

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

January 11, 1996

by

**WEST HOUSTON  
CHARTER SCHOOL**

To be completed by TEA  
Date of Receipt by TEA

Date of SBOE Review

Approved

Not Approved

Beginning Date of Operation

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

*Instructions: Submit completed application with the proposed charter and assurances signed by the Chief Operating Officer of the School and the signed parent/guardian petition to the Texas Education Agency, Document Control Center, 1701 North Congress Ave., Austin, Texas 78701. For assistance, contact the Office of Accountability at (512) 463-9716.*

Chief Operating Officer

of Proposed Charter: Joy H. GuercioTitle: Charter School PrincipalName of Sponsoring Entity: West Houston Charter AllianceSponsor Address: 12852 WestleighCity: HoustonZip: 77077Phone Number: (713) 556-6828Fax: (713) 558-3868Name of Proposed Charter: West Houston Charter SchoolCharter Address: 800 W. Sam Houston Pkwy. N.City HoustonZip: 77024Phone Number: (713) 558-3868Fax: (713) 531-1995

Grades

Expected Initial

Projected Total

Levels: 7 thru 9Enrollment: 120Enrollment: 160

The charter will serve an area that is geographically:

(Check all that apply.)

 urban suburban rural

If the proposed charter will serve any special populations, indicate the approximate percentage of the student population to be served in as many of the following categories as are applicable:

 pre-kindergarten 25% special education migrants 5% economically disadvantaged 5% limited English proficient recovered dropouts at risk of dropping out pregnant or parent students 65% other: Low average to average ability students with no history of discipline problems

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

 an institution of higher education as defined under TEC, Section 61.003; a private or independent institution of higher education as defined under TEC, Section 61.003; X an organization that is exempt from taxation under 26 U.S.C. Section 501(c)(3); or a governmental entity.

The facility to be used for an open-enrollment charter school is a facility of:

 X a commercial entity a non-profit entity a school districtIdentify the entity that owns the facility: Town and Country Center

If the entity that owns the facility does not operate it, who does?

## Open-Enrollment Charter Application

**Instructions:** *The open-enrollment charter proposal may be either entered in the spaces below or submitted in contractual form including, in the order of the items below, the same components. Attach a proposed budget and evidence of parental support for the proposed charter. Note each school district whose enrollment is likely to be affected by the open-enrollment charter school and the date a Statement of Impact form was sent to each district under item 13.*

**The applicant for the proposed open-enrollment charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document and the attached assurances.**

(1) Describe the educational program to be offered, including the required curriculum under Texas Education Code (IEC) §28.002, and student attendance requirements:

**This learning program will be built on the belief that all children can learn, but not in the same way, nor equally well from the same sources. Teaching to Individual Learning Styles will be the key to instruction at the West Side Charter School. The Multi-Sensory Teaching method identifies three modalities of learning: Auditory, Visual and Kinesthetic. These will become the basis of instruction for the charter program. Multi-Sensory methods and materials, originally designed for learning disabled students will be used with children from the general population. *The instructional staff of WHCS will be thoroughly trained and inserviced in the Multi-Sensory Teaching Approach.***

**Teachers will be encouraged to create a classroom climate in which students are willing to take chances and try new ideas. Teachers will create showcases for student talent, weaving strengths from each student into the daily classroom. Measures of Mastery will be broad, giving students a chance to enjoy showing what they've learned through exhibitions, portfolios and other creative projects. Students will become decision makers and part of the governing structure of WHCS.**

**The focus of the Charter's learning program will be an *Individualized Learning Plan*. After a student has been accepted for admission to WHCS, the student will be evaluated and an ILP will be developed, defining areas of strengths, weaknesses and individual learning styles. Individual learning goals will be set and linked to personal interests and needs. Through the use of individualized learning plans, WHCS ensures that students will not be penalized for the rate at which they learn. The more advanced student is continuously presented with new challenges, while the slower paced student benefits from additional instruction, multiple approaches and multiple environments.**

### Curriculum

**The curriculum contains both traditional academic subjects and additional subject areas that make the Charter unique. The required curriculum for the State of Texas serves as the starting point for instruction and is enhanced with unifying themes and other creative approaches.**

**The subjects that comprise the curriculum are listed briefly and discussed below. The traditional core curriculum areas-language arts, math, science, social studies-remain strongly emphasized. They are augmented by music, dance, theater, art, health physical education and environmental education. Computer technology is strongly stressed and encouraged throughout the entire curriculum.**

**Language Arts(English and foreign):** The curriculum is literature based. Comprehension skills, vocabulary and grammar are integrated within a literature program. Writing includes a personal journal, creative and expository writing. Communication skills include speaking and writing, expanding into presentation skills using modern technological tools.

**Science:** The Charter science curriculum emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Its multi-sensory approach facilitates experiments, field trips and visits from guest scientists and local experts. Major concepts are re-emphasized and integrated into other subject areas. The use of experimentation, problem solving and familiar technical examples is emphasized. Method of analysis is taught.

**Mathematics:** The program is based on major mathematical ideas and concepts and connections relevant to everyday life. Throughout all mathematics topics, the concepts of numbers, operations, logic and graphics are sustained. The curriculum is based on instructional units, typically lasting from one to six weeks.

**Social Studies:** The curriculum develops the understanding that history and social science are about real people in real places. The interrelationship between the past, present and future will be integrated into all curriculum subjects. Discipline integration includes the historical significance of science and math and their advances which permit and encourage technical advances. The curriculum is based on instructional units.

**Visual and Performing Arts:** The curriculum strives to instill confidence in the student's artistic self-expression and the appreciation of the artistry of others. Each student is encouraged to choose at least one musical instrument to study; participate in dance or movement activities; learn various visual art techniques; and use art forms as a primary means of expression. Because individual differences are recognized at WHCS, students are encouraged to express the results of their learning through the fine arts rather than the traditional cognitive mode.

Artistic opportunities in the WHCS include creative options such as sharing through live performances or on community access television. Professional mentors help students with activities such as computer programs to create animated videos or software, producing live action shows, and expressing concepts through dance, photography or visual art forms.

**Health and Physical Education:** The WHCS provides an atmosphere that encourages a healthy lifestyle as well as the enjoyment of physical activity. The program emphasizes individual activities as well as team sports coordinated with local area schools.

**Environmental Education:** The WHCS emphasizes responsibility towards the health of our planet and our cities. Students will participate in hands-on projects intended to form an awareness of the critical relationships between man and the natural environment. Students will study and debate real life issues such as coping with diminishing resources. Participation in recycling programs will be encouraged. Instruction will be strongly integrated into the science curriculum.

**Community Service:** Community service is a unique element of the Charter curriculum. The community service requirement is designed to instill a sense of individual responsibility, social responsibility and civic responsibility. It enables students to use newly acquired knowledge to solve community problems. Specifics of the program are determined by the students and staff during the initial weeks of each school year, based on community needs and interaction with community and governmental leaders.

