lottery of all applicants in any grade level for which applications exceed available space.

Governance Structure: OK (pp. 8-13, 93-99 & Attachments 2, 3).

CHARTER
CONTINGENCIESTEXAS EDUCATION AGENCY
Division of School Financial Audits

MEMORANDUM

To: Linda Freeman, Division of Charter Schools

cc: Mary Perry, Manager, Division of Charter Schools

From: Sylvia C. May, Auditor, Charter School Audits Section

Date: June 11, 2001

Subject: Charter Application for Lighthouse Charter Schools

Auditors reviewed the application for an Open-Enrollment Charter School for Lighthouse Charter School and noted the following:

Coversheet, page 1

- Amenal*
1. The applicant replies "No" to the question of required teacher certification. And page 35 supports this statement. However, on page 36 the teacher job description states otherwise.

Accounting Methods, page 65

2. The applicant references the GASB 34. The charter school will not require GASB 34 accounting.

Attachment 1, page 100

3. The applicant has included a copy of the tax exemption application. However, a copy of the IRS determination letter should be submitted.

Attachment 10, 18, & 24

4. These attachments convey the same basic information. They provide the basis of a business arrangement and the intent to purchase agreement. However, the application lacks a definite contract for the school facility.

Attachments 20 & 21 - Three-Year Budget and Cash Flow Projection

5. The applicant did not forward a three-year budget and a three-year cash flow projection in the prescribed format. The applicant should submit these reports for years 1-3.

Attachment 23, Monthly Report

- P/S*
copy
6. The applicant should expand the portion of the monthly status report that conveys the financial position of the school. The board members should receive a statement of financial position, a statement of activities, and a report comparing the actual expenses with the budget.

Attachment 25, School Calendar

7. The applicant stated, "The calendar will include a minimum of 175 instructional days." The Student Attendance Accounting Handbook requires at least 180 days of instruction for students.

MR MISSE a
out on
\$225,000
already



CHARTER
CONTINGENCIESTEXAS EDUCATION AGENCY
Division of School Financial Audits

MEMORANDUM

Date:

Subject: Charter Application for [Entity Name], Page 2

Would there be other circumstances with a waiver involved? If not, the applicant should submit a revised calendar.

8. In addition, the Student Attendance Accounting Handbook states that for reporting purposes, the calendar must be divided into six periods. Also, the applicant should submit a copy of the 2002-2003 calendar.

Should you have any questions, I may be contacted at 5-1217.

salary. No property right to continued employment exists in supplemental duties, and supplemental assignments may be terminated for any reason or no reason, at the sole discretion of the District.

- 4_ Employee shall be subject to assignment and reassignment of positions or duties, additional duties, changes in responsibilities or work, transfers, or reclassification at any time during the contract term
 - s. Employee shall comply with, and be subject to, state and federal law and District policies, rules, regulations, and administrative directives as they exist or may hereafter be amended. Employee shall faithfully perform to the satisfaction of the District all duties set forth in the job description or as assigned. Any change in state and federal law and in District policies, rules, regulations, and administrative directives shall act as an additional requirement to this contract. Continued performance under this contract shall constitute acceptance of the additional requirements by Employee.
 - s. This contract is conditioned on Employee's satisfactorily providing proof of a bachelors degree from an accredited university or college, college transcripts, any service records (if applicable), any teaching credentials (if certified), and other records and information required by law, the Texas Education Agency, the State Board of Educator Certification, the State Board of Education, or the District. Although certification is not required for initial employment, each degreed teacher will be required, as a condition of employment, to present a certificate plan no latter than 30 days after employment and complete at least 6 semester hours a year (a year consists of the concurrent Fall, Spring, and Summer semesters) required on the plan until they have completed all requirements for Texas certification and received certification. Failure to complete failure to comply with the aforementioned requirements constitutes good cause for 'discharge and suspension without'. Once certified, Failure of employee to maintain certification in the positions assigned constitutes good cause for 'discharge and suspension without pay. For purposes of this paragraph, the phrase "failure to maintain certification" shall be deemed, to refer to any act, omission, event, or condition which, in the opinion of the Superintendent or his/her designee, renders the employee uncertified, or incapable of receiving certification within the time period agreed upon by the parties as a condition of employment. Such events shall include, but not be limited to, revocation or cancellation of the employee's certificate or any permit accepted by the District in lieu of certification, or receipt of notice by the District that the employee has been discharged from any alternative or emergency certification or permitting program, or has received a failing grade in any course required to complete any such program. Any right of appeal which the employee may have with regard to such revocation, cancellation, discharge, failure, or other event shall not operate to stay the District's right to discharge the employee upon receipt of notice of such event. False statements, misrepresentation, omissions of requested information, or fraud by Employee in or concerning any required records or in the employment application constitutes good cause for discharge. Employee hereby represents that he/she has made written disclosure to the District of any, conviction for a felony or an offense involving moral turpitude.
- 7, Employee shall satisfactorily submit or account for all grades, reports, school equipment, or other required items at the end of the contract term, or before severance with the district during the term of the contract. Employee agrees that the last salary payment under this contract is conditioned upon receipt from Employee of all such items.

OLD

CHARTER
CONTINGENCIES

salary. No property right to continued employment exists in supplemental duties, and supplemental assignments may be terminated for any reason or no reason, at the sole discretion of the District.

- 4_ Employee shall be subject to assignment and reassignment of positions or duties, additional duties, changes in responsibilities or work, transfers, or reclassification at any time during the contract term
- s. Employee shall comply with, and be subject to, state and federal law and District policies, rules, regulations, and administrative directives as they exist or may hereafter be amended. Employee shall faithfully perform to the satisfaction of the District all duties set forth in the job description or as assigned. Any change in state and federal law and in District policies, rules, regulations, and administrative directives shall act as an additional requirement to this contract- Continued performance under this contract shall constitute acceptance of the additional requirements by Employee-
- s. ~ This contract is conditioned on Employee's satisfactorily providing the certification, service records, teaching credentials, and other records and information required by law, the Texas Education Agency, the State Board of Educator Certification, the State Board of Education, or the District. Failure of employee to maintain certification in the positions) assigned constitutes good cause for **'discharge and suspension without pay**. For purposes of this paragraph, the phrase "failure to maintain certification" shall be deemed, to refer to any act, omission, event, or condition which, in 'the opinion of the Superintendent or his/her designee, renders the employee uncertified, or incapable of receiving certification within the time period agreed upon by the parties as a condition of employment. Such events shall include, but not be limited to, revocation or cancellation of the employee's certificate or any permit accepted by the District in lieu of certification, or receipt of notice by the District that the employee has been discharged from any alternative or emergency certification or permitting program, or has received a failing grade in any course required to complete any such program. Any right of appeal which the employee may have with regard to such revocation, cancellation, discharge, failure, or other event shall not operate to stay the District's right to discharge the employee upon receipt of notice of such event. False statements, misrepresentation, omissions of requested information, or fraud by Employee in or concerning any required records or in the employment application constitutes good cause for discharge. Employee hereby represents that he/she has made written disclosure to the District of any, conviction for a felony or an offense involving moral turpitude.
7. Employee shall satisfactorily submit or account for all grades, reports, school equipment, or other required items at the end of the contract term, or before severance with the district during the term of the contract. Employee agrees that the last salary payment under this contract is conditioned upon receipt from Employee of all such items.
- 8_ In accordance with Texas Education Code, the Board may terminate this contract and discharge Employee or suspend Employee without pay during the term of this contract for good cause as determined by the Board. Good cause is defined as the failure to meet the accepted standards of conduct for the profession as generally recognized and applied in similarly situated school districts in this state. A *suspension without pay may not extend beyond the end of the school year.*



Discuss the ways that the school will address anticipated growth in the areas of personnel, facility, and equipment expenditures.

The foundation is developing a strategic plan to meet and address growth projections over the first three years. Initially, the district will provide teaching staff to meet the needs of 346 students across 5 grades. Each year the plan is to add a grade level and appropriate number of teachers to maintain the desired ratio.

Facility and equipment growth for the maximum enrollment is already addressed through the purchase of a facility large enough to meet those maximum needs. Any future expansion will be addressed in a strategic planning developed over the course of the first year with the SBDM committee and administration.

Provide a copy of the current and/or proposed business procedures handbook (ATTACHMENT 22) the school will be using, describe the policies, procedures, and forms for the daily business operation. Discuss the way that the school will address any unanticipated expenditures or loss of revenue and any negative net asset balances.

A copy of the proposed business procedures handbook is attached.

(See ATTACHMENT 22)

The business department will utilize accounting methods & records management on the business side acceptable to TEA requirements utilizing the RSCCC computerized management system (or another TEA acceptable management software program capable for PEIMS reporting and/or nonprofit accounting), and maintain backups of all these records. All daily business forms used require at list to signatures for accounts receivable and payable.

Regular state aid calculations will be standard operating procedures. Every month, estimates will be conducted on state aid coupled with a review of grant and other funds received and on hand. A desk audit of expenditures will follow and budget allocations will be adjusted based on the most current expectations of funds. A fund balance will be maintained to address unanticipated expenditures or loss of revenue. If a loss of revenue continues, a reduction in expenditures may be made. Personnel costs will need to be adjusted with a reduction in staff to match student enrollment. The foundation believes that a fund balance, coupled with regular monitoring of financial resources, state aid, and desk audits of expenditures will maintain the financial viability of the charter and the foundation.

Provide a copy of the current or proposed monthly budget status report (ATTACHMENT 23) to the board of directors that will be used.

249
[Redacted]

*** Amended to meet SBOE requirements for charter clearance (portions underlined, plus an attachment of more detailed report)**

CHARTER
CONTINGENCIES

ATTACHMENT 23

**Monthly Statement of Charter Finances
SUMMARY
Report to the Board**

Month of: _____

PUPIL STATUS

Current Enrollment: _____

ADA: _____

Fund Balance: _____

Attendance Rate: _____

MONTHLY ACCOUNTING

EXPENDITURES: _____

RECEIPTS: _____

GAIN/LOSS: _____

SPECIAL PROGRAM COUNTS

MILD/MOD/SEVERVE: _____

CATE: _____

GT: _____

RESOURCE: _____

SPEECH: _____

OTHER: _____

ACCOUNT ACTIVITY

ATTACHMENT OF BILLS PAID

FINANCIAL POSITION

BEGINNING BALANCE: _____

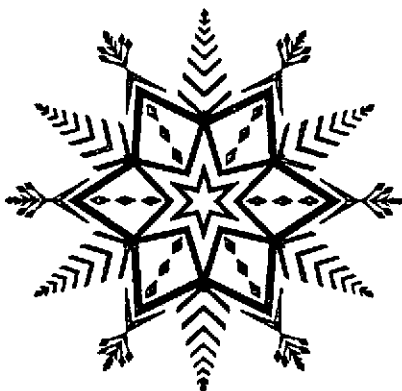
ENDING BALANCE: _____

* SAMPLE REPORT
RSECC REPORT
TO BOARD ON
FINANCIAL STANDING
&
BUDGET / SPENDING
PATTERN

CHARTER
CONTINGENCIES

Regular School Board Meeting
., 2002
7:00 P.M.

FINANCIAL REPORT



CHARTER CONTINGENCIES

DETAIL INQUIRY EXPENDITURES

PAGE NR.: 1
DATE RUN: Jan 07, 2002
PROGRAM :

DETAIL EXPENDITURE INQUIRY	DESCRIPTION	APPROPRIATION	ENCUMBRANCE	EXPENDITURE	BALANCE
181 11 6395 10 001 299000	BAND INSTRUMENTS <\$5000	17,368.00-	.00	17,367.90	.10-
181 36 6395 00 001 299000	OFFICE SUPPLIES	200.00-	.00	.00	200.00-
181 36 6395 01 001 299000	SUPPLIES FOOTBALL	10,000.00-	855.00	4,389.65	4,755.35-
181 36 6395 01 041 299000	SUPPLIES FOOTBALL JR HI	4,000.00-	.00	2,277.31	1,722.69-
181 36 6395 02 001 299000	SUPPLIES BASKETBALL GIRLS	3,800.00-	198.00	3,257.98	344.02-
181 36 6395 02 041 299000	SUPPLIES BASKETBALL JH GIRLS	1,500.00-	1,284.00	.00	215.00-
181 36 6395 03 001 299000	SUPPLIES BASKETBALL BOYS	3,800.00-	1,733.31	.00	2,066.69-
181 36 6395 03 041 299000	SUPPLIES BASKETBALL BOYS	1,500.00-	.00	.00	1,500.00-
181 36 6395 04 001 299000	SUPPLIES TRACK GIRLS	3,500.00-	3,493.50	.00	6.50-
181 36 6395 04 041 299000	SUPPLIES TRACK GIRLS	1,500.00-	1,445.00	.00	55.00-
181 36 6395 05 001 299000	SUPPLIES TRACK BOYS	3,500.00-	3,143.13	.00	356.87-
181 36 6395 05 041 299000	SUPPLIES TRACK BOYS	1,500.00-	.00	.00	1,500.00-
181 36 6395 06 001 299000	SUPPLIES BASEBALL	4,000.00-	5,284.58	1,667.10-	392.52-
181 36 6395 07 001 299000	SUPPLIES TENNIS	3,500.00-	.00	.00	3,500.00-
181 36 6395 08 001 299000	SUPPLIES ALL SPORTS	8,700.00-	.00	2,109.34	6,590.66-
181 36 6395 09 001 299000	SUPPLIES ALL SPORTS MEDICAL	6,000.00-	1,241.85	4,387.93	370.22-
181 36 6395 10 001 299000	SUPPLIES BAND	18,132.00-	1,626.48	13,088.30	3,417.22-
181 36 6395 10 041 299000	SUPPLIES JR. HI. BAND	8,000.00-	2,153.00	5,469.71	377.29-
181 36 6395 11 001 299000	SUPPLIES VOLLEYBALL	3,800.00-	.00	3,786.82	13.18-
181 36 6395 11 041 299000	SUPPLIES VOLLEYBALL	1,500.00-	.00	1,255.65	244.35-
181 36 6395 12 001 299000	SUPPLIES CROSS COUNTRY	3,600.00-	1,721.50	.00	1,878.50-
181 36 6395 13 001 299000	SUPPLIES POWER LIFTING	2,500.00-	1,680.00	.00	820.00-
181 36 6395 20 001 299000	SUPPLIES CHEERLEADERS	500.00-	.00	.00	500.00-
181 36 6395 25 001 299000	SUPPLIES SOFTBALL	3,500.00-	2,360.00	.00	1,140.00-
181 36 6395 31 001 299000	SUPPLIES U I L	3,500.00-	166.00	117.93	3,216.07-
181 36 6395 31 041 299000	SUPPLIES U I L	450.00-	.00	319.35	130.65-
181 36 6395 31 101 299000	SUPPLIES U I L	1,400.00-	.00	881.44	518.56-
181 36 6399 08 001 299000	SUPPLIES COACING UNIFORMS	4,000.00-	565.00	.00	3,435.00-
181 36 6399 99 001 299000	OFF SEASON	2,000.00-	.00	924.00	1,076.00-
181 51 6317 08 001 299000	SUPPLIES - GROUNDS	4,000.00-	.00	2,061.63	1,938.37-
	TOTAL	131,250.00-	28,950.35	60,027.84	42,271.81-

TIME RUN: 11:17:51

COMPARISON OF REVENUE TO BUDGET
RECAP BY FUND
BOARD REPORT

DATE RUN: Jan 07, 2002

CNTY-DIST:

PROGRAM :

PAGE NR.: 41

FOR THE MONTH OF: DEC

	ESTIMATED REVENUE (BUDGET)	REVENUE REALIZED THIS MONTH	REVENUE REALIZED TO DATE	REVENUE BALANCE	PERCENT REALIZED
181 2 - CO-CURRICULAR 7900	32,500.00 402,500.00	1,012.00- .00	18,286.42- .00	14,213.58 402,500.00	56.27% 0.00%
199 2 - GENERAL FUND	11,111,250.00	859,831.91-	3,369,106.30-	7,742,143.70	30.32%
211 2 - TITLE 1, PART A - CHAPTER I	472,867.00	.00	.00	472,867.00	0.00%
215 2 - ESEA TITLE VI	12,489.00	.00	.00	12,489.00	0.00%
240 2 - FOOD SERVICE	745,000.00	63,474.61-	196,872.96-	548,127.04	26.43%
242 2 - SUMMER FEEDING PROGRAM	25,000.00	.00	.00	25,000.00	0.00%
244 2 - VOC ED/BASIC GRT = CAREER TECH	25,005.00	.00	.00	25,005.00	0.00%
255 2 - ESEA TITLE VI-CLASS REDUCTION	76,786.29	.00	.00	76,786.29	0.00%
287 2 - COMET FND-OUR LADY OF THE LAKE 7900	.00 .00	.00 .00	.00 3,538.25-	.00 3,538.25-	0.00% 0.00%
397 2 - ADVANCED PLACEMENT INCENTIVES	7,410.00	.00	.00	7,410.00	0.00%
401 2 - OPTIONAL EXTENDED YEAR	.00	.00	.00	.00	0.00%
404 2 - ACCELERATED READING PROGRAM	41,850.00	.00	41,850.00-	.00	100.00%
411 2 - TECHNOLOGY ALLOTMENT	46,932.00	41,725.00-	41,725.00-	5,207.00	88.91%
461 2 - CAMPUS ACTIVITY FUND	56,045.25	4,095.95-	34,374.76-	21,670.50	61.33%
599 2 - DEBT SERVICE	409,067.00	8,016.26-	349,411.80-	59,655.20	85.42%
601 2 - CONSTRUCTION FUND - MULTI-YR 7900	200,000.00 5,600,000.00	10,109.65- .00	36,394.14- 5,600,000.00-	163,605.86 .00	18.20% 100.00%
750 2 - WORKERS' COMPENSATION SELF-INS	210,568.00	144.88-	1,334.79-	209,233.21	0.63%
865 2 - HIGH SCHOOL STUDENT CLUBS	.00	.00	.00	.00	0.00%
876 2 - JR HIGH STUDENT CLUBS	.00	.00	.00	.00	0.00%
GRAND TOTAL REVENUES 7900	13,472,769.55 6,002,500.00	988,410.26- .00	4,089,356.17- 5,603,538.25-	9,383,413.38 398,961.75	30.35% 93.35%

TIME RUN: 11:17:51

COMPARISON OF EXPENDITURES AND ENCUMBRANCE TO BUDGET

RECAP BY FUND

BOARD REPORT

DATE RUN: Jan 07, 2002

PROGRAM :

PAGE NR.: 42

CNTY-DIST:

FOR THE MONTH OF: DEC

	BUDGET	ENCUMBRANCE YTD	EXPENDITURE YTD	MONTHLY EXPENDITURE	BALANCE	PERCENT EXPENDED
181 2 - CO-CURRICULAR	435,000.00-	33,339.95	173,855.95	27,862.15	227,804.10-	39.97%
199 2 - GENERAL FUND	10,762,750.00-	252,669.82	3,674,408.70	801,221.72	6,835,671.48-	34.14%
8900	402,500.00-	.00	.00	.00	402,500.00-	0.00%
211 2 - TITLE I, PART A - CHAPTE	462,792.81-	16,222.05	165,106.45	44,658.42	281,464.31-	35.68%
235 2 - ESEA TITLE VI	12,218.22-	.00	209.88	.00	12,008.34-	1.72%
240 2 - FOOD SERVICE	745,000.00-	792.21	300,160.47	65,219.01	444,047.32-	40.29%
242 2 - SUMMER FEEDING PROGRAM	25,000.00-	.00	76.27-	.00	25,076.27-	0.31%
244 2 - VOC ED/BASIC CRT = CAREE	25,005.00-	.00	13,362.31	1,793.85	11,642.69-	53.44%
255 2 - ESEA TITLE VI-CLASS REDU	76,786.29-	.00	34,212.27	5,870.93	42,574.02-	44.56%
287 2 - COMET FND-OUR LADY OF TH	.00	.00	.00	.00	.00	0.00%
397 2 - ADVANCED PLACEMENT INCEN	7,410.00-	.00	1,782.79	187.14	5,627.21-	24.06%
401 2 - OPTIONAL EXTENDED YEAR	.00	.00	.00	.00	.00	0.00%
404 2 - ACCELERATED READING PROG	41,850.00-	.00	.00	.00	41,850.00-	0.00%
411 2 - TECHNOLOGY ALLOTMENT	46,532.00-	496.00	11,696.04	7,786.79	34,339.96-	25.14%
461 2 - CAMPUS ACTIVITY FUND	56,045.26-	1,533.61	19,269.46	4,796.65	35,242.19-	34.38%
599 2 - DEBT SERVICE	409,067.00-	.00	.00	.00	409,067.00-	0.00%
601 2 - CONSTRUCTION FUND - MULT	8,460,240.00-	6,983,346.48	662,374.76	546,642.76	814,518.76-	7.83%
750 2 - WORKERS' COMPENSATION SE	210,568.00-	8,387.80	57,715.03	9,720.30	144,465.17-	27.41%
865 2 - HIGH SCHOOL STUDENT CLUB	.00	964.70	54,771.50-	424.90-	53,806.80-	0.00%
876 2 - JR HIGH STUDENT CLUBS	.00	3,407.45	11,873.92-	2,031.04-	8,466.47-	0.00%
GRAND TOTAL EXPENDITURES	21,776,264.58-	7,301,160.07	5,047,432.42	1,513,303.78	9,427,672.09-	23.18%
8900	402,500.00-	.00	.00	.00	402,500.00-	0.00%

TIME RUN: 11:17:28

CHECK PAYMENTS
DISTRICT WRITTEN CHECKS

CHARTER
CONTINGENCIES

DATE RUN: Jan 07, 2002

CNTY DIST:

FOR THE MONTH OF: DECEMBER

PROGRAM :

PAGE NR.: 1

CHECK NO.	CHECK DATE	PAYEE	ORGANIZATION	FND FNC OBJ.SO PRCG	REASON	AMOUNT
000207	12/17/01	SCHOOL COMP	BUSINESS OFFICE	750 41 6143 00 299000	2ND INSTALL. 01/02 P	7,262.50
000208	12/17/01	P & S SCALE CO., INC.	BUSINESS OFFICE	750 41 6143 00 299000	CLAIM COST-NOVEMBER	2,457.80
016079	12/07/01	[REDACTED]	HIGH SCHOOL	199 11 6411 53 224000	TRAVEL	70.04
016082	12/13/01	AMERIHQST HOTEL	HIGH SCHOOL	199 13 6411 00 211000	TRAVEL-TEEN LEADERSH	139.10
016085	12/21/01	AETNA HEALTHCARE, INC.	[REDACTED] ISD	199 00 2153 22 200000	DEC DED HEALTH INS.	38,830.10
016085	12/21/01	AETNA HEALTHCARE, INC.	[REDACTED] ISD	199 00 2153 23 200000	DEC DED HEALTH INS.	9,215.60
016085	12/21/01	AETNA HEALTHCARE, INC.	[REDACTED] ISD	199 00 2153 23 200000	VOID CHECK	9,215.60-
016085	12/19/01	AETNA HEALTHCARE, INC.	[REDACTED] ISD	199 00 2153 22 200000	VOID CHECK	38,830.10-
			CHECK 016085 TOTAL			.00
016086	12/21/01	AETNA, INC - DENTAL	[REDACTED]	199 00 2153 21 200000	DEC DED HEALTH INS.	3,190.00
016087	12/21/01	AETNA, INC. - AFFORDABLE	[REDACTED] ISD	199 00 2153 11 200000	DEC DED LIFE INS.	7,810.00
016088	12/21/01	ARAGON FINANCIAL SERVICES, INC	[REDACTED] ISD	199 00 2159 42 200000	DEC DED TAX SHEL.ANN	2,902.00
016089	12/21/01	ASSOC OF TX PROF EDUCATORS	[REDACTED] ISD	199 00 2159 08 200000	DEC DED MISC. DEDUCT	1,020.00
016090	12/21/01	ATTORNEY GENERAL OF TEXAS	[REDACTED] ISD	199 00 2159 84 200000	DEC DED INCOME REPL.	168.00
016091	12/21/01	ATTORNEY GENERAL OF TEXAS	[REDACTED] ISD	199 00 2159 88 200000	DEC DED INCOME REPL.	246.00
016092	12/21/01	ATTORNEY GENERAL OF TEXAS	[REDACTED] ISD	199 00 2159 86 200000	DEC DED INCOME REPL.	361.00
016093	12/21/01	ATTORNEY GENERAL OF TEXAS	[REDACTED] ISD	199 00 2159 87 200000	DEC DED INCOME REPL.	220.00
016094	12/21/01	CENTRAL UNITED LIFE INS. CO.	[REDACTED] ISD	199 00 2153 24 200000	DEC DED HEALTH INS.	2,790.52
016095	12/21/01	CGU LIFE INSUR. CO. OF AMERICA	[REDACTED] ISD	199 00 2159 44 200000	DEC DED TAX SHEL.ANN	1,147.00
016096	12/21/01	CONSECO SENIOR HEALTH	[REDACTED] ISD	199 00 2153 29 200000	DEC DED HEALTH INS.	316.00
016097	12/21/01	CONSECO VARIABLE INSURANCE CO.	[REDACTED] ISD	199 00 2159 38 200000	DEC DED TAX SHEL.ANN	2,350.00
016098	12/21/01	CONSECO VARIABLE INSURANCE COM	[REDACTED] ISD	199 00 2153 14 200000	DEC DED LIFE INS.	17.50
016099	12/21/01	COSECO VARIABLE INSURANCE CO.	[REDACTED] ISD	199 00 2159 31 200000	DEC DED TAX SHEL.ANN	615.00
016100	12/21/01	DELTA LIFE & ANNUITY	[REDACTED] ISD	199 00 2159 39 200000	DEC DED TAX SHEL.ANN	900.00
016101	12/21/01	FIDELITY & GUARANTY LIFE INS.	[REDACTED] ISD	199 00 2159 37 200000	DEC DED TAX SHEL.ANN	600.00
016102	12/21/01	IDS LIFE INSURANCE COMPANY	[REDACTED] ISD	199 00 2159 40 200000	DEC DED TAX SHEL.ANN	200.00
016103	12/21/01	JACKSON NAT'L LIFE INS. CO.	[REDACTED] ISD	199 00 2159 41 200000	DEC DED TAX SHEL.ANN	200.00