(2) Specify the period for which the charter, if approved, will be valid:

**The charter is to be valid for five years.**

Specify any renewal period for which the charter, if approved, will be valid:

**After the five year period, the charter will be re-submitted for approval.**

(3) Identify the specific levels of student performance on assessment instruments adopted under TEC Chapter 39, Subchapter B that constitute acceptable performance for the open-enrollment charter:

**97% of all students will pass all portions of the TAAS test**

**97% Student attendance rate**

**100% Promotion rate**

**0% Dropout rate**

**Less than 10 Disciplinary Actions per academic year**

**97% Faculty attendance rate**

(4) Describe any additional accountability provisions in addition to those required under Texas Education Code, Subchapters B, C, D, and G. Chapter 39, by which the performance of the open-enrollment charter will be assessed:

**97% of all students will demonstrate at least one year of growth in academic performance, as measured by standardized achievement tests**

**95% of all parents and students surveyed will rate their experience at the West Houston Charter school as excellent**

**95% of all students will master all objectives as identified in the Individual Learning Plan (ILP) for each student.**

Provide the deadline or intervals by which the performance of the open-enrollment charter will be determined for accountability purposes:

**West Houston Charter School Year-End Final Report will be submitted each June 15th, while the charter is valid.**

**Quarterly status reports to students and parents**

(5) Specify any basis, in addition to a basis specified by the State Board of Education, on which the charter may be placed on probation or revoked or on which renewal of the charter may be denied:

**Failure to meet more than one stated objective**

(6) Describe the governing structure of the open-enrollment charter:

**The West Houston Charter School Governance Board will be composed of 7 members:**

- |   |   |
|---|---|
| <b>Charter School Principal</b>                 | <b>West Houston Charter Alliance Representative</b> |
| <b>Faculty Representative</b>                   | <b>Student Representative</b>                       |
| <b>Parent Representative</b>                    | <b>Community Representative</b>                     |
| <b>Affected School Districts Representative</b> |   |

(7) Specify the qualifications to be met by professional employees of the program:

**All professional employees of the West Houston Charter School will have the following:**

**A minimum of a bachelor's degree from an accredited college or university**

**Teaching experience or professional expertise in any of the following settings: Public school, private school, college or university, business or corporate environment, home school, or educational co-op.**

**No criminal record**

(8) Describe the process by which the person providing the open-enrollment charter will adopt an annual budget:

**The Governance Board will appoint a Budget Committee.**

**The Budget Committee will survey all charter school staff and parents.**

**The Budget Committee will take survey data and prepare a proposed budget based on survey results and school need**

**The Budget Committee will hold meetings for parents, school staff, students, and community members to elicit input on proposed budget.**

**The Budget Committee presents budget to Governance Board for adoption.**

(9) Submit a proposed budget as an attachment to this application. *(See Attached)*

**Budget figures are based on a reimbursement rate of \$5,000 per student.**

**Facilities - 8% of total budget**

**Student Fund - 3% of total budget**

**Staff Salaries - 42% of total budget**

**General Supplies - 1% of total budget**

**Capital Outlay - 27% of total budget**

**Reserve Funds - 2% of total budget**

**Administrative Support - 17% of total budget**

(10) Describe the manner in which an annual audit of the financial and programmatic operations of the open-enrollment charter will be conducted. Describe the manner in which the charter will participate in the Public Education Information Management System (PEIMS) information, as required by state statute or by State Board of Education rule:

**Financial Audit:**

**An audit of the financial records will be conducted annually, by an independent accounting firm selected by the Charter Governance Board.**

**Programmatic Operations:**

**Quarterly reports will be submitted to the affected districts and the Texas Education Agency (TEA) for desk review.**

**Two on-site visits by a team from the affected districts and TEA during each school year**

**PEIMS Information:**

**The Charter School will identify one staff member who will be responsible PEIMS data collection and input. The Principal will review and sign all PEIMS data reports and submit the reports when requested by TEA.**

(11) Describe the facilities to be used:

**The proposed facility to be used is located within Town and Country Center. The commercial property consists of 7,466 square feet. It offers space appropriate for instruction in the arts, sciences, athletics and computer technology. Its unique location within the energy corridor presents opportunities for executive internships and apprenticeships with local businesses enabling students to earn credit while job shadowing people in career fields that interest them.**

If the facility to be used for an open-enrollment charter school is a facility of a school district, describe the terms established by the board of trustees or other governing body of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, or pending agreement, signed by the president of the board of trustees or other governing body of the school district, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter.

*Not Applicable*

If the facility is not operated by a school district, attach a copy of the agreement, or pending agreement, signed by the entity owning and operating the facility and the chief operating officer of the proposed charter.

*(See attached)*

(12) Describe the geographical area served by the program.

**The West Houston Charter School will serve students in the following geographical area:**

**North Boundary - Interstate 10 (Katy Freeway)**

**South Boundary - Westheimer (FM 1093)**

**East Boundary - West Loop (610)**

**West Boundary - State Highway 6 - (North from Westheimer to Buffalo Bayou, East on Buffalo Bayou, North on Eldridge to Interstate 10)**

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

**Houston Independent School District                      Date Submitted: January 10, 1996**

**Spring Branch Independent School District              Date Submitted: January 8, 1996**

(14) Specify any type of enrollment criteria to be used. (For admission to an open-enrollment charter school, the person operating the school may require the students seeking admission to complete and submit applications not later than a reasonable deadline the school establishes.) Indicate whether the open-enrollment charter provides for the exclusion of a student who has a documented history of criminal offense, juvenile court adjudication, or discipline problems under TEC, Chapter 37, Subchapter A:

**West Houston will be a flexible, personalized environment for students in grades seventh through ninth grade, with the intent to expand in the future. An invitation is extended to any learner currently working at this level and residing in the area of West Houston zoned for Houston ISD or Spring Branch ISD.**

*West Houston Charter School is a school of choice. As part of the enrollment procedure, students and parents are invited to come to WHCS for an initial interview, orientation and scheduling session. If they choose to enroll, students must withdraw from their home school and begin a 5-day trial period at WHCS. During the trial period, students and staff will decide whether WHCS is the appropriate placement for them. Falsifying records and enrollment information will be grounds for dismissal from WHCS.*

**Students with a documented history of discipline problems from their previous campus or from the juvenile justice system will be excluded from enrolling in the West Houston Charter school.**

(15) Describe provisions for transportation, if any, for students served by the open-enrollment charter school:

**The Goodman Bus Company will be contracted to provide transportation for those students who request transportation due to safety and distance considerations.**

*Once approved, a revision of this open-enrollment charter may be made only with the approval of the State Board of Education.*