[REDACTED] 26

DISTRICT WRITTEN CHECKS

CHARTER
CONTINGENCIES

FUND	TOTAL
181 2	\$ 25.00-
199 2	\$ 122,606.90
397 2	\$ 187.14-
411 2	\$ 495.00-
461 2	\$ 70.80-
750 2	\$ 9,720.30
865 2	\$ 1,000.00
	=====
GRAND TOTAL	\$ 132,549.26

CHARTER CONTINGENCIES

TIME RUN: 11:17:28

CHECK PAYMENTS COMPUTER WRITTEN CHECKS

DATE RUN: Jan 07, 2002

CNTY DIST:

PROGRAM :

FOR THE MONTH OF: DECEMBER

PAGE NR.: 5

CHECK NO.	CHECK DATE	PAYEE	ORGANIZATION	FND FNC OBJ.S0 PRCG	REASON	AMOUNT
049563	12/06/01	CAMPUSWARE	HIGH SCHOOL	411 11 6395 00 211000	LICENSE RENEWAL	247.50
049563	12/06/01	CAMPUSWARE	JR HIGH SCHOOL	411 11 6395 00 211000	LICENSE RENEWAL	247.50
			CHECK 049563 TOTAL			495.00
049564	12/06/01	CARNIVAL BOOKS CLUB, INC.	ELEM SCHOOL	211 11 6399 00 224000	ELEMENTARY BOOKS	41.70
049565	12/06/01	[REDACTED]	HIGH SCHOOL	181 36 6219 01 299000	OFFICIALS-FOOTBALL	60.00
049566	12/06/01	[REDACTED]	HIGH SCHOOL	199 11 6411 53 224000	TRAVEL-HOMEBOUND	11.04
049567	12/06/01	CHAMBER THEATRE PRODUCTIONS	JR HIGH SCHOOL	461 36 6395 56 299000	128-TOUR DE FORCE TH	1,118.75
049568	12/06/01	CHUCK E CHEESE	ELEM SCHOOL	461 36 6395 55 299000	150 STUDENT MEALS	898.50
049569	12/06/01	CINGULAR WIRELESS, LLC	DISTRICT	199 51 6256 00 299000	CELL PHONES-MAINT	171.89
049569	12/06/01	CINGULAR WIRELESS, LLC	TRANSPORTATION	199 51 6256 91 223000	CELL PHONES-TRANS	482.44
			CHECK 049569 TOTAL			654.33
049570	12/06/01	[REDACTED]	TRANSPORTATION	199 51 6255 00 299000	BUS BARN	18.20
049570	12/06/01	[REDACTED]	DISTRICT	199 51 6255 00 299000	MAINT, JH, GYM, HS	2,061.66
049570	12/06/01	[REDACTED]	HIGH SCHOOL	181 51 6255 06 299000	BALL FIELDS	156.62
049570	12/06/01	[REDACTED]	HIGH SCHOOL	181 51 6255 01 299000	FOOTBALL FIELD	67.50
049570	12/06/01	[REDACTED]	CAFETERIA	240 51 6255 00 299000	CAFE	881.74
			CHECK 049570 TOTAL			3,185.72
049571	12/06/01	RON COBB	HIGH SCHOOL	181 36 6219 02 299000	OFFICIALS-HS BSKTBAL	53.15
049572	12/06/01	COMMERCIAL KITCHEN REPAIR CO.	CAFETERIA	240 35 6246 00 299000	SLICER REPAIR	32.00
049573	12/06/01	CONNECTIONS TEST PREP PROGRAM	ELEM SCHOOL	211 11 6399 00 224000	MATH TEST PREP PROGR	2,367.36
049574	12/06/01	CONTINENTAL RESEARCH CORP.	DISTRICT	199 51 6316 00 299000	INSECTICIDE GRANULAR	276.74
049575	12/06/01	CORBAY COMPANY	TECHNOLOGY	199 53 6395 00 299000	HARD DRIVE FOR LAPTO	359.00
049576	12/06/01	[REDACTED]	HIGH SCHOOL	181 36 6219 01 299000	OFFICIAL-FOOTBALL	35.00
049577	12/06/01	[REDACTED]	DISTRICT	199 51 6411 00 299000	TRAVEL-MEETING	31.05
049578	12/06/01	DICK BLICK ART MATERIALS	JR HIGH SCHOOL	211 11 6399 00 224000	ART SUPPLIES	340.24
049579	12/06/01	DOCUMENTATION, INC.	JR HIGH SCHOOL	199 23 6249 00 299000	COPIER MAINT-JR HIGH	212.45
049579	12/06/01	DOCUMENTATION, INC.	GENERAL ADMISISTRATN	199 41 6246 00 299000	COPIER MAINT-ADMIN	449.00
049579	12/06/01	DOCUMENTATION, INC.	ELEM SCHOOL	199 23 6249 00 299000	COPIER MAINT-ELEMENT	2,368.56
049579	12/06/01	DOCUMENTATION, INC.	HIGH SCHOOL	199 23 6249 00 299000	COPIER MAINT-HS	728.94
			CHECK 049579 TOTAL			3,758.95
049580	12/06/01	DORNAK AUTO PARTS	DISTRICT	199 51 6316 00 299000	WELDING CHEMICALS	44.85

COMPUTER WRITTEN CHECKS

CHARTER
CONTINGENCIES

FUND	TOTAL
181 2	\$ 14,249.56
199 2	\$ 176,149.13
211 2	\$ 33,614.30
240 2	\$ 33,846.29
397 2	\$ 374.28
411 2	\$ 7,781.79
461 2	\$ 4,867.45
601 2	\$ 546,642.76
865 2	\$ 5,090.34
876 2	\$ 1,219.96
	=====
GRAND TOTAL	\$ 823,835.86

: END OF REPORT

LightHouse Charter School 2002-2003 School Calendar

CHARTER
CONTINGENCIES

August 02

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 02

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 02

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 02

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 02

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 03

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

TRACK _____		
Reporting Periods	[Begin/End]	# Student Days
1 st Attendance Reporting Period	8-19/9-27	29
2 nd Attendance Reporting Period	9-30/11-8	29
3 rd Attendance Reporting Period	11-11/12-20	27
4 th Attendance Reporting Period	1-7/2-21	33
5 th Attendance Reporting Period	2-24/4-11	30
6 th Attendance Reporting Period	4-14/5/29	32
Total Days of Instruction (Student Days)		180
Holiday ○	Date	
Labor Day	Sept. 2 nd	
Fall Holiday	Oct. 14 th	
Thanksgiving Break	Nov. 27 th -29 th	
Christmas Break	Dec. 23 rd -Jan. 3 rd	
MLK Holiday	Jan. 20 th	
Spring Break	Mar. 10 th -14 th	
Easter Break	Apr. 18 th & 21 st	
Staff Development □		
August 12 th New Staff	Jan. 6 th	
August 13 th -15 th		
Bad Weather Make Up days *		
Jan. 6 th	May 30 th	
Teacher Work Days Δ		
August 16 th		
May 30 th		
Legend		
Begin Attendance Reporting Period [
End Attendance Reporting Period]		
Holiday ○		
Staff Development □		
Bad Weather Make Up days *		
Teacher Work Days Δ		

February 03

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 03

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 03

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 03

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 03

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 03

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

7th Generation Charter App. Review

CHARTER
CONTINGENCIES
Legal Services Division
Charles Moody

LIGHTHOUSE CHARTER SCHOOL

Evidence of Nonprofit Status: The sponsoring entity has applied for tax-exempt status, although at the time of the charter application evidently had not yet received it. Before a contract is issued, TEA will need a copy of the determination letter from the IRS.

✓ **Public Notice:** OK (Attachments 7-9, 11, 12).

✓ **Facilities:** OK (pp. 66-67 & Attachment 24).

✓ **Geographic Boundaries:** OK (p. 68).

✓ **Impact Statement:** OK (p. 69 & Attachment 28).

Attached

✓ **Admissions:** The application describes a first-come, first-served system (p. 93). Instead, to be consistent with federal guidelines and the charter contract, the school should designate an application period, and at the end of that period conduct a lottery of all applicants in any grade level for which applications exceed available space.

✓ **Governance Structure:** OK (pp. 8-13, 93-99 & Attachments 2, 3).

Students will be encouraged to participate in extracurricular activities. An extracurricular activity is defined as an activity sponsored by the University Interscholastic League (UIL), the school's Board, or an organization sanctioned by resolution of the school's Board. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. The school may offer extracurricular activities including, but not limited to, public performances, contests, demonstrations, displays, and club activities. The school Board will adopt policies to ensure that all state-defined eligibility requirements are met in order for a student to participate in an extracurricular activity.

Admissions Policy

Describe the timeline used for admitting students, including the process for the admission lottery for students.

Student enrollment will be accomplished utilizing an application period beginning on May 1st and continuing until August 1st. Students will be enrolled on a lottery basis for any grade level for which applications exceed available space. The charter does not discriminate on the basis of race, color, gender, national origin, or handicapping condition.

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

The admission policy is neutral taking the selection process out of the hands of the administration and school leaving enrollment up to the parents. Students are served in an equitable manner in a non-discriminatory fashion. Since the mission of the charter is to help all students reach their full potential, it is important that the school and administration occupy a neutral

13. Governance Structures and Processes (Scored by Review Committee)

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

Staggered terms and selection of replacement board members by existing board members will provide the basis for continuing the vision and selecting new board members with a focus on their support of the vision and mission of the board. Revision and addition to the original vision requires a majority vote of the board at both the bylaw and articles of incorporation levels.

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

OLD

Students will be encouraged to participate in extracurricular activities. An extracurricular activity is defined as an activity sponsored by the University Interscholastic League (UIL), the school's Board, or an organization sanctioned by resolution of the school's Board. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. The school may offer extracurricular activities including, but not limited to, public performances, contests, demonstrations, displays, and club activities. The school Board will adopt policies to ensure that all state-defined eligibility requirements are met in order for a student to participate in an extracurricular activity.

Admissions Policy

Describe the timeline used for admitting students, including the process for the admission lottery for students.

Student enrollment will be accomplished in the Spring and summer prior to the opening of the charter. Students will be enrolled on a first come first serve basis until the maximum enrollment for that year is reached. A waiting list will be maintained after the limit has been reached and vacancies will be filled from that list until the maximum is reached. The charter does not discriminate on the basis of race, color, gender, national origin, or handicapping condition.

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

The admission policy is neutral taking the selection process out of the hands of the administration and school leaving enrollment up to the parents. Students are served in an equitable manner in a non-discriminatory fashion. Since the mission of the charter is to help all students reach their full potential, it is important that the school and administration occupy a neutral

13. Governance Structures and Processes (Scored by Review Committee)

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

Staggered terms and selection of replacement board members by existing board members will provide the basis for continuing the vision and selecting new board members with a focus on their support of the vision and mission of the board. Revision and addition to the original vision requires a majority vote of the board at both the bylaw and articles of incorporation levels.

Describe the roles and responsibilities of the board(s). If the governance structure includes more than one board, e.g., a school board that is separate from the board of the sponsoring entity, articulate the responsibilities

Special Education

Lighthouse

CHARTER
CONTINGENCIES

GENERATION 7 CHARTER SCHOOL APPLICATION REVIEW

Please list and explain any issues that need clarification in the interview process.

ISSUE(S)	REQUIRED INFORMATION	CONTINGENCIES PENDING
<p>Child Find</p>		<p><u>INFORMATION REQUESTED</u></p> <p>NONE</p>
<p>Confidentiality</p>		<p><u>INFORMATION REQUESTED</u></p> <p>NONE</p>
<p>Procedural Safeguards</p> <p>34 CFR 300.504</p>	<p><i>Any reference or assurance to follow 34 CFR 300.504; or a reference to the State Procedural Safeguard Brochure;</i></p> <ul style="list-style-type: none"> • A copy of the procedural safeguards is given to parents at a minimum of <ul style="list-style-type: none"> ▪ Initial referral for evaluation ▪ Each ARD / IEP notification ▪ Reevaluation ▪ Receipt of a request for due process • Contents: <ul style="list-style-type: none"> ▪ Full explanation of independent evaluation ▪ Prior written notice ▪ Parental consent ▪ Access to educational records ▪ Opportunity to present complaints ▪ Initiate due process hearing ▪ AEP placement ▪ Private school students ▪ Mediation ▪ Due process hearing ▪ State level appeals ▪ Civil actions ▪ Attorneys' fee ▪ State complaint procedures • Understandable language 	<p><u>NOTE</u></p> <ul style="list-style-type: none"> ➤ The response is too vague to determine charter knowledge of special education procedures. <p><u>INFORMATION REQUESTED</u></p> <ul style="list-style-type: none"> • A copy of the procedural safeguards is given to parents at a minimum of <ul style="list-style-type: none"> ▪ Initial referral for evaluation ▪ Each ARD / IEP notification ▪ Reevaluation ▪ Receipt of a request for due process • Contents: <ul style="list-style-type: none"> ▪ Full explanation of independent evaluation ▪ Prior written notice ▪ Parental consent ▪ Access to educational records ▪ Opportunity to present complaints ▪ Initiate due process hearing ▪ AEP placement ▪ Private school students ▪ Mediation ▪ Due process hearing ▪ State level appeals ▪ Civil actions ▪ Attorneys' fee ▪ State complaint procedures • Understandable language

Special Education

Lighthouse CHARTER CONTINGENCIES

<p>Prior notice by agency; content of notice</p> <p>34 CFR 300.503; 19 TAC 89.1015; 89.1045</p>	<p>Any reference or assurance to follow 34 CFR 300.503, 300.345, and 19 TAC 89.1015, 89.1045</p> <ul style="list-style-type: none"> • Notice. Five school days written notice given to parents before the charter <ul style="list-style-type: none"> ▪ Proposes to initiate or change educational placement, evaluation ▪ Refuses to initiate or change the above • Contents of Notice <ul style="list-style-type: none"> ▪ Description of action proposed or refused ▪ Explanation of why agency proposes or refuses to take action ▪ Description of other options & why options refused ▪ Description of evaluation procedures, test, record, or report ▪ Statement that parents have protection under procedural safeguards document ▪ Sources for parents to contact ▪ Understandable language 	<p>NOTE</p> <p>> The response is too vague to determine charter knowledge of special education procedures.</p> <p>INFORMATION REQUESTED</p> <ul style="list-style-type: none"> • Notice. Five school days written notice given to parents before the charter <ul style="list-style-type: none"> ▪ Proposes to initiate or change educational placement, evaluation ▪ Refuses to initiate or change the above • Contents of Notice: <ul style="list-style-type: none"> ▪ Description of action proposed or refused ▪ Explanation of why agency proposes or refuses to take action ▪ Description of other options & why options refused ▪ Description of evaluation procedures, test, record, or report ▪ Statement that parents have protection under procedural safeguards document ▪ Sources for parents to contact ▪ Understandable language
<p>Observation (assessment/evaluation)</p> <p>34 CFR 300.531 – 300.543; TEC 29.004; 19 TAC 89.1015; 89.1040</p>	<p>Any reference or assurance to follow 34 CFR 300.531- 300.543 TEC 29.004, and 19 TAC 89.1015, 89.1040</p> <ul style="list-style-type: none"> • Initial evaluation • Evaluation procedures • Determination of needed evaluation data • Determination of eligibility • Procedures for determining eligibility & placement • Reevaluation • Additional team members • Criteria for determining the existence of specific learning disabilities • Observation • Written report 	<p>NOTE</p> <p>> The response is too vague to determine charter knowledge of special education procedures.</p> <p>INFORMATION REQUESTED</p> <ul style="list-style-type: none"> • Initial evaluation • Evaluation procedures • Determination of needed evaluation data • Determination of eligibility • Procedures for determining eligibility & placement • Reevaluation • Additional team members • Criteria for determining the existence of specific learning disabilities • Observation • Written report

Special Education

CHARTER
CONTINGENCIES

<p>Development & implementation of the IEP</p> <p>34 CFR 300.342 – 300.350; 19 TAC 89.1050; 89.1055</p>	<p><i>Any reference or assurance to follow 34 CFR 300.342-350; and 19 TAC 89.1050. 89.1055</i></p> <ul style="list-style-type: none"> • When IEPs must be in effect • IEP / ARD meetings • IEP / ARD team • Parent participation • Development, review, and revision of the IEP (TAC 89.1050) • Content of the IEP • Agency responsibilities for transition services • IEP accountability 	<p>NOTE</p> <p>➤ The response is too vague to determine charter knowledge of special education procedures.</p> <p>INFORMATION REQUESTED</p> <ul style="list-style-type: none"> • When IEPs must be in effect • IEP / ARD meetings • IEP / ARD team • Parent participation • Development, review, and revision of the IEP (TAC 89.1050) • Content of the IEP • Agency responsibilities for transition services IEP accountability
<p>Least Restrictive Environment (LRE) Placement</p> <p>34 CFR 300.550-553</p>	<p><i>Any reference or assurance to follow 34 CFR 300.550-553</i></p> <ul style="list-style-type: none"> • General LRE requirements <ul style="list-style-type: none"> • All placements are made on an individual basis • Continuum of alternative placements (special education continuum) • Placements <ul style="list-style-type: none"> • Annual placement decisions are determined by an ARD committee • Nonacademic settings 	<p>NOTE</p> <p>➤ The response is too vague to determine charter knowledge of special education procedures.</p> <p>INFORMATION REQUESTED</p> <ul style="list-style-type: none"> • General LRE requirements <ul style="list-style-type: none"> • All placements are made on an individual basis • Continuum of alternative placements (special education continuum) • Placements <ul style="list-style-type: none"> • Annual placement decisions are determined by an ARD committee • Nonacademic settings
<p>Transitional Planning</p> <p>34 CFR 300.29, TEC 29.011; 19 TAC 89.1110; Transition MOU</p>	<p><i>Any reference or assurance to follow 34 CFR 300.29, TEC 29.011; TAC 89.1110, and the Transition MOU</i></p>	<p>NOTE</p> <p>➤ The response is too vague to determine charter knowledge of special education procedures.</p> <p>INFORMATION REQUESTED</p> <ul style="list-style-type: none"> • 34 CFR 300.29, TEC 29.011; TAC 89.1110, and the Transition MOU
<p>Certified Personnel</p> <p>34 CFR 300.23, 300.136;</p>	<p><i>Any reference or assurance to follow 34 CFR 300.23, 300.136, TAC 89.1131, and SBEC certification guidelines</i></p>	<p>NOTE</p> <p>➤ The response is too vague to determine charter knowledge of special education procedures.</p>

Special Education

CHARTER Lighthouse CONTINGENCIES

<p>19 TAC 89.1131; SBEC guidelines</p> <p>Certified Personnel (con't.)</p>	<ul style="list-style-type: none"> • Qualified Personnel <ul style="list-style-type: none"> • Professionals • Paraprofessionals • Personnel standards 	<p><u>INFORMATION REQUESTED</u></p> <ul style="list-style-type: none"> • Qualified Personnel <ul style="list-style-type: none"> • Professionals • Paraprofessionals • Personnel standards
<p>Services to Expelled Students</p>		<p><u>INFORMATION REQUESTED</u></p> <p>NONE</p>

Please list and explain any areas of concern that need to be raised before the State Board of Education.

CONCERN(s)	ASSURANCE(s) REQUESTED
<p>Charter could be at-risk for potential:</p> <ul style="list-style-type: none"> • Due process hearings • FAPE violations • Compliance issues 	<p>Will the proposed charter submit documentation of knowledge in the specific contingencies requested above (third column - CONTINGENCIES PENDING)?</p>
<p>School demographics, page 15</p> <p>"Initial Enrollment projects for year one will be set for 346 students serving grades PK-3rd."</p> <p>CONCERN: The cover sheet to the application has a grade level of 6th grade only.</p>	<p>Please clarify.</p> <p>If the proposed charter school will serve the grade level of Pre-Kindergarten, then please define Pre-Kindergarten by age.</p> <p>Also, submit documentation of knowledge of 34 CFR 300.121 (c), Free Appropriate Public Education for children beginning at age 3?</p>

SPECIAL EDUCATION STUDENTS:
IDENTIFICATION, EVALUATION, AND ELIGIBILITY

EHBAA
(LEGAL)

- CHILD FIND** The District/Charter shall ensure that all children residing within the District/Charter who have disabilities, regardless of the severity of their disabilities, including those attending private schools, and who are in need of special education and related services are identified, located, and evaluated. The District/Charter shall have a practical method for determining which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services. This requirement applies to highly mobile children (including migrant and homeless children) and children who are suspected of being in need of special education but who are advancing from grade to grade. *20 U.S.C. 1412(a)(3), 1413(a); 34 CFR 300.125*
- REFERRALS** Referral of students for possible special education services shall be a part of the District's/Charter's overall regular education referral or screening system. Prior to referral, students experiencing difficulty in the regular classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. This referral for assessment may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. *19 TAC 89.1011*
- NOTICE OF RIGHTS** Before the District/Charter proposes or refuses to initiate or change the identification, evaluation, or educational placement of a student or the provision of a free appropriate education to a student, the District/Charter shall provide written notice to the student's parent or guardian. *20 U.S.C. 1415(b)(3); 34 CFR 300.503(a)* [See EHBAD(LEGAL) for contents of notice]
- TESTS AND EVALUATION MATERIALS** The District/Charter shall ensure that tests and other evaluation materials used to assess a child are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so. Any standardized tests given to the child shall have been

validated for the specific purpose for which they are used, administered by trained and knowledgeable personnel, and administered in accordance with any instructions provided by the producer of the tests. In addition, the District/Charter shall ensure that the child is assessed in all areas of suspected disability and that assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

20 U.S.C. 1414(b)(3); 34 CFR 300.532

INITIAL
EVALUATION

Before initially providing special education and related services to a child with a disability, the District/Charter shall conduct a full and individual initial evaluation. Before the District conducts an initial assessment, it shall:

1. Give the child's parent prior written notice, which includes a full explanation of all procedural safeguards [see EHBAD for specific contents of notice] and describes any evaluation procedures the District/Charter proposes to conduct; and
2. Obtain parental consent for the evaluation.

Parental consent shall not be construed as consent for placement. If the parents refuse consent for the evaluation, the District/Charter may continue to pursue an evaluation by utilizing mediation and due process procedures [see EHBAD]. If a parent revokes consent, that revocation is not retroactive (that is, it does not negate an action that has occurred after the consent was given and before the consent was revoked).