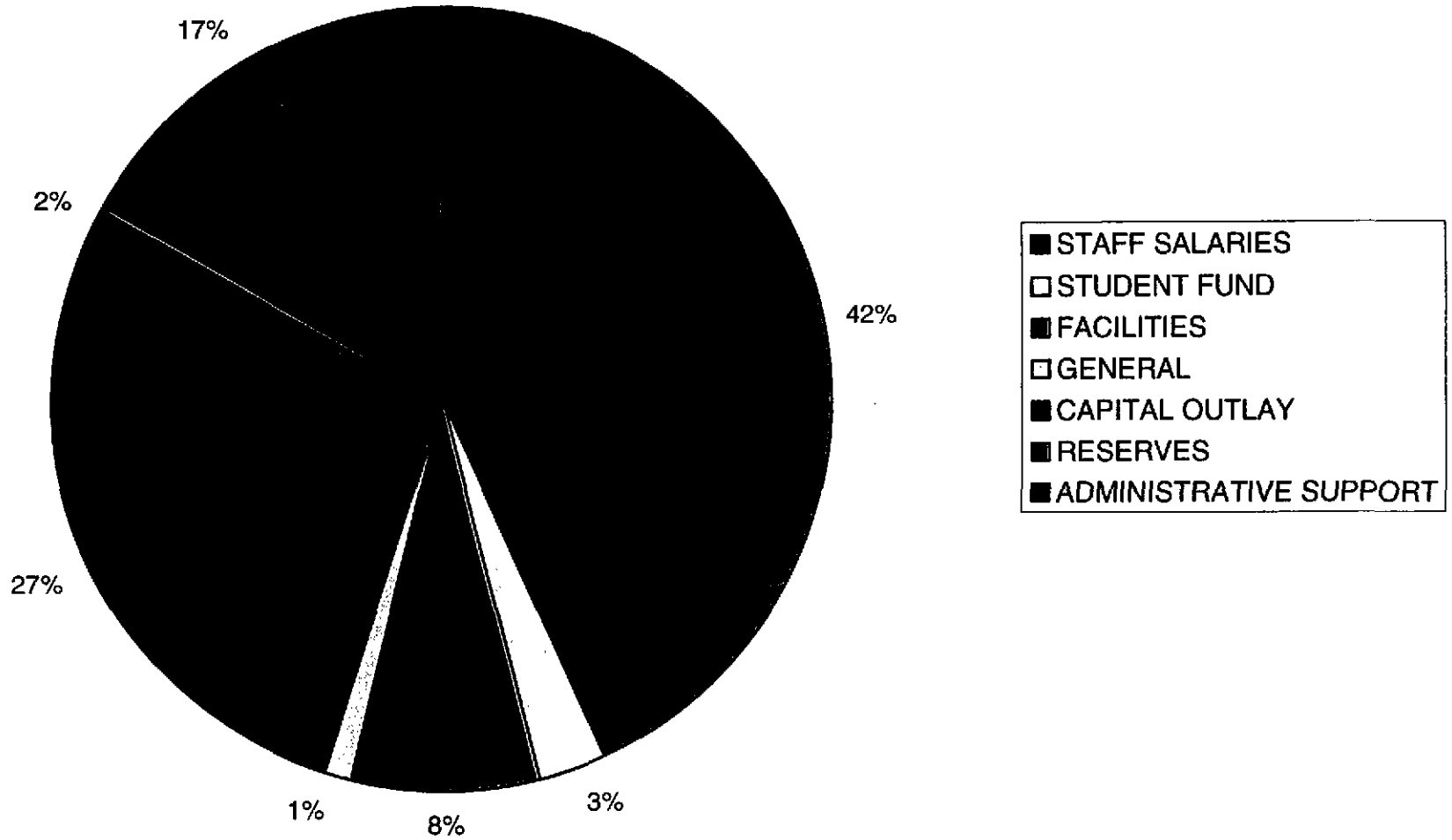


PROPOSED GENERAL OPERATING FUND

APPLICATION

	SCHOOL	SCHOOL	SCHOOL
	YEAR	YEAR	YEAR
	1996-97	1997-98	1998-99
Projected Enrollment	120 Students	140 Students	160 Students
TOTAL OPERATING FUNDS	600,000	700,000	800,000
<b>EXPENDITURES</b>			
Instructional Administrator	50,000	50,000	52,000
Business Manager	50,000	50,000	52,000
Instructional Faculty	186,600	230,000	280,000
Clerical Support	25,000	27,000	29,000
Contracted Services	47,600	52,600	54,600
Student Supplies	12,000	15,000	17,000
Transportation	6,000	7,000	7,500
Utilities	13,200	15,000	17,000
Building Insurance	4,000	4,900	5,500
Building Lease	28,800	28,800	43,200
Office Supplies	6,000	7,000	7,500
<b>Subtotal Expenses</b>	<b>429,200</b>	<b>487,300</b>	<b>565,300</b>
<b>CAPITAL OUTLAY</b>			
Furniture/Fixtures	20,000	23,240	26,500
Library Center	20,000	23,240	23,200
Instructional Technology	120,800	147,620	165,000
<b>Subtotal Outlay</b>	<b>160,800</b>	<b>194,100</b>	<b>214,700</b>
<b>Reserve Fund</b>	<b>10,000</b>	<b>18,600</b>	<b>20,000</b>
<b>TOTAL</b>	<b>600,000</b>	<b>700,000</b>	<b>800,000</b>

### PROPOSED GENERAL OPERATING FUND 1996-97 APPROPRIATIONS BY ORGANIZATIONAL UNITS

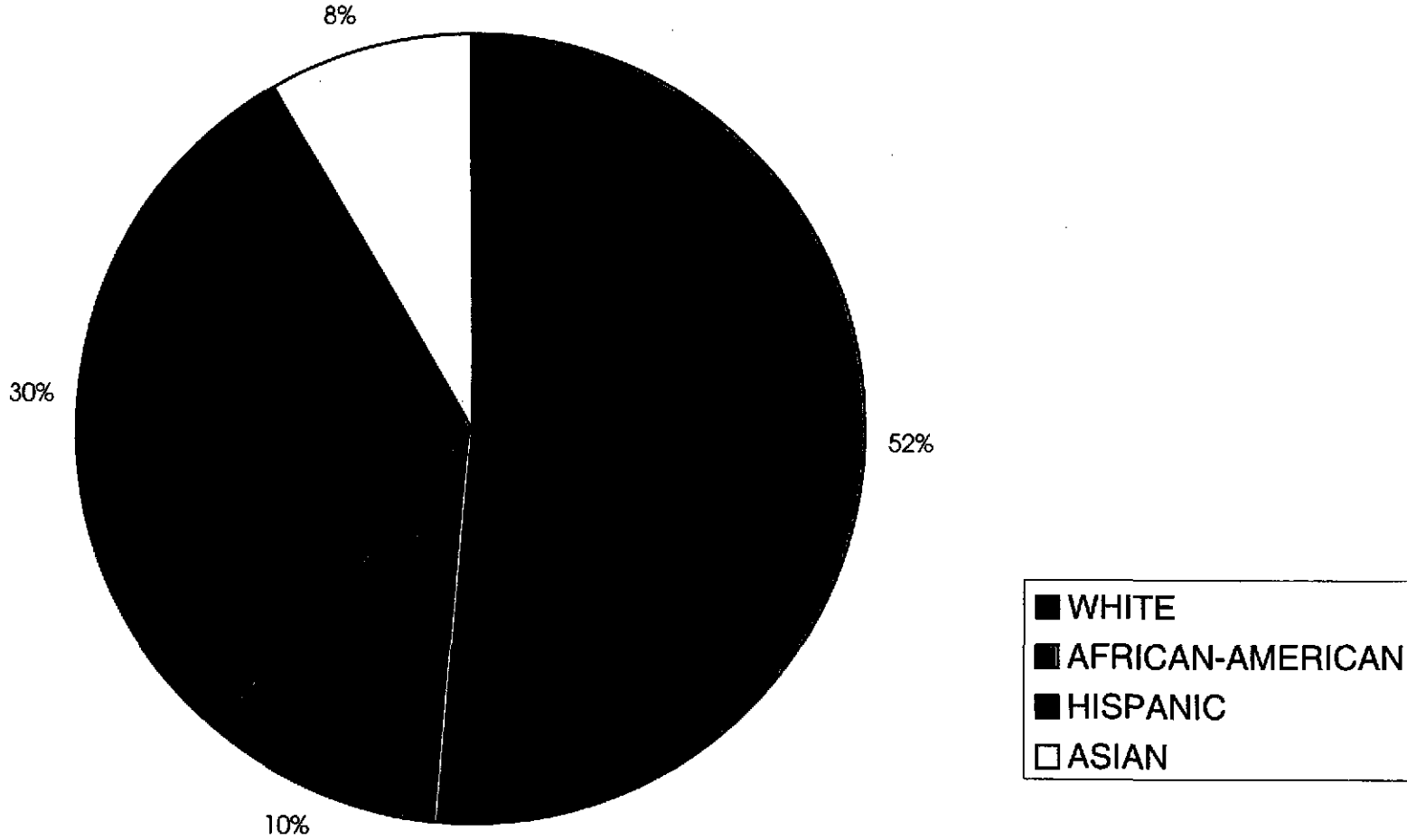


**Family Educational Rights and Privacy Act Protected Material**

2 pages have been withheld

**PLEASE NOTE:** Pages have been removed from the responsive material. These pages 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](mailto:PIR@tea.state.tx.us).

### ETHNIC COMPOSITION OF HOUSTON AND SPRING BRANCH ISD STUDENTS IN THE WEST HOUSTON CHARTER AREA





APPLICATION

TO: HOUSTON WEST CHARTER  
APPLICATION FOR APPROVAL OF  
AN OPEN-ENROLLMENT CHARTER

FROM: TOWN & COUNTRY CENTER  
MARTIN E. PRESS  
GENERAL MANAGER *MEP*

RE: PROPOSAL-WEST HOUSTON CHARTER SCHOOL

ATTN: DIANNA HOOTEN

DATE: JANUARY 8, 1996

%%

Proposal for approximately 8000 (+) square feet located on the second level at Town & Country Center, 800 W. Sam Houston Pkwy. N. Houston, TX 77024.

Location of one space known as 2J15/271 consisting of 3447 sq.ft., another space 2J14/269 with 4019 sq.ft.