20 U.S.C. 1414(a)(1), (b); 34 CFR 300.500(b)(1); 300.505; 300.531; 19 TAC 89.1020, 89.1025

TESTING
PROCEDURES

The initial evaluation shall consist of procedures to determine whether a child is a child with a disability, as defined below, ELIGIBILITY, and to determine the educational needs of the child. In conducting the evaluation, the District/Charter shall:

1. Use a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that may assist in determining whether the child is a child with a disability, and the content of the child's IEP, including information related to enabling the child to be involved in

and progress in the general curriculum;

2. Not use any single procedure as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child; and
3. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

20 U.S.C. 1414(a)(1)(B); 34 CFR 300.320

4. Assessment tools and strategies provide relevant information that directly assists persons in determining the educational needs of the child.

34 CFR 300.532

TIME LINE

The comprehensive individual assessment, including a written report, shall be completed not later than the 60th calendar day following the date on which referral for assessment was initiated by school personnel, the child's parent or legal guardian, or another appropriate person. The assessment shall be conducted in accordance with federal and state law and using procedures that are appropriate for the student's most proficient method of communication. *Education Code 29.004*

REVIEW OF
EVALUATION
DATA

As part of an initial evaluation, and as part of any reevaluation, the ARD committee and other qualified professionals, as appropriate, shall review existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and teacher and related service providers' observations. On the basis of this review, and input from the child's parents, the ARD committee shall identify what additional data, if any, are needed to determine:

1. Whether the child has a particular category of disability, or in the case of a reevaluation, whether the child continues to have such a disability;
2. The present levels of performance and educational needs of the child;
3. Whether the child needs special education and related services. or in the case of a reevaluation of a child.

whether the child continues to need special education and related services; and

4. Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the child's individualized education program and to participate, as appropriate, in the general curriculum.

The review may be conducted without a meeting. If the review determines that no additional data are needed, the District/Charter shall so notify the parents of that determination, the reasons for it, and the parents' right to request an assessment to determine whether, for the purposes of receiving special education services, the child continues to be a child with a disability.

20 U.S.C. 1414(c)(1); 34 CFR 300.533

ELIGIBILITY

To be eligible for special education services a student must have been determined to have one or more of the disabilities listed in federal regulations or in state law or both. *19 TAC 89.1040*

A student is eligible to participate in a school district's special education program if the student is between the ages of 3 and 21 inclusive with one or more disabilities (physical disability, mental retardation, emotional disturbance, learning disability, autism, speech or language impairment, traumatic brain injury, visual or auditory impairment, orthopedic impairments, a specific learning disability, deaf-blindness, multiple disabilities, or other health impairments) that prevent the student from being adequately or safely educated in the public schools without the provision of special services. A student with a visual or auditory impairment shall be eligible to participate in the District's special education program from birth. *20 U.S.C. 1401(3); 34 CFR 300.7; Education Code 29.003(b), 30.002; 19 TAC 89.1035(b)*

A child between the ages of three and five who is evaluated as having mental retardation, emotional disturbance, a specific learning disability, or autism may be described as noncategorical early childhood.

20 U.S.C. 1401(3); 34 CFR 300.7; 19 TAC 89.1040

DETERMINATION
OF ELIGIBILITY

Upon completion of tests and other evaluation materials, the determination of whether the child is eligible for special education shall be made by the ARD committee and the parent. In making the determination, a child shall not be determined to be a

child with a disability if the determinant factor for the determination is lack of instruction in reading or math or limited English proficiency. A copy of the evaluation report and the documentation of determination of eligibility must be given to the parent.

20 U.S.C. 1414(b)(4), (5); 34 CFR 300.534

PUBLIC NOTICE

The District/Charter shall develop a system to notify District residents with children ages three to five who are eligible for enrollment in a special education program of the availability of the program. *Education Code 29.009*

REEVALUATIONS

The District/Charter shall ensure that each child with a disability is reevaluated if conditions warrant or if the child's parent or teacher requests a reevaluation, but at least once every three years. Before conducting a reevaluation, the District/Charter shall give the parent notice that describes any evaluation procedures the District/Charter proposes to conduct and shall obtain written parental consent, except that such informed parental consent need not be obtained if the District/Charter can demonstrate that it had taken reasonable measures to obtain consent and the parent has failed to respond. *20 U.S.C. 1414(a)(2), (b), (c); 34 CFR 300.505, 300.536*

**CHANGE IN
ELIGIBILITY**

The District/Charter shall evaluate a child with a disability before determining that the child is no longer a child with a disability. *20 U.S.C. 1414(c)(5); 34 CFR 300.534(c)(1)*

**INDEPENDENT
EVALUATION**

**AT PUBLIC
EXPENSE**

The parents of a child with a disability have a right to obtain an independent educational evaluation if they disagree with the District's/Charter's evaluation. Upon request for an independent evaluation, the District/Charter shall provide parents with information regarding where one can be obtained. Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the District/Charter uses when it initiates an evaluation. If a parent requests an independent evaluation, the District/Charter shall either ensure that an evaluation is performed at public expense or initiate a due process hearing to establish that the District's/Charter's evaluation is appropriate. If the District/Charter initiates a hearing, and the District's/Charter's evaluation is found to be appropriate, the parent still has a right to an independent evaluation, but not at public expense.

AT PRIVATE
EXPENSE

If the parent obtains an independent educational evaluation at private expense, the results of the evaluation shall be considered by the District/Charter, if it meets District/Charter criteria, in any decision made with respect to providing a free appropriate public education to the child.

34 CFR 300.502

SPECIAL EDUCATION STUDENTS:
INDIVIDUAL EDUCATION PLAN (IEP) AND ARDS

EHBAB
(LEGAL)

- ARD COMMITTEE** The District/Charter shall establish at least one Admission, Review, and Dismissal (ARD) committee to make decisions concerning eligibility determinations, development of the Individual Education Program (IEP), consideration of assistive technology, development of behavior management plans, and placement of a student referred for consideration for special education services in accordance with federal and state law. *19 TAC 89.1050(b)*
- MEETINGS** The District/Charter shall initiate and conduct ARD committee meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability. The committee shall review each child's IEP periodically, and, if appropriate, revise the IEP. A meeting must be held for this purpose at least once a year. A meeting does not include informal or unscheduled conversations involving District personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provisions if those issues are not addressed in the child's IEP. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting. *20 USC 1414(d); 34 CFR 300.501(b)(2); 300.343*
- NEW STUDENTS** For a student who is new to the District/Charter, the ARD committee may meet when the student registers and the parents verify that the student was receiving special education services in the previous school district or the previous school district verifies that the student was receiving special education services. Special education services to such students shall be temporary, contingent upon:
1. Receipt of valid assessment data from the previous school district; or
 2. Collection of new assessment data.

SECOND
MEETING

A second meeting shall be held within 30 days from the first ARD committee meeting to finalize or develop a new IEP based on the assessment data.

19 TAC 89.1050(e)

REPORT

The ARD committee shall document the findings required by 19 TAC 89.1050(b) in a written report that includes the date, names, positions, and signatures of the members participating in each meeting and indicates each member's agreement or disagreement with the committee's decision. *19 TAC 89.1050(d)*

MEMBERSHIP

The District/Charter shall ensure that each ARD committee meeting includes all of the following:

1. The parents of a child with a disability;
2. At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
3. At least one special education teacher, or, if appropriate, at least one special education provider of the child;
4. A representative* of the District who:
 - a. Is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
 - b. Is knowledgeable about the general curriculum; and
 - c. Is knowledgeable about the availability of resources of the District;
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of the ARD committee (who may be a member of the committee listed in items 2-6);
6. The child, if appropriate; and
7. Other individuals who have knowledge or special expertise regarding the child at the discretion of the District or the parent.

**Note:* The District/Charter may designate another member of the ARD committee to also serve as the District representative, so long as the criteria in items 4a-c are satisfied.

TRANSITION
PLANNING

If the purpose of the meeting is to consider transition services for a student, the District/Charter shall invite:

1. The student. If the student does not attend, the District shall take steps to ensure that the student's preferences and interests are considered.
2. A representative of any other agency that is likely to be responsible for providing or paying for transition services. If such a representative is invited but does not attend, the District shall take other steps to obtain the participation of the other agency in the planning of any transition services.

34 CFR 300.344; 19 TAC 89.1050 [See "transition services" under DEFINITIONS at EHBA]

COLLABORATIVE
PROCESS-TEN-
DAY RECESS

All members of the ARD committee shall have the opportunity to participate in a collaborative manner in developing the IEP. Decisions concerning the required elements of the IEP shall be made by mutual agreement of the required members, if possible. The ARD committee may agree to an annual IEP or an IEP of shorter duration.

1. When mutual agreement about all required elements of the IEP is not achieved, the parent or adult student [see "transition services" under DEFINITIONS at EHBA for more information on rights of adult students] who disagrees shall be offered a single opportunity to have the committee recess for a period not to exceed ten school days. This recess is not required when:
 - a. The student's presence on campus represents a danger of physical harm to the student or others;
 - b. The student has committed an expellable offense; or
 - c. The student has committed an offense that may lead to placement in an alternative education program.
[See FOE(LEGAL)]
2. During the recess, the committee members shall consider alternatives, gather additional data, prepare further documentation, and/or obtain additional resource persons to enable the committee to reach mutual agreement.
3. The date, time, and place for continuing the ARD committee meeting shall be determined by mutual agreement prior to the recess.
4. If after the ten-day recess, the ARD committee still cannot reach mutual agreement, the District shall implement the IEP it has determined to be appropriate for the student.

5. When mutual agreement is not reached, a written statement of the basis for the disagreement shall be included in the IEP. The members who disagree shall be offered the opportunity to write their own statements.
6. When the District implements an IEP with which the parents or adult student disagree, it shall provide prior written notice in compliance with the notice provisions described at EHBAD (LEGAL).
7. Parents shall have the right to file a complaint, request mediation, or request a due process hearing at any point, when they disagree with ARD committee decisions.

19 TAC 89.1050(g)

FIRST-TIME
REFERRALS

The ARD committee (see below) shall make its decisions regarding students referred for the first time within 30 calendar days from the date the written assessment report is completed. If the 30th day falls during the summer and school is not in session, the ARD committee shall have until the first day of classes in the fall to finalize decisions concerning placement and the individual education program (IEP), unless the assessment indicates the student will need extended-year services during that summer. *19 TAC 89.1050(a)* [See EXTENDED-YEAR SERVICES, below]

DISCIPLINE

For procedures involving discipline of students with disabilities, see FOE(LEGAL).

PARENTAL
PARTICIPATION
IN ARD
COMMITTEE

The District/Charter shall invite the parents and adult student to participate as members of the ARD committee by providing written notice, as described at EHBAD(LEGAL). The District shall take steps to ensure that one or both parents of a student with a disability are present at each ARD committee meeting or are afforded an opportunity to participate, including:

1. Notice of the purpose, time, and location of the meeting, who will be in attendance, and that persons with knowledge or special expertise may be invited by either the parent or the District;
2. Scheduling the meeting at a mutually agreed on time and place.

If the purpose of the meeting is to consider transition services, the notice must also indicate this purpose, indicate that the District will invite the student, and identify any other agency that will be invited to send a representative.

20 USC 1414(d); 34 CFR 300.345 (a), (b); 19 TAC 89.1045 (a)

If neither parent can attend an ARD meeting, the District/Charter shall use other methods to ensure parental participation, including individual or conference telephone calls. An ARD meeting may be conducted without a parent in attendance if the District is unable to convince the parents that they should attend, but the District shall have a record of its attempts to arrange a mutually agreed on time and place, such as detailed records of telephone calls, correspondence, or visits made or attempted and the results of any of those actions. *34 CFR 300.345(c), (d)*

MEETING AT
PARENT'S
REQUEST

A parent may request an ARD committee meeting at any mutually agreeable time to express specific concerns about his or her child's special education program. The District/Charter shall respond to the request by holding the meeting or requesting TEA's assistance through the mediation process. The District shall inform parents of the functions of the ARD committee and the circumstances or types of problems for which requesting an ARD committee meeting would be appropriate. *19 TAC 89.1045(b)*

TEACHER
INVOLVEMENT

The regular education teacher of a student with a disability, as a member of the ARD committee, shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions and strategies and supplementary aids and services, program modifications, or supports for school personnel that will be provided for the student. *34 CFR 300.346(d)*

The District/Charter shall have procedures to ensure that each teacher involved in a student's instruction has the opportunity to provide input and request assistance regarding the implementation of the student's IEP. These procedures shall include a method for a student's regular or special education teachers to submit requests for further consideration of the student's IEP or its implementation. In response to this request, the District's procedures shall include a method for the District to determine whether further consideration is necessary and whether this consideration will be informal or will require an ARD committee meeting. If the District determines that an ARD committee meeting is necessary, the student's current regular and special education teachers shall have an opportunity to provide input.

The District/Charter shall also ensure that each teacher who provides instruction to a student with disabilities receives relevant sections of the student's current IEP, such as goals and objectives, modifications, and adaptations.

INDIVIDUAL
EDUCATION
PROGRAM (IEP)

19 TAC 89.1075(d)

The IEP developed by the ARD committee for each student with a disability shall include:

1. A statement of the child's present levels of educational performance;
2. A statement of measurable annual goals, including benchmarks or short-term objectives;
3. A statement of the specific special education and related services and supplementary aids and services to be provided to the child and a statement of the program modifications or supports for school personnel that will be provided for the child;
4. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and nonacademic activities;
5. The projected dates for initiation of services and modifications and the anticipated frequency, location, and duration of these services and modifications;
6. A statement of how the child's progress toward the annual goals will be measured and how parents will be informed--at least as often as parents of nondisabled students receive such notice--of this progress;
7. A statement of any individual modifications in the administration of state or districtwide assessments; and
8. Beginning at age 14 (or younger, if appropriate), and updated annually, a statement of the transition service needs of the student.

The ARD committee shall also consider:

1. In the case of a child whose behavior impedes his or her learning or that of others, when appropriate, strategies, including positive behavioral interventions, and supports to address that behavior.
2. In the case of a child with limited English proficiency, the

CHARTER
CONTINGENCIES

language needs of the child as those needs relate to the child's IEP.

3. For students who are blind or visually impaired, the IEP shall provide for instruction in Braille and the use of Braille unless the ARD committee determines, after an evaluation of the child's reading and writing skills, that instruction in Braille is not appropriate for the child. The IEP shall also include the elements required by Education Code 30.002(e).
4. The communication needs of the child, and in the case of a child who is deaf or hard of hearing, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode.
5. Whether the child requires assistive technology devices and services.

ACCELERATED
READING
INSTRUCTION
PROGRAM

The admission, review, and dismissal committee of a kindergarten, first grade, or second grade student who participates in the District's/Charter's special education program and who does not perform satisfactorily on a reading instrument [see EKC(LEGAL)] shall determine the manner in which the student will participate in an accelerated reading program. However, the accelerated reading instruction program may be implemented only if the commissioner certifies that funds have been appropriated during a school year for administering the accelerated reading instruction program.
Education Code 28.006

PROMOTION

The ARD committee of a student who does not perform satisfactorily on:

1. The third grade reading assessment instrument;
2. The fifth grade mathematics and reading assessment instrument; or
3. The eighth grade mathematics and reading assessment instrument

shall determine the manner in which the student will participate in an accelerated instructional program (see EIE) and whether the student will be promoted or retained.

Education Code 28.0211

For students with autism/pervasive developmental disorders, information about the following shall be considered and when needed, shall be addressed in the IEP:

1. Extended educational programming;
2. Daily schedules reflecting minimal unstructured time;
3. In-home training or viable alternatives;
4. Prioritized behavioral objectives;
5. Prevocational and vocational needs of students 12 years of age or older;
6. Parent training; and
7. Suitable staff-to-students ratio.

If the ARD committee determines that the services are not needed in one or more of the items listed in 1-7 above, the IEP shall include a statement reflecting that decision and the basis upon which the determination was made.

20 USC 1414(d); 34 CFR 300.346(a), 300.347(a), (b); 19 TAC 89.1055

IEP TO PARENT

The District/Charter shall provide a copy of the IEP to the parent at no cost to the parent. *34 CFR 300.345(f)*

If the child's parent is unable to speak English, the District shall:

1. Provide the parent with a written or audiotaped copy of the child's IEP translated into Spanish if Spanish is the parent's native language; or
2. Make a good faith effort to provide the parent with a written or audiotaped copy of the child's IEP translated into the parent's native language, if that language is other than Spanish.

Education Code 29.005

**PLACEMENT
DECISIONS**

Before initial placement occurs, the District/Charter shall obtain written consent as defined in *34 CFR 300.500. 19 TAC*

89.1050(a),(d) [See EHBAA(LEGAL) for details concerning parental consent]

EXTENDED YEAR
SERVICES (EYS)

The District/Charter shall ensure that extended school-year services are available as necessary to provide a student with a disability with a free appropriate public education.

The need for extended year services (EYS) must be determined on an individual student basis by the ARD committee and documented from formal and/or informal evaluations provided by the District or the parents. The documentation shall demonstrate that in one or more critical areas addressed in the current IEP objectives, the student has exhibited or may reasonably be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable time period. "Severe or substantial regression" means that the student has been or will be unable to maintain one or more acquired critical skills because of the absence of EYS.

If the District/Charter does not propose EYS for discussion at the annual review of a student's IEP, the parent may request that the ARD committee discuss EYS. If a student for whom EYS was considered and rejected loses critical skills because of the decision not to provide EYS, and if those skills are not regained after the reasonable time period for recoupment, the ARD committee shall reconsider the current IEP if the student's loss of critical skills interferes with implementation of the IEP.

20 USC 1412(a)(1), 1413(a); 34 CFR 300.309; 19 TAC 89.1065

TRANSITION
PLANNING (ITP)

For each student with a disability beginning at age 14 (or younger, if determined appropriate by the ARD committee), and updated annually, the IEP shall include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study. For each student beginning at age 16, the IEP shall include a statement of needed transition services, including, if appropriate, a statement of the interagency responsibilities or any needed linkages. 34 CFR 300.347(b)

The District/Charter shall develop and annually review an individual transition plan (ITP) for each student enrolled in a special education program who is at least 16 years of age. The ITP shall be developed in a separate document from the IEP and shall not be considered a part of the IEP. The District shall coordinate development of the ITP with any participating agency and shall invite the student and the student's parents or guardians to participate in the development of the ITP. *Education Code 29.011(e)*

Transition planning shall be initiated by the District, but transition services are the responsibility of other state agencies as well. Subject to revision by mutual agreement of the agencies, the following are participating agencies for purposes of transition services: Texas Education Agency, Texas Department of Human Services, Texas Commission for the Blind, Texas Department of Protective and Regulatory Services, Texas Department of Mental Health and Mental Retardation, Texas Employment Commission, and Texas Rehabilitation Commission.

The individual transition planning process shall be collaborative and based on long-range goals. It shall be based on current information regarding the student's knowledge, skills, capabilities, interests, and preferences.

19 TAC 89.1110

INSTRUCTIONAL
DAY

An instructional day commensurate with that of students who do not have disabilities shall be available to students with disabilities. The ARD committee shall determine the appropriate instructional setting and length of day for each student and specify these requirements in the student's IEP. *19 TAC 89.1075(e)*

PERSONNEL
ASSIGNED TO
VISUALLY
IMPAIRED

If the District/Charter provides special education services to students with visual impairments, it shall have written procedures as required in Education Code 30.002(c)(10). *19 TAC 89.1075(b)*

GRADUATION

The secondary program of a special education student shall terminate either upon graduation or when the student no longer meets the age requirement for eligibility. A student receiving special education services who is younger than 22 years of age on September 1 of the school year is eligible for services through the end of that school year or until graduation, whichever comes first. [See ELIGIBILITY at EHBAA]

Graduation from high school with a regular diploma constitutes a change in placement that requires written prior notice to parents. *34 CFR 300.122(a)*

20 USC 1412(a)(1), 1413(a); 34 CFR 300.122; 19 TAC 89.1070
[See EIF(LEGAL)]

SPECIAL EDUCATION STUDENTS:
PROCEDURAL REQUIREMENTS

EHBAD
(LEGAL)

The District/Charter shall establish and maintain procedures designed to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education. These procedures shall include:

OPPORTUNITIES
FOR PARENTS

1. An opportunity for the parents of a child with a disability:
 - a. To examine all records relating to the child;
 - b. To participate in meetings with respect to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate public education to the child; and
 - c. To obtain an independent educational evaluation of the child.

34 CFR 300.501, 300.502

SURROGATE
PARENT

2. Procedures to protect the rights of the child whenever the parents of the child cannot be identified, the District/Charter cannot locate the parents after reasonable efforts to do so, or the child is a ward of the state. These procedures shall include assigning an individual to act as a surrogate for the parents. This individual shall not be an employee of TEA, the District, or any other agency that is involved in the education or care of the child. In addition, the individual chosen to act as a surrogate parent should have no interest that conflicts with the interest of the child he or she represents and should have knowledge and skills that ensure adequate representation of the child. *34 CFR 300.515*

FOSTER
PARENT AS
SURROGATE

The District/Charter shall give preferential consideration to a foster parent of a child with a disability when assigning a surrogate parent for the child. A foster parent may act as a parent of a child with a disability if:

- a. The Texas Department of Protective and Regulatory Services (DPRS) is appointed as the temporary or

permanent managing conservator of the child;

- b. The child has been placed with the foster parent for at least 60 days;
- c. The foster parent agrees to:
 - 1. Participate in making educational decisions on the child's behalf; and
 - 2. Complete a training program for surrogate parents that complies with minimum standards established by TEA rule.
- d. The foster parent has no interest that conflicts with the child's interests.

A foster parent who is denied the right to act as a surrogate parent or a parent by a school district may file a complaint with TEA in accordance with federal law and regulations.

Education Code 29.015

PRIOR WRITTEN
NOTICE

- 3. Prior written notice to the parents of the child whenever the District/Charter proposes to initiate or change or refuses to initiate or change the identification, evaluation, or educational placement of the child, or the free appropriate public education of the child. The written notice to parents shall be provided at least five school days before the proposed action is taken, unless the parents agree otherwise. *34 CFR 300.503(a); 19 TAC 89.1015*

The notice to parents must be written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. The notice must include:

CONTENTS

- a. A description of the action proposed or refused by the District/Charter, an explanation of why the District proposes or refuses to take the action, and a description of any options the District considered and the reasons why those options were rejected;
- b. A description of each evaluation procedure, test, record, or report the District uses as a basis for the proposal or refusal;
- c. A description of any factors that are relevant to the

District's proposal or refusal;

- d. Sources for parents to contact to obtain assistance in understanding the provisions of the IDEA; and
- e. A statement that the parents of a child with a disability have protection under the procedural safeguards of IDEA and, if the notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained.

34 CFR 300.503(b)

- 4. An opportunity for mediation [see below, at **MEDIATION**]. *34 CFR 300.506*

**COMPLAINT
PROCEDURES**

- 5. An opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to the child.
- 6. Procedures that require the parent of a child with a disability, or the attorney representing the child, to provide notice (which shall remain confidential) in a complaint that includes:
 - a. The name and address of the child, and the name of the school the child attends;
 - b. A description of the nature of the problem of the child relating to such proposed initiation or change, including facts relating to the problem; and
 - c. A proposed resolution of the problem to the extent known and available to the parents at the time. *20 USC 1415(a)-(c)*

**PROCEDURAL
SAFEGUARDS
NOTICE**

The District/Charter shall provide a copy of the procedural safeguards available to parents:

- 1. Upon initial referral for evaluation;
- 2. Upon each notification of an ARD committee meeting and upon reevaluation of the child; and
- 3. Upon receiving a request for a due process hearing.

CONTENTS

The procedural safeguards notice shall include a full explanation of the procedural safeguards, written in the native language of the parents, unless it clearly is not feasible to do so, and written in an easily understandable manner. The notice shall include information relating to:

1. Independent educational evaluation;
2. Prior written notice;
3. Parental consent;
4. Access to educational records;
5. Opportunity to present complaints to initiate due process hearings;
6. The child's placement during pendency of due process proceedings;
7. Procedures for students who are subject to placement in an interim alternative educational setting;
8. Requirements for unilateral placement by parents of children in private schools at public expense;
9. Mediation;
10. Due process hearings, including requirements for disclosure of evaluation results and recommendations;
11. Civil actions;
12. Attorneys' fees; and
13. State complaint procedures, including how to file such a complaint.