Access to spaces has an entrance located immediately at doorway into each location. Public restrooms are located on third level with access by utilizing escalator immediately in front of spaces.

Town & Country Center has covered parking, 24 hour Security on duty with Off Duty Police Officers as an on-call basis as needed. Police substation is located immediately

All electrical charges are borne by the Lessee. Landlord is not responsible for any buildout. All Short Term Lease Agreement tenants must show proof of insurance in the amount Landlord requires.

Monies required for each location is \$1200. per space. All rental monies are due into Landlord the first of each month.

We look forward to working with each of you and hope that your Alliance is awarded utilization of our Center for the purpose of furthering young boys and girls education.

/pg

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# WEST HOUSTON CHARTER SCHOOL

## INTRODUCTION

On May 30, 1995, the Texas Legislature enacted Senate Bill 1 which provides for three types of charters. One type, the open-enrollment charter school is a provision for using public school funds to support the establishment of schools by non-profit organizations, institutions of higher education, or governmental entities. The ***West Houston Charter Alliance*** will submit an application for ***West Houston Charter School***.

The proposed West Houston Charter School would be founded on the belief that all students can learn and succeed when provided a learning environment that meets their needs and interests. The program would be structured to foster the development of positive self-concepts, interpersonal relationships, and democratic decision-making. Classes would be designed to help students make connections between academic concepts and the real world.

The granting of this Charter would be a gift that the community can give to itself. Its implementation will create an educational system which would provide opportunities to explore innovative ideas, originate educational reform and lead our community into the next century.

### Values and Principles

As members of the West Houston Charter, we share a set of values. As Charter Community members we accept responsibility for ourselves as individuals. We strive for personal mastery and continual improvement. We seek to acknowledge individual achievements and interpersonal skill acquisition in order to foster development of self-esteem. The Charter Community is a collaboration whose members share goals, responsibilities and leadership.

The Charter Community seeks to achieve a fair balance between meeting the needs of the individual and the well being of the group. In order to remain responsive to its members and the community, WHCS must be flexible and recognize that our situation is continuously changing. We strive to be both self-examining and progressive while continuing to offer a quality education to our community children.

The Charter Community recognizes the need for creativity and innovation in our approach to new teaching methods and educational goals. We are prepared to become a *model educational program* and to share our success and resources with area public schools. *While striving for perfection, we will encourage participation with our public school community.* We are team players and will work together for a common goal within our educational community.

**UNIQUE ASPECTS**

- ◆ Teaching to *Individual Learning Styles* will be the key to instruction WHCS.
- ◆ The students learning style will be individually evaluated and an *Individual Learning Plan* will be developed. Individual learning goals will be set and reviewed annually with parents and teachers.
- ◆ In addition to the normal academic disciplines, students will be required to perform community service in area elementary schools, local charities or senior citizens homes.
- ◆ West Houston students will play a pivotal role in governance and policy making. They will attend staff meetings and have a voice in hiring teachers and establishing school rules.
- ◆ Junior Varsity and Intra-Mural team sports will be implemented and coordinated with area schools.
- ◆ Block scheduling will provide opportunities for field trips and labs, which would not easily fit into a 50 minute class.
- ◆ Special Education students would benefit from the inclusion model of instruction, having access to computers and peer tutors.
- ◆ As partners, parents would be recognized contributors to their child's education and will enter into an agreement with the school which specifies the role they will play in support of the school's efforts. *Parent participation will be required.*
- ◆ One of the biggest differences will be an educator to child ratio of not more than 20 to 1 within a fully integrated curriculum.
- ◆ Homework will be required.
- ◆ Oral reading will become part of the school day.

**Assurances**

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

- 1) The proposed open-enrollment charter school prohibits discrimination in its admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend in accordance with state statute.
- 2) Any educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility will not be transferred to or employed by the open-enrollment charter school over the educator's objection.
- 3) The proposed open-enrollment charter school will retain authority to operate under the charter contingent on satisfactory student performance on assessment instruments adopted under TEC, Chapter 39, Subchapter B and as provided by the open-enrollment charter agreement approved by the State Board of Education.
- 4) The proposed open-enrollment charter school will not impose taxes, use financial incentives or rebates to recruit students, or charge tuition other than tuition allowable under TEC Section 12.106.
- 5) If the proposed open-enrollment charter school provides transportation, it will provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.
- 6) The proposed open-enrollment charter school will operate in accordance with federal laws and rules governing public schools; applicable provisions of the Texas Constitution; state statute pertaining to provisions establishing a criminal offense; and prohibitions, restrictions, or requirements, as applicable, under state statute or rule adopted relating to:
  - the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance as determined by the commissioner;
  - criminal history records under TEC Subchapter C of Chapter 22;
  - high school graduation under TEC Section 28.025;
  - special education programs under TEC Subchapter A of Chapter 29;
  - bilingual education under TEC Subchapter B of Chapter 29;
  - prekindergarten programs under TEC Subchapter E of Chapter 29;
  - extracurricular activities under TEC Section 33.081;
  - health and safety under TEC Chapter 38; and
  - public school accountability under TEC Subchapters B, C, D, and G of Chapter 39.
- 7) The governing body of the school is considered a governmental body for purposes of Chapters 551 and 552, Government Code, and will comply with those requirements of state statute.
- 8) The employees and volunteers of the open-enrollment charter school are held immune from liability to the same extent as school district employees and volunteers under applicable state laws.
- 9) The open-enrollment charter school will ensure that any of its employees who qualify for membership in the Teacher Retirement System of Texas will be covered under the system to the same extent a qualified employee of a school district is covered. For each employee of the school covered under the system, the charter will be responsible for making any contribution that otherwise would be the legal responsibility of the school district, and will ensure that the state makes contributions for which it is legally responsible to such employees.
- 10) The open-enrollment charter school complies with all health and safety laws, rules, and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.



(1) The open-enrollment charter school agrees to assist in the completion of an annual evaluation of the charter that includes consideration of:

- students' scores on assessment instruments administered under TEC, Chapter 39, Subchapter B;
- student attendance;
- students' grades;
- incidents involving student discipline;
- socioeconomic data on students' families;
- parents' satisfaction with their children's schools;
- students' satisfaction with their schools;
- the costs of instruction, administration, and transportation incurred by the open-enrollment charter, and
- the effect of the open-enrollment charter on surrounding school districts and on teachers, students, and parents in those districts.

(12) An assignment of the operation of the charter to another entity is a revision to the charter, and must be submitted to the State Board of Education for approval.

(13) Charter schools will provide parents of prospective students with a one-page prospectus of the charter which includes, but is not limited to, information about staff qualifications and the instructional program.

*Signature of Chief Operating Officer of the School,  
testifying to the provisions of the charter  
and the assurances above:*

*Signature of the Chair of the State Board of  
Education, Approving the Open-Enrollment  
Charter in accordance with the provisions of  
this document:*

*Joy A. Quercio*  
Date:

\_\_\_\_\_  
Date:

**MEMORANDUM**

January 10, 1996

**TO:** Pat Lineares  
Charter Schools

**FROM:** Joy H. Guercio  
Diana L. Hooten  
Robert A. Guercio  
West Houston Charter Alliance

**SUBJECT: LETTER OF INTENT TO APPLY FOR CHARTER  
WEST HOUSTON CHARTER SCHOOL**

Recently, we spoke to Beth Ann Bryan about the educational needs and concerns of our west area schools in the city of Houston. Enclosed, please find a copy of a charter for an "Open Enrollment Charter School".

We would like to propose West Houston Charter School. The school would be founded on the belief that all students can learn and succeed when provided a learning environment that meets their needs and interests. The program would be structured to foster the development of positive self-concepts, interpersonal relationships, and democratic decision-making. Classes would be designed to help students make connections between academic concepts and the real world.