20 USC 1415(d); 34 CFR 300.504

MEDIATION
PROCESS

The District/Charter shall ensure that procedures are established and implemented to allow parties to disputes arising from parental complaints relating to the identification, evaluation, placement or provision of a free appropriate public education to the child, to resolve those disputes through a mediation process which, at a minimum, shall be available whenever a parent requests an impartial

due process hearing or a hearing concerning a child's placement in an alternative educational setting. [See FOE]

Mediation procedures shall ensure that the process:

1. *Is voluntary on the part of the parties;*
2. *Is not used to deny or delay a parent's right to a due process hearing or to deny any other rights afforded under the Individuals with Disabilities Education Act; and*
3. *Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.*

**WHEN NO
MEDIATION
PROCESS IS
USED**

The District/Charter may establish procedures to require parents who choose not to use the mediation process to meet, at a time and location convenient to the parents, with a disinterested party who is under contract with a parent training and information center or community parent resource center, or an appropriate alternative dispute resolution entity. The impartial party would encourage the use, and explain the benefits, of the mediation process to parents.

20 USC 1415(e); 34 CFR 300.506

'STAY PUT'

During the pendency of any administrative or judicial proceeding regarding a complaint about the District's/Charter's obligations to the student under federal and state special education laws, unless the District and the parent agree otherwise, the student involved in the complaint shall remain in the then-current educational placement, or, if applying for initial admission to a public school, shall, with the consent of the parents, be placed in the public school program until all proceedings have been completed.

EXCEPTION

When a parent requests a hearing regarding a disciplinary action to challenge the child's placement in an interim alternative educational setting or the manifestation determination regarding a removal for weapons or drugs or a removal ordered by a hearing officer [see FOE], the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the term of placement, which may be for not more than 45 calendar days, in the alternative setting has expired, whichever occurs first, unless the parent and the District agree otherwise.

20 USC 1415 (j), (k)(7); 34 CFR 300.514, 300.526

SPECIAL PROGRAMS:
SPECIAL EDUCATION STUDENTS

EHBA
(LEGAL)

Note: The policies in the EHBA series are statements of principles governing special education programs for Texas school districts/charters. In no way are these policies intended to cover the entire scope and detail involved in administering any special education program or to substitute for individual programs or for policies concerning special education cooperatives.

NONDISCRIMINATION No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any District/Charter service, program, or activity. *42 U.S.C. 12132; 29 U.S.C. 794; 34 CFR 104.4(a)* [See also FB(LEGAL)]

PROVISION OF SPECIAL EDUCATION Eligible students with disabilities shall enjoy the right to a free appropriate public education, which may include instruction in the regular classroom, instruction through special teaching, or instruction through approved contracts. Instruction shall be supplemented by the provision of related services when appropriate. *Education Code 29.003(a)*

LEAST RESTRICTIVE ENVIRONMENT The District/Charter shall ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are nondisabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. *20 U.S.C. 1412(5), 1413(a); 34 CFR 300.550*

DEFINITIONS "Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially

off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. 20 U.S.C. 1401(1); 34 CFR 300.5

"Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device, as defined above. 20 U.S.C. 1401(2); 34 CFR 300.6

"Extended-year services" (EYS) are special education and related services that are provided to a child with a disability beyond the District's/Charter's normal school year, in accordance with the child's individual education program, and at no cost to the parents. The services shall meet TEA standards. 34 CFR 300.309(b)

"Free appropriate public education" means special education and related services that have been provided at public expense, under public supervision and direction, and without charge and that must meet standards set out by TEA and include an appropriate preschool, elementary, or secondary school education, and be provided in conformity with the student's individualized education program (IEP). [See EHBAB(LEGAL)] 20 U.S.C. 1401(8); 34 CFR 300.13, 300.121(d)

Four factors indicate whether an individual education plan is reasonably calculated to provide a meaningful educational benefit:

1. It is individualized on the basis of the student's assessment and performance;
2. It is administered in the least restrictive environment;
3. The services are provided in a coordinated and collaborative manner by the key "stakeholders";
4. Positive academic and nonacademic benefits are demonstrated.

Cypress-Fairbanks Indep. Sch. Dist. v. Michael F., 118 F.3d 245 (5th Cir. 1997)

"Related services" means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work

services, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education. The term also includes school health services, social work services in schools, and parent counseling and training. In addition, it includes the early identification and assessment of disabling conditions in children. *20 U.S.C. 1401(22); 34 CFR 300.24*

"Special education" means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, and instruction in physical education. *20 U.S.C. 1401(25); 34 CFR 300.26*

"Transition services" means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation. These activities must be based on the individual student's needs, taking into account the student's preferences and interests. They must also include instruction, related services, community experiences, development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation. *20 U.S.C. 1401(30); 34 CFR 300.29*

DISCIPLINE

All disciplinary actions regarding students with disabilities shall be in accordance with federal requirements and Education Code Chapter 37. *19 TAC 89.1050(f)* [See FOE]

ELIGIBILITY FOLDER

The District/Charter shall maintain an eligibility folder on each student in special education in addition to the student's cumulative record. The folder shall include, but need not be limited to, copies of referral data, documentation of notices and consents, assessment reports and supporting data, ARD committee deliberations, and the IEP. *19 TAC 89.1075(a)*

**REPORTS TO
PARENTS**

The District/Charter shall provide parents of students in special education written reports of the students' progress on the same timely basis as those provided to students in regular education. *19 TAC 89.1075(c)*

PERSONNEL
ASSIGNED TO
VISUALLY IMPAIRED

If the District/Charter provides special education services to students with visual impairments, it shall have written procedures as required in Education Code 30.002(c)(10). *19 TAC 89.1075(b)*

SHARED SERVICES
ARRANGEMENTS

The District/Charter may enter into a written contract to jointly operate its special education program. The contract must be approved by the commissioner. *Education Code 29.007*

TRANSFER OF
ASSISTIVE
TECHNOLOGY
DEVICES

TEA shall develop and annually disseminate standards for a district's transfer of an assistive technology device when a student with a disability using the device changes the school of attendance in the District/Charter or ceases to attend school in the District that purchased the device, and the student's parents, or the student if the student has the legal capacity to enter into a contract, agrees to the transfer. The device may be transferred to:

1. The school or district in which the student enrolls;
2. A state agency; or
3. The student's parents, or the student, if the student has the legal capacity to enter into a contract.

Education Code 30.0015



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Jim Nelson
Commissioner of Education

NOTIFICATION OF STATE BOARD OF EDUCATION ACTION

TO: Douglas Killian
Lighthouse Charter School

FROM: Dr. Susan Barnes, Managing Director *SB*
Charter Schools Division

RE: July 2001 State Board of Education Action

DATE: August 9, 2001

At the regular meeting of the State Board of Education on July 12, 2001, the board approved awarding a 75% open-enrollment charter school to the sponsoring entity for Lighthouse Charter School. Final approval will be contingent upon meeting all conditions enumerated and addressing all deficiencies.

Please feel free to call (512) 463-9575 or fax (512) 463-9732 if you have questions. The agency staff looks forward to working with you.



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Felipe T. Alanis
Commissioner of Education

August 28, 2002

Douglas Killian
2143 Oak Wild
San Antonio, Texas 78232

Dear Mr. Killian:

Enclosed is a copy of the signed contract for Lighthouse Charter School. This copy is for your school files, and an original has been placed in your files at the Texas Education Agency.

The new General Application of Assurances for Federal Programs Administered by the U.S. Department of Education form (which was recently revised to reflect No Child Left Behind requirements) is also enclosed. Please complete this form and return it to: *Texas Education Agency, Charter Schools Division, Attention: Ertha Patrick, 1701 North Congress.* I realize that you recently submitted the previous form, however, the updated form is now required.

I look forward to working with you and your school.

Sincerely,

Ertha S. Patrick, Manager
Charter Schools Division

Enclosure

LIGHTHOUSE CHARTER SCHOOL

CONTRACT

This contract is executed between the Texas State Board of Education (the "Board") and **Imagine Educational Foundation** ("Charter Holder") for an open-enrollment charter to operate a Texas public school.

General

1. Definitions. As used in this contract:
 - "Charter" means the open-enrollment charter, as provided by Subchapter D, Chapter 12, Texas Education Code (TEC), granted by this contract.
 - "Charter Holder" means the sponsoring entity identified in the charter application.
 - "Charter school" means the open-enrollment charter school. Charter Holder agrees to operate as provided in this contract. The charter school is a Texas public school and a charter school within the meaning of 20 U.S.C. §8066 .
 - "Agency" means the Texas Education Agency.
2. The Charter. This contract grants to Charter Holder an open-enrollment charter under Subchapter D, Chapter 12, TEC. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application #701-01-004; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board; (e) all statements, assurances, commitments and representations made by Charter Holder in its application for charter, attachments or related documents, to the extent consistent with (a) through (d); and (f) assurance by Charter Holder, evidenced by execution of this contract, that no false information was submitted to the Agency or the Board by Charter Holder, its agents or employees in support of its application for charter.
3. Authority Granted by Charter. The charter authorizes Charter Holder to operate a charter school subject to the terms of the charter. Action inconsistent with the terms of the charter shall constitute a material violation of the charter.
4. Alienation of Charter. The charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise. Charter Holder may not delegate, assign, subcontract or otherwise alienate any of its rights or responsibilities under the charter. Any attempt to do so shall be null and void and of no force or effect; provided, however, that Charter Holder may contract at fair market value for services necessary to carry out policies adopted by Charter Holder or the governing body of the charter school. Charter Holder may not engage or modify the terms of the engagement of a private management company without approval by the Board in accordance with Paragraph 7 of this contract.

5. Term of Charter. The charter shall be in effect from the date of execution through August 1, 2006, unless renewed or terminated.
6. Renewal of Charter. On timely application by Charter Holder in a manner prescribed by the Board, the charter may be renewed for an additional period determined by the Board. The charter may be renewed only by written amendment approved by vote of the Board and properly executed by its chair.
7. Revision by Agreement. The terms of the charter may be revised with the consent of Charter Holder by written amendment approved by vote of the Board. For purposes of this paragraph, the terms of the charter include, among other provisions, specifications concerning the school's governance structure, characteristics of the educational program to be offered, and the location, type and number of facilities at which the school will operate. The commissioner of education ("the commissioner") may revise the charter on a provisional basis during an interim between Board meetings; however, such action shall expire unless ratified by the Board at its next regular meeting. Nothing in this paragraph limits the authority of the Board or the commissioner to act in accordance with other provisions of this contract.

Students

8. Open Enrollment. Admission and enrollment of students shall be open to any person who resides within the geographic boundaries stated in the charter and who is eligible for admission based on lawful criteria identified in the charter. Total enrollment shall not exceed the maximum number of students approved by the State Board of Education. The charter school's admission policy shall prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the student would otherwise attend. Students who reside outside the geographic boundaries stated in the charter shall not be admitted to the charter school until all eligible applicants who reside within the boundaries have been enrolled. Students will be admitted on the basis of a lottery if more students apply for admission than can be accommodated.
9. Public Education Grant Students. Charter Holder shall adopt an express policy providing for the admission of, and shall admit under such policy, students eligible for a public education grant, including those students who reside outside the geographic area identified in the charter application, under Subchapter G, Chapter 29, TEC.
10. Non-discrimination. The charter school shall not discriminate against any student or employee on the basis of race, creed, sex, national origin, religion, disability or need for special education services.
11. Non-religious instruction and affiliation. The charter school shall not conduct religious instruction. The charter school, the sponsoring entity, and any entity that owns or controls the sponsoring entity in whole or in part (including by the

LIGHTHOUSE CHARTER SCHOOL

power to select officers or directors) shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations.