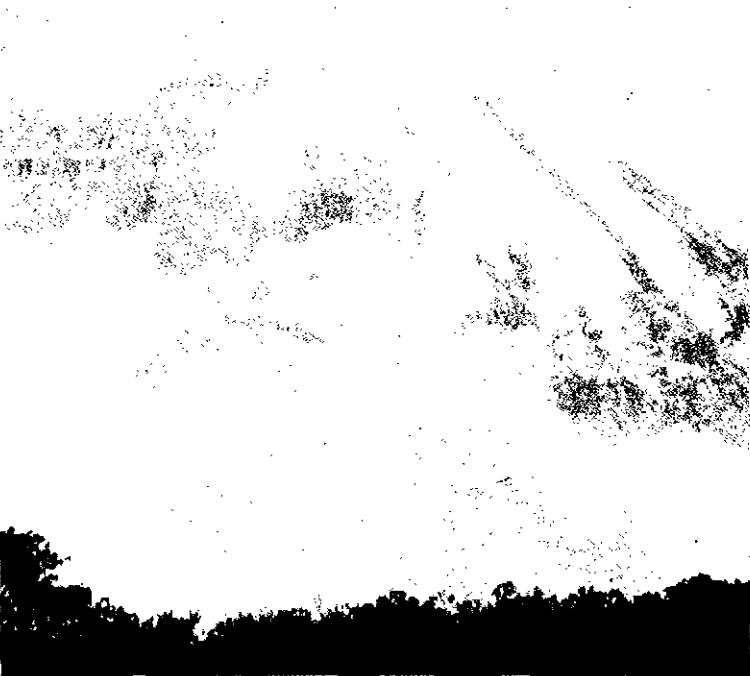
As project designers, we believe this Charter can be successful with plenty of hard work and community support. We are willing to organize and gather the support needed to make this school successful and possibly serve as a model for additional charters in the State of Texas.

Ms. Bryan advised us that we should file a letter of intent with you as soon as possible. We understand that three other Charters have already been placed on the agenda for February. Our intent is to file our application by January 20, 1996. We are in the process of collecting our petitions and endorsement letters. We are requesting that our Charter be considered at the February board meeting. We are very interested in having the opportunity to implement an "Open Enrollment Charter School" in the city of Houston with your support. We would like to discuss our plans for an open enrollment charter with you personally. We will be in Austin on Thursday. Thank you for your time and consideration in this matter. Please feel free to contact us at (713) 556-6828 or Fax 531-1995.

Joy H. Guercio  
Diana L. Hooten  
Robert A. Guercio

# AFRICA

*journey to*



**W**hen European explorers first set eyes on Africa's highest mountain, they learned it was named Kilimanjaro, which means "Great Mountain" in the language of the Kikuyu tribe. At over 19,000 feet above sea level, Mount Kilimanjaro is indeed, great.

Created by a now-dormant volcano, Kilimanjaro boasts a summit crater that spans nearly two miles. This broad, gentle top resembles the roof of a majestic home, which makes it easy to see why some people call the mountain "Africa's rooftop."

Though Kilimanjaro is situated only two

## KILIMANJARO

**A F R I C A ' S**

**R O O F T O P**

see *Kilimanjaro*  
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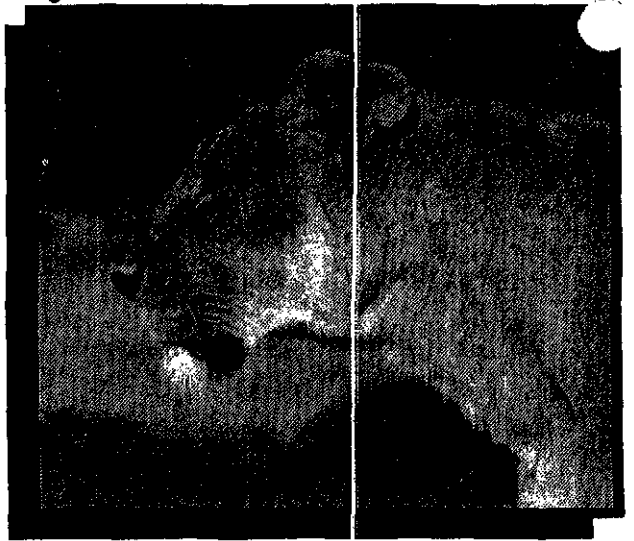
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Up in the highlands that border Africa's Serengeti Plain, the land suddenly collapses into a huge, 2,000-foot-deep, circular bowl. This is Ngorongoro Crater, one of the world's largest volcanic calderas. It is a 100-square-mile island of isolated grasslands, and it hosts a veritable who's who of African wildlife in concentrations found nowhere else on Earth.

Rich topsoil and moderate rainfall are what make the Ngorongoro exceptional. These conditions keep nutritious grasses growing year round – an unusual circumstance for Africa. A dependable food supply allows the resident herds of wildebeest, zebra, antelope, and others to forgo the long migrations that other herds must make due to seasonal droughts. Instead, Ngorongoro's grazing animals stay home. With so many fat and happy grass-eaters packed into one area, it also hosts the world's highest concentration of lions.



# Hidden Valley

Teems

with

# Wildlife



The Ngorongoro lions seem to have all the luck. With ample food always within easy reach, they are freed from the periodic famines that plague lion prides elsewhere. So the well-fed Ngorongoro lions concentrate on defending their territories instead of searching for food.

(see Crater page 7)

00021

**S** talking through a thick grove of acacia trees in East Africa, you look up. Suddenly an odd spotted face floats into view – two stories overhead! What is it?

You are looking up at a giraffe, the tallest living land animal. It stares down at you from height of nearly 18 feet. The neck is impossibly long – stretching out at least six feet from shoulder to head – but its legs are even longer. They are so long in fact, that a six-foot tall man could stroll under the belly without even having to duck his head! Giraffes are tall, and nearly everything else about a giraffe is big as well.

A giraffe's hoof, for example, is three to four times longer than a horse's hoof. When a giraffe walks, its stride can cover 15 feet at a time. The heart of a giraffe is enormous – about five times bigger than a human heart – it

[see Giraffe page 7]



# THE

# GIRAFFE

**E**ast Africa. Ever since I was a child, I'd dreamed of traveling to that magnificent place. Then one day I woke up...and I was there. I was in East Africa; gazing out over open, sun-bleached savannas, trudging wearily through high mountain forests, flying high over the glorious Mountains of the Moon, facing up to enormous elephants, staring down snarling lions, soaking in history, getting wrapped in tradition, and always ready for a new adventure. To describe our Curriculum Journey to East Africa as merely "the trip of a lifetime" would be an understatement - it was the trip of ten lifetimes!

Yes, we saw animals; but after the first few days of bouncing down bumpy back roads from dawn to dusk in the stifling summer heat, I'll have to admit we became a little hard to please. More than once I heard myself telling our guide "Unless you see an elephant in a top hat and cane, bumping Puttin' on the Ritz, don't stop...just get me back to camp and let me take a nap!"

see *Neville's Impressions* page 6



Neville Cole

EMG Lesson Designer

# impressions

Russell Chase

EMG Videographer



**I**t is far too convenient to say that East Africa is unlike anywhere else in the world. Though it is true, I will try to find a way to describe this truly amazing place and give due credit to its uniqueness.

The Great Rift Valley cuts through the entire region of East Africa. The valley is a split in the earth that appeared millions of years ago. The variety of terrain and life forms is remarkable.

Lake Manyara lies at the foot of the valley escarpment in northern Tanzania. A person standing on one shore of this enormous lake cannot see the opposite shore. The air shimmers in the heat of the sun, and a faint pink hue seems to hover just above the water. The pink mass turns out to be flamingos by the thousands that have gathered to feed. Animal life of all types, too many to list, eat, drink, and depend on this oasis in the vast expanse of the Rift Valley.