12. Children with Disabilities. The charter school is a "local educational agency" as defined by federal law. Charter Holder must comply with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act of 1973 ("Section 504"), 29 U.S.C. §794, and implementing regulations; Title II of the Americans with Disabilities Act, 42 U.S.C. §12131-12165, and implementing regulations; Chapter 29, TEC, and implementing rules; and the many court cases applying these laws. For example:
- (a) Child Find. Charter Holder must adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in the charter school or contacting the charter school regarding enrollment, and must develop and implement a practical method to determine which children with disabilities are currently receiving needed special education and related services. For each eligible child, Charter Holder must develop and offer an individualized education plan appropriate to the needs of that student.
 - (b) Free Appropriate Public Education. Charter Holder must provide a free appropriate public education to all children including children with disabilities otherwise eligible to enroll in the charter school. If the program, staff or facilities of the charter school are not capable of meeting the needs of a particular child, Charter Holder must implement changes necessary to accommodate the child at the charter school. If reasonable accommodations would be insufficient to enable the child to benefit from the charter school's program, Charter Holder must, at its own expense, place the child at an appropriate school.
 - (c) Services to Expelled Students. Charter Holder must continue to provide a free appropriate public education to a child with disabilities even after expelling or suspending the child for valid disciplinary reasons. This obligation to serve the child continues until the end of the school year.
 - (d) Monitoring. The charter school's implementation of the laws governing education of children with disabilities will be monitored for compliance by the United States Department of Education, Office of Special Education Programs; the United States Department of Education, Office of Civil Rights; the Texas Education Agency; and others. This monitoring activity includes responding to complaints, random on-site inspections and other investigations by the enforcing agencies, and will result in corrective actions imposed on Charter Holder by these agencies for all discrepancies found. The charter school shall also be monitored for effectiveness and compliance in implementing all applicable federal programs.
 - (e) Due Process Hearings. The charter school's implementation of the laws governing education of children with disabilities will, in addition, be subject to court supervision via litigation against Charter Holder brought by individuals affected by the actions of the charter school. The cost of this litigation can be substantial.

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

13. Student Performance and Accountability. Charter Holder shall satisfy Subchapters B, C, D, and G of Chapter 39 of the TEC, and related Agency rules, as well as the student performance accountability criteria stated in its application for charter. Charter Holder shall annually provide in a manner and form defined by the commissioner a written evaluation of the charter school's compliance with the statements, assurances, commitments and representations made by Charter Holder in its application for a charter, attachments, and related documents.
14. Criminal History. Charter Holder shall take prompt and appropriate measures if Charter Holder or the charter school, or any of their employees or agents, obtains information that an employee or volunteer of the charter school or an employee, officer, or board member of a management company contracting with the charter school has a reported criminal history that bears directly on the duties and responsibilities of the employee, volunteer, or management company at the school. Charter Holder further represents that the Board and the Agency shall be notified immediately of such information and the measures taken.
15. Reporting Child Abuse or Neglect. Charter Holder shall adopt and disseminate to all charter school staff and volunteers a policy governing child abuse reports required by Chapter 261, Texas Family Code. The policy shall require that employees, volunteers or agents of Charter Holder or the charter school report child abuse or neglect directly to an appropriate entity listed in Chapter 261, Texas Family Code.
16. Notice to District. Charter Holder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.
17. School Year. Charter Holder shall adopt a school year with fixed beginning and ending dates.

Financial Management

18. Fiscal Year. Charter Holder shall adopt a fiscal year beginning September 1 and ending August 31.
19. Financial Accounting. Unless otherwise notified by the Agency, Charter Holder shall comply fully with generally accepted accounting principles ("GAAP") and the Financial Accountability System Resource Guide, Bulletin 679 or its successor ("Bulletin 679") published by the Agency in the management and operation of the charter school. Charter Holder shall also comply with the standards for financial management systems outlined in 34 CFR § 80.20.
20. Federal Withholding Requirements. Failure to comply with Internal Revenue Service withholding regulations shall constitute a material violation of the charter.
21. Workers' Compensation. Charter Holder shall extend workers' compensation benefits to charter school employees by (1) becoming a self-insurer; (2) providing insurance under a workers' compensation insurance policy; or (3) entering into an agreement with other entities providing for self-insurance.

LIGHTHOUSE CHARTER SCHOOL CONTRACT

22. Annual Audit. Charter Holder shall at its own expense have the financial and programmatic operations of the charter school audited annually by a certified public accountant holding a permit from the Texas State Board of Public Accountancy. Charter Holder shall file a copy of the annual audit report, approved by Charter Holder, with the Agency not later than the 120th day after the end of the fiscal year for which the audit was made. The audit must comply with Generally Accepted Auditing Standards and must include an audit of the accuracy of the fiscal information provided by the charter school through PEIMS. Financial statements in the audit must comply with Government Auditing Standards and the Office of Management and Budget Circular A-133.
23. Attendance Accounting. To the extent required by the commissioner, Charter Holder shall comply with the "Student Attendance Accounting Handbook" published by the Agency; provided, however, that Charter Holder shall report attendance data to the Agency at six-week intervals or as directed by the Agency.
24. Foundation School Program. Distribution of funds to the charter school under Section 12.106, TEC, is contingent upon Charter Holder's compliance with the terms of the charter. Charter Holder is ineligible to receive Foundation School Program funds prior to execution of this contract by the Board. Within 30 days of receiving notice of overallocation and request for refund under Section 42.258, TEC, Charter Holder shall transmit to the Agency an amount equal to the requested refund. If Charter Holder fails to make the requested refund, the Agency may recover the overallocation by any means permitted by law, including but not limited to the process set forth in Section 42.258, TEC.
25. Tuition and Fees. Charter Holder shall not charge tuition and shall not charge a fee except that it may charge a fee listed in Subsection 11.158(a), TEC.
26. Assets of Charter. Charter Holder shall not apply, hold, credit, transfer or otherwise make use of funds, assets or resources of the charter school for any purpose other than operation of the charter school described in the charter.
27. Indebtedness of Charter. Charter Holder shall not incur a debt, secure an obligation, extend credit, or otherwise make use of the credit or assets of the charter school for any purpose other than operation of the charter school described in the charter.
28. Interested Transactions. All financial transactions between the charter school and (a) Charter Holder; (b) an officer, director, or employee of Charter Holder or of the charter school; or (c) a person or entity having partial or complete control over Charter Holder or the charter school shall be separately and clearly reflected in the accounting, auditing, budgeting, reporting, and record keeping systems of the charter school. Charter Holder shall not transfer any asset of the charter or incur any debt except in return for goods or services provided for the benefit of the charter school at fair market value.
29. Non-Charter Activities. Charter Holder shall keep separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems for the management and operation of the

LIGHTHOUSE CHARTER SCHOOL CONTRACT

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

Governance and Operations

30. Non-Profit Status. Charter Holder shall take and refrain from all acts necessary to be and remain in good standing as an organization exempt from taxation under Section 501(c)(3), Internal Revenue Code. If Charter Holder is incorporated, it shall in addition comply with all applicable laws governing its corporate status. Failure to comply with this paragraph is a material violation of the charter, and the Board may act on the violation even if the Internal Revenue Service, Secretary of State, or other body with jurisdiction has failed to act.
31. Records Retention and Management. Charter Holder shall implement a records management system that conforms to the system required of school districts under the Local Government Records Act, Section 201.001, et seq., Local Government Code, and rules adopted thereunder; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of the charter.
32. PEIMS Reporting. Charter Holder shall report timely and accurate information to the Public Education Information Management System (PEIMS), as required by the commissioner.
33. Conflict of Interest. Charter Holder shall comply with any applicable prohibition, restriction or requirement relating to conflicts of interest or fiduciary duties. If an officer or board member of Charter Holder or of the charter school has a substantial interest, within the meaning of Chapter 171, Local Government Code, in a transaction, such interest shall be disclosed in public session at a duly called meeting of the governing body prior to any action on the transaction.
34. Disclosure of Campaign Contributions. Charter Holder shall adopt policies that will ensure compliance with the disclosure requirements of State Board of Education Operating Rule 4.3 or its successor.
35. Indemnification. Charter Holder shall hold the Board and Agency harmless from and shall indemnify the Board and Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with wrongful acts of Charter Holder, its agents, employees, and subcontractors.
36. Failure to Operate. Charter Holder shall operate the charter school for the full school term as described in the charter application in each year of the charter contract. Charter Holder may not suspend operation for longer than 21 days without a revision to its charter, adopted by the Board, stating that the charter

LIGHTHOUSE CHARTER SCHOOL

CONTRACT

school is dormant and setting forth the date on which operations shall resume and any applicable conditions. Charter Holder may not suspend operation of the school for a period of more than three days without mailing written notice to the parent or guardian of each student and to the Agency at least 14 days in advance of the suspension. Suspension of operations in violation of this paragraph shall constitute abandonment of this contract and of the charter.

37. Charter School Facility. Charter Holder shall have and maintain throughout the term of the charter a lease agreement, title or other legal instrument granting to Charter Holder the right to occupy and use one or more facilities suitable for use as the charter school facilities described by the charter. During any period of dormancy granted by the Board, this requirement may be waived by the Board. Facilities occupied and used as charter school facilities shall comply with all applicable laws, including, but not limited to, the Texas Architectural Barriers Act, Article 9102, Vernon's Texas Civil Statutes. The charter school shall not change location of its instructional facilities or administrative offices from those listed in the charter application or in a subsequent charter amendment without prior approval Board. When approved by the Board for a new location for an instructional facility, the charter Holder shall, prior to commencing school operations at that location, submit to the Charter Schools Division a certificate of occupancy or equivalent certificate for use of the facility at the new location as a public school, as required in the charter application.
38. Access by the Handicapped. Facilities occupied and used by charter schools shall comply with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Accessibility Guidelines; 28 CFR Part 35 (Nondiscrimination on the Basis of Disability in State and Local Government Services); the Uniform Federal Accessibility Standards required by the federal Architectural Barriers Act of 1968, as amended; and other applicable federal requirements. In addition, the charter Holder shall require the facility to comply with the Texas Accessibility Standards (TAS) of the Texas Architectural Barriers Act, Article 9201, Texas Civil Statutes, promulgated by the Texas Department of Licensing and Regulation. The charter Holder shall be responsible for conducting inspections to ensure compliance with these specifications.

Enforcement

39. Agency Investigations. The commissioner may in his sound discretion direct the Agency to conduct investigations of the charter school to determine compliance with the terms of the charter or as authorized in the Texas Education Code or other law. Charter Holder, its employees and agents shall fully cooperate with such investigations. Failure to timely comply with reasonable requests for access to sites, personnel, documents or things is a material violation of the charter.
40. Commissioner Authority. The commissioner in his sole discretion may take any action authorized by Section 39.131, TEC, Chapter 29, TEC, or Chapter 42, TEC relating to the charter school. Such action is not "adverse action" as used in this contract. Charter Holder, its employees and agents shall fully cooperate with

LIGHTHOUSE CHARTER SCHOOL

CONTRACT

such actions. Failure to timely comply with any action authorized by Section 39.131, TEC or Chapter 29, TEC is a material violation of the charter.

41. Adverse Action. The Board in its sole discretion may modify, place on probation, revoke or deny timely renewal of the charter for cause ("adverse action"). Each of the following shall be cause for adverse action on the charter: (a) any material violation of the terms of the charter listed in paragraphs 2, 3, and 20; (b) failure to satisfy generally accepted accounting standards of fiscal management; or (c) failure to comply with an applicable law or rule.

This Agreement


42. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings and discussions are merged into, superseded by and canceled by this contract.
43. Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.
44. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charter Holder with: (a) the terms, required assurances and conditions of Request for Application #701-01-004; (b) applicable law; and (c) all commitments and representations made in Charter Holder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).
45. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.
46. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.
47. Governing Law. In any suit arising under this contract, Texas law shall apply.
48. Authority. By executing this contract, Charter Holder represents that it is an "eligible entity" within the meaning of Section 12.101 (a), TEC. Charter Holder shall immediately notify the Board of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charter Holder. Charter Holder further represents that the person signing this contract has been properly delegated authority to do so.

LIGHTHOUSE CHARTER SCHOOL

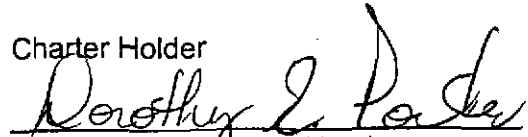
CONTRACT

Entered into this ___ day July 2002.

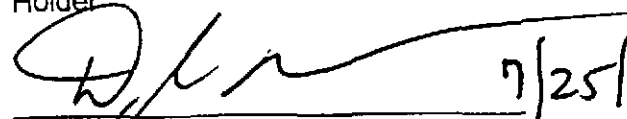
Texas State Board of Education


By Grace Shore, Chairman

Charter Holder

 7/25/02
(signature/date)

Dorothy Porter
Chairperson, Governing Board of Charter
Holder

 7/25/02
(signature/date)

Douglas Killian
Chief Operating Officer of Charter School