Farther north, near Nairobi in Kenya, the valley changes as the walls become closer. Even farther to the north is Lake Turkana.

see *Russell's Impressions* page 8

# literature . . .

through

connect to Africa

**Aardema, Verna. *Oh, Kojo! How Could You!* Trumpet Club, 1984.**

An Ashanti tale about a mischievous young boy and the trickster Ananse. [grades 1-3]

**\_\_\_\_\_. *Bringing The Rain to Kapiti Plain.* Scholastic Inc., 1981.**

A story discovered in Kenya more than seventy years ago. The rhythm is based on "The House That Jack Built." [grades 1-3]

**Dayrell, Elphinstone. *Why the Sun and the Moon Live in the Sky.* Houghton Mifflin 1968.**

An African tale from the Efik-Ibibio peoples of Southeastern Nigeria. [grades 1-5]

**Feeling, Muriel. *Jambo Means Hello: Mojo Means One.* Dial Books for Young Readers, 1975.**

Swahili counting and vocabulary book. [grades 1-5]

**Gray, Nigel. *A Country Far Away.* Orchard, 1989.**

Two boys' lives are compared in side by side illustrations. One lives in a rural African village, the other in a western country. [grades 1-3]

**Lester, Julius. *How Many Spots Does a Leopard Have?* Scholastic 1989.**

A collection of African and Jewish folktales. [grade 6]

**Step toe, John. *Mufaro's Beautiful Daughters.* Scholastic. 1987**

An African version of Cinderella. [grades 3-5]

**Wisniewski, David. *Sundiata.* Clarion Books. 1992**

A biography of the Lion King of Mali, Sundiata. [grade 3]

## journey adventures ahead

**In March, join EMG as we**

**journey to the Pacific Islands**

**of Tonga, Western Samoa,**

**Fiji, and New Zealand.**

**Your students will be able**

**to experience the sounds,**

**sights and tastes of these**

**South Pacific island nations.**

**Kilimanjaro from page 1**

degrees south of the equator, its peaks remain perennially covered with snow and ice. Mountain climbers must pass through five major climatic zones to reach Uhuru Peak, the highest point. These climatic zones are the same ones you would pass through when traveling from the equator to the North Pole – halfway across the face of the earth. Kilimanjaro is one of the few places on earth where you can go from jungle to arctic conditions in such a short distance.

The climb begins in a sweltering equatorial rainforest, where the ground is carpeted with moss and ferns. A dense canopy of trees eliminates all but the strongest rays of sunlight.

Around 9,000 feet, the trail passes through a forest of giant heather. These 40-foot-tall "trees" seem to drip with long beards of gray lichen.

Next, the trail enters the Moorland, a land populated by clusters of giant lobelias and senecios. The lobelia protects its non-flowering rosettes from freezing by folding the leaves against the night.

Then, it's on to the Shira Plateau, an alpine land that is crunchy with dark lava gravel and pumice. This plateau, over 13,000 feet above sea level, is nearly devoid of any recognizable plant life.

Finally, the trail reaches a huge volcanic crater in the summit zone. The landscape is desolate and moon-like, littered with fractured rock and glacier ice. Yet it overlooks miles of warm, gentle grasslands thousands of feet below.

The grasslands form Africa's famous savanna, home to the largest concentration of elephants, giraffes, lions, and gazelles on earth. These animals are protected in a number of renowned wildlife parks that surround Kilimanjaro.

Farms can also be found along the lower slopes of Kilimanjaro. Rich topsoil, combined with a steady supply of moisture, produce a number of important crops, including bananas and coffee.

**Neville's Impressions from page 4**

The animals are amazing and not to be missed, but to get the full picture of East Africa, you have to get to know the people. The people of this area are the most sociable and happy I have ever met. Everywhere we traveled, we were greeted with a welcoming karibu or a warm jambo. Jambo is loosely translated from Swahili as "hello;" more literally it means "trout les."

The traditional greeting in these parts is "Have you troubles?" and the reply, "I have no troubles." With all the problems we witnessed – the perils of drought, the devastation of massive unemployment, the frustrations and fears of living under some of the most corrupt governments in the world – to face each day with "I have no troubles" is a very courageous outlook.

There were many outstanding moments during the journey, but in the years to come, it will be our day with the Maasai in Tanzania that I will remember most. These proud and beautiful people, at one time the most powerful tribe in all East Africa, have in recent years watched their traditional ways of life quietly slip away. The Maasai are nomadic pastoralists. They live for their cattle and will follow the herd wherever the grass is green. The modern world has all but stopped their movements; but they staunchly refuse to give up their heritage.

We were welcomed into a traditional Maasai boma by the village chief. Food was summoned and quickly brought to the table. The chief spoke to us in Maa, the Maasai language, and he apologized for what he called a simple meal. Had he known earlier that we were coming, he would have had a great feast ready for us. I smiled, lifted up my hands,

and said the only local phrase I knew that seemed appropriate: Hakuna Matata! The whole group laughed heartily, and the chief declared that "anytime of the day or midnight" we were welcome to return to their village. Someday, I might just take them up on that promise...

# quick facts

## A F R I C A

continent of Africa is the second largest continent in the world, covering approximately 30.3 million square kilometers (11.7 million square miles). It is the only continent that is entirely within the tropics. Africa is home to a vast and diverse range of wildlife, including elephants, giraffes, lions, and zebras. The continent is also home to a rich and diverse culture, with over 500 different languages spoken. Africa is a continent of great beauty and diversity, and it is a continent that is full of life and opportunity.



**Giraffe continued from page 3**

has to be to pump blood all the way up that extra long neck to its head. A head which, though it may look tiny perched way up there at tree top level, is actually two feet long and can weigh more than 25 pounds.

Even giraffe babies are oversized. When first born, they stand six feet tall – and they grow an inch taller every day for the first week of their lives. By the time they are a year old, giraffes are between 10 to 12 feet tall.

Giraffe's have horns that appear to be merely small, hair-covered bumps on their heads. However, appearances can be a little deceiving, because those horns are actually about a foot long. Different types of giraffe have anywhere from two to five horns.

Mature giraffe males, called bulls, can weigh up to 3,000 pounds. Females, called cows, weigh about 500 pounds less. They get that heavy by eating up to 70 pounds of leaves per day. For this, a giraffe uses its unusual tongue, which is both purple and prehensile. It can act like a hand to reach out 18 to 22 inches and pluck off tasty-looking leaves.

The giraffe's favorite leaf comes from the acacia tree. They like them so much because acacia leaves are 74 percent water, and by eating them, the giraffe can go up to three days without needing a drink.

Getting its water at treetop level is an important survival strategy for the giraffe. You see, the giraffe has great difficulty drinking. Though its neck is extra long, it will not stretch far enough to reach the ground. So when a giraffe wants to take a drink from a river or pond, it must splay out its legs far to the side or bend its knees. Either position is awkward and makes a giraffe vulnerable to its most dreaded enemy, the lion.

Lions are about the only animals other than humans that will dare attack an adult giraffe; but they are not usually successful. A healthy adult has plenty of defenses. It can run 35 miles per hour, kick hard enough to take off a lion's head, and swing its neck with enough power to break a lion's back.

A giraffe's primary defense, however, is its keen eyesight. It has the largest eyes of any land animal, and probably the best vision of any mammal. It also has the highest lookout perch from which to keep watch over the land.

Giraffes are such respected lookouts, in fact, that they attract the company of other animals such as antelope and wildebeests.

They know that they can trust giraffes to be the first to notice if danger lurks nearby.

Though the giraffe is protected by many East African countries, and loved by nearly all who see them, giraffe populations have plummeted over the past 100 years. For years giraffes were killed for their meat and hides, or as trophies for big game hunters. Today, their most serious threat is the fast-growing human population. Giraffes may soon find themselves being crowded off traditional ranges and preserved only in national parks and zoos. ◆

**Crater from page 2**

Unfortunately, the Ngorongoro lions may become the victims of their own good luck. Because they live in a well-stocked natural fortress, they have become too successful at keeping other lions out. Now they are in serious danger of inbreeding, a situation that could threaten their future vitality.

The rest of Ngorongoro's wildlife, however, has a much brighter outlook. When the Tanzanian government designated the area for special protection as a wildlife refuge, they quashed previous plans to develop the place with modern homes. Now humans may visit, but only wild animals may spend the night. Therefore Ngorongoro Crater will always remain what it is today – a 100-square-mile microcosm of the entire historic African savanna. ◆

**Russell's impressions from page 4**


the shores of what is referred to as the "Jade Sea" are the hulking remains of volcanoes long dead. These volcanic cones and the valley floor itself hold massive solidified flows of lava, evidence of the tumultuous rupturing of the Earth's crust when the continents broke apart. Windswept and barren, it has a surreal quality that will forever remain in my memory.

The people of this region are intriguing as well. From the fishing tribes on Lake Turkana and Lake Victoria, to the agriculturalists near Kilimanjaro, to the semi-nomadic pastoralist Maasai, their cultures have endured through colonization, disease, drought, corrupt government, and ... time.

One might say that their standard of living is low, and it is true that most of them live in a very impoverished state. However, through all the social upheavals that have taken place there, the basis of their tribal cultures has survived. Their hearty, robust, and generally optimistic approach to life impressed upon me a respect for these groups of people I had not previously known about.

Time and the encroachment of western civilization will eventually have an effect on the rural people of East Africa. My hope is that as their standard of living rises, their way of life will be viewed not as a primitive existence to be changed, but as a traditional lifestyle to be respected and preserved.

# JANUARY 1996 EAST AFRICA

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				Geography Joe 5
The Wonder of Ngorogoro Travelling in East Africa 8	A Wachaga Village History of Africa 9	The Great Rift Valley The Spoken Word 10	Fossils of Kobi Fora Education in Africa 11	Maasai Village Gorilla Tracking in Uganda 12
Herds, Troops & Family Groups Wish you Were Here 15	A Matter of Survival Policies & Politics of East Africa 16	The Lion's Kingdom Talking Drums 17	Animal Movements and Sounds Azumah Musicians 18	Engineers of the Forest Mt. Kilimanjaro 19
Animal Babies A Taste for All 22	African Tales Math Migraton 23	Animal Classification 24	African Art 25	Endangered Animals Knowledge Champs 26
Sharing Our Work 27	28	29	30	 31

**"ABOUT THE SHOW" FAX BACK DOCUMENTS ARE AVAILABLE.  
CHECK YOUR JANUARY WEEKLY SCHEDULES FOR FAX BACK NUMBERS.**

EDUCATIONAL MANAGEMENT GROUP 6710 E CAMELBACK RD. SCOTTSDALE, AZ 85251 (800)

1-800-842-6791

Andrea Williams  
Sylvia Airheart 00027

## THE EDUCATIONAL PROGRAM

This learning program will be built on the belief that all children can learn, but not in the same way, nor equally well from the same sources. An individual's learning style is unique. *Some children learn by seeing, some by hearing and some by doing.* It is not a measure of intelligence. By recognizing an individual's learning style, the teacher is able to identify HOW a person learns and discovers ways in which the individual absorbs information. *Teaching to Individual Learning Styles will be the key to instruction at the West Houston Charter School.*

The Multi-Sensory Teaching method identifies three modalities of learning: Auditory, Visual and Kinesthetic. Most learners of all ages use a combination of these modalities. Through the visual learning system, the learner recognizes objects, distinguishes sizes and shapes, perceives depth, notes color and uses visual spatial awareness. Difficulties in this area are sometimes called dyslexia. Auditory learning incorporates hearing for the reception of sounds, perception for organizing and understanding them, and memory for storing their messages. An individual with a malfunction in this area is at risk not only for comprehending schoolwork, but for understanding life as a whole. Kinesthetic or tactile learning is making contact with the physical world. A kinesthetic learner learns by doing. Weaknesses in this area may affect a person's ability to write.

Instruction at WHCS will be different from instruction offered at the traditional public school. Multi-Sensory learning will become the basis of instruction for the charter program. **Multi-Sensory methods and materials, originally designed for learning disabled students will be used with children from the general population.** *The instructional staff of WHCS will be thoroughly trained in the Multi-Sensory Teaching Approach.*

Teachers will be encouraged to create a classroom climate in which students are willing to take chances and try new ideas. Teachers will create showcases for student talent, weaving strengths from each student into the daily classroom. Measures of Mastery will be broad, giving students a chance to enjoy showing what they've learned through exhibitions, portfolios and other creative projects. Students will become decision makers and part of the governing structure of WHCS.

The focus of the Charter's learning program will be an *Individualized Learning Plan*. After a student has been accepted for admission to WHCS, the student will be evaluated and an ILP will be developed, defining areas of strengths, weaknesses and individual learning styles. Individual learning goals will be set and linked to personal interests and needs. Through the use of individualized learning plans, WHCS ensures that students will not be penalized for the rate at which they learn. The more advanced student is continuously presented with new challenges, while the slower paced student benefits from additional instruction, multiple approaches and multiple environments.

## Curriculum

The curriculum contains both traditional academic subjects and additional subject areas that make the Charter unique. The required curriculum for the State of Texas serves as the starting point for instruction and is enhanced with unifying themes and other creative approaches.

The subjects that comprise the curriculum are listed briefly and discussed below. The traditional core curriculum areas—language arts, math, science, social studies—remain strongly emphasized. They are augmented by music, dance, theater, art, health physical education and environmental education. ***Computer technology is strongly stressed and encouraged throughout the entire curriculum.***

Language Arts(English and foreign): The curriculum is literature based. Comprehension skills, vocabulary and grammar are integrated within a literature program. Writing includes a personal journal, creative and expository writing. Communication skills include speaking and writing, expanding into presentation skills using modern technological tools.

Science: The Charter science curriculum emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Its multi-sensory approach facilitates experiments, field trips and visits from guest scientists and local experts. Major concepts are re-emphasized and integrated into other subject areas. The use of experimentation, problem solving and familiar technical examples is emphasized. Method of analysis is taught.

Mathematics: The program is based on major mathematical ideas and concepts and connections relevant to everyday life. Throughout all mathematics topics, the concepts of numbers, operations, logic and graphics are sustained. The curriculum is based on instructional units, typically lasting from one to six weeks.

Social Studies: The curriculum develops the understanding that history and social science are about real people in real places. The interrelationship between the past, present and future will be integrated into all curriculum subjects. Discipline integration includes the historical significance of science and math and their advances which permit and encourage technical advances. The curriculum is based on instructional units.

Visual and Performing Arts: The curriculum strives to instill confidence in the student's artistic self-expression and the appreciation of the artistry of others. Each student is encouraged to choose at least one musical instrument to study; participate in dance or movement activities; learn various visual art techniques; and use art forms as a primary means of expression. Because individual differences are recognized at WHCS, students are encouraged to express the results of their learning through the fine arts rather than the traditional cognitive mode.

Artistic opportunities in the WHCS include creative options such as sharing through live performances or on community access television. Professional mentors help students with activities such as computer programs to create animated videos or software, producing live action shows, and expressing concepts through dance, photography or visual art forms.

Health and Physical Education: The WHCS provides an atmosphere that encourages a healthy lifestyle as well as the enjoyment of physical activity. The program emphasizes individual activities as well as team sports coordinated with local area schools.

Environmental Education: The WHCS emphasizes responsibility towards the health of our planet and our cities. Students will participate in hands-on projects intended to form an awareness of the critical relationships between man and the natural environment. Students will study and debate real life issues such as coping with diminishing resources. Participation in recycling programs will be encouraged. Instruction will be strongly integrated into the science curriculum.

Community Service: Community service is a unique element of the Charter curriculum. The community service requirement is designed to instill a sense of individual responsibility, social responsibility and civic responsibility. It enables students to use newly acquired knowledge to solve community problems. Specifics of the program are determined by the students and staff during the initial weeks of each school year, based on community needs and interaction with community and governmental leaders.

## **PARTICIPANTS**

West Houston will be a flexible, personalized environment for students in grades seventh through ninth grade, with the intent to expand in the future. An invitation is extended to any learner currently working at this level and residing in the area of West Houston zoned for Houston ISD or Spring Branch ISD.

West Houston Charter School is a school of choice. As part of the enrollment procedure, students and parents are invited to come to WHCS for an initial interview, orientation and scheduling session. If they choose to enroll, students must withdraw from their home school and begin a 5-day trial period at WHCS. During the trial period, students and staff will decide whether WHCS is the appropriate placement for them. *Falsifying records and enrollment information will be grounds for dismissal from WHCS.*

### Staff

The WHCS staff are a unique group of energetic, caring, creative individuals. Our small size coupled with the wide variety of activities we offer require all of us to take on numerous academic, student guidance and administrative duties. We feel that this helps us give our students the personal attention that they deserve.

Credentialed educators play a lead role in the design of the curriculum and the coordination of learning activities. These professionals partner with community educators who bring content expertise and real-world experience to the learning center of WHCS.

The WHCS staff works closely with parents to develop a personalized contract which specifies ways in which the student's family will support the school activities. Training is provided to better equip parents to meet their children's learning related needs.

### **LOCATION**

*The Town and Country Center* will be the ideal location. This location is preferred because it offers facilities appropriate for intermediate students. *Town and Country* offers space appropriate for instruction in the arts, sciences, athletics and computer technology. Its unique location within the energy corridor presents opportunities for executive internships and apprenticeships with local businesses enabling students to earn credit while job shadowing people in career fields that interest them.

## IN CONCLUSION

The West Side Charter School will open at a size appropriate for a pilot project. Initial target enrollment is 120 students between seventh and ninth grade levels but the plan is to expand as soon as possible. By practicing and testing the ideas set forth in this document, new ways of teaching and partnering with the community and local school districts will provide growth and development for children as well as educators.

# WEST HOUSTON CHARTER SCHOOL

**Q: What is the West Houston Charter School?**

**A:** The West Houston Charter school is a publicly funded, open-enrollment alternative school. It will provide parents a choice as to which public school they can send their children to for a quality education. The provisions for charter schools were established under the 1995 Texas Legislature Senate Bill 1.

**Q: Why a charter school now?**

**A:** Members of the West Houston community have an urgent need for a safe and secure place to send their children for a quality education.

**Q: What will make the West Houston Charter School different from the local public school?**

**A:** The West Houston Charter School will be different in that it is based on the premise that:

- \* All children want to succeed in school
- \* Not all children learn the same way nor at the same rate

Therefore, the West Houston Charter School will:

- \* Use smaller class size (student to teacher ratio of 20 to 1)
- \* Identify individual student learning style
- \* Develop an individual learning plan for each student
- \* Use a combination of teaching techniques that have been successful when used in special education and gifted classrooms

**Q: What are the goals of the West Houston Charter School?**

**A:** 98% of students will pass all sections of the TAAS

98% of students will grow at least one academic year on standardized tests



**Q: Who designed the West Houston Charter School and what are their qualifications?**

**A:** The West Houston Charter School design team included groups of parents, teachers, school administrators, psychologists, community leaders, governmental advisors and state representatives. Team representatives include:

██████████ - Masters Degree in Education - 17 years in public education. Educational Diagnostician (Administers Tests for Special Education), Grade Level Chairperson, Gifted Education classroom teacher, Chapter 1 Coordinator, ██████████

██████████ - Law Degree - Self-employed businesswoman, Child Support Investigator, Comptroller of Public Accounts, Sunday School Teacher, ██████████

██████████ - Masters Degree in Psychology - 17 years in public education. School Administrator, School Psychologist, School Program Evaluator, College Instructor, Little League Coach, ██████████

**Q: Who will attend the West Houston Charter School?**

**A:** Any student who lives in the west Houston area.

**Q: What grades will the West Houston Charter School serve?**

**A:** 7th, 8th, and 9th grades.

**Q: How many students will attend the West Houston Charter School?**

**A:** A total of 120 students will attend the West Houston Charter School.

**Q: Where will the West Houston Charter School hold classes?**

**A:** The ideal location will be *Town and Country Center*. It's unique location within the energy corridor presents opportunities for executive internships and apprenticeships with local businesses.

**Q: Why should my child attend the West Houston Charter School?**

**A:** The combination of a smaller class size, development of an individual learning plan and a structured, disciplined educational environment will enable students to progress at a rate which exceeds that of the public schools.

PROFESSIONAL STAFF AGENDA

for the Special Session of

SPRING BRANCH BOARD OF TRUSTEES

JANUARY 8, 1996

6:00 PM

Verification of Compliance to Open Meeting Law -

Remarks from the General Superintendent -

A Action: Request for Approval of the Agenda -

B \* \* Executive Session -

-Consideration of Letter of Retirement from Deputy Superintendent, B. G. Laird

-Consideration of Recommendation for Executive Assistant to the General Superintendent

-Consideration of Part-time Contract for B. G. Laird

-Review of Appraisal Value on Two Acre Tract

-Discussion with District Legal Counsel Concerning Single Member District Lawsuit

C Action: Action as Required from Executive Session -

-Request for Approval of Letter of Retirement from Deputy Superintendent, B. G. Laird

-Request for Approval of Executive Assistant to the General Superintendent

-Request for Approval of Part-time Contract for B. G. Laird

-Request for Approval to Purchase a Two Acre Tract Adjacent to the Warehouse/Transportation/Maintenance Complex

APPLICATION

- D \* \* Results of Feasibility Survey Assessing Philanthropic Support for Spring Branch Independent School District Programs -
- E \* \* Discussion Regarding Proposed Sale of Limited Tax Schoolhouse and Refunding Bonds - Series 1996 -
- F Report: Interim Report: Custom Video Project -
- G Report: Status of Technology in Spring Branch ISD -
- H Action: Request for Approval of Easement Request from Houston Lighting & Power Co. (Memorial Senior High)
- I Action: West Houston Charter Alliance Proposed Openenrollment Charter School -

Closing Remarks by the General Superintendent -

\* \* \* \*

**Assurances**

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

- 1) The proposed open-enrollment charter school prohibits discrimination in its admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend in accordance with state statute.
- 2) Any educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility will not be transferred to or employed by the open-enrollment charter school over the educator's objection.
- 3) The proposed open-enrollment charter school will retain authority to operate under the charter contingent on satisfactory student performance on assessment instruments adopted under TEC, Chapter 39, Subchapter B and as provided by the open-enrollment charter agreement approved by the State Board of Education.
- 4) The proposed open-enrollment charter school will not impose taxes, use financial incentives or rebates to recruit students, or charge tuition other than tuition allowable under TEC Section 12.106.
- 5) If the proposed open-enrollment charter school provides transportation, it will provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.
- 6) The proposed open-enrollment charter school will operate in accordance with federal laws and rules governing public schools; applicable provisions of the Texas Constitution; state statute pertaining to provisions establishing a criminal offense; and prohibitions, restrictions, or requirements, as applicable, under state statute or rule adopted relating to:
  - the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance as determined by the commissioner;
  - criminal history records under TEC Subchapter C of Chapter 22;
  - high school graduation under TEC Section 28.025;
  - special education programs under TEC Subchapter A of Chapter 29;
  - bilingual education under TEC Subchapter B of Chapter 29;
  - prekindergarten programs under TEC Subchapter E of Chapter 29;
  - extracurricular activities under TEC Section 33.081;
  - health and safety under TEC Chapter 38; and
  - public school accountability under TEC Subchapters B, C, D, and G of Chapter 39.
- 7) The governing body of the school is considered a governmental body for purposes of Chapters 551 and 552, Government Code, and will comply with those requirements of state statute.
- 8) The employees and volunteers of the open-enrollment charter school are held immune from liability to the same extent as school district employees and volunteers under applicable state laws.
- 9) The open-enrollment charter school will ensure that any of its employees who qualify for membership in the Teacher Retirement System of Texas will be covered under the system to the same extent a qualified employee of a school district is covered. For each employee of the school covered under the system, the charter will be responsible for making any contribution that otherwise would be the legal responsibility of the school district, and will ensure that the state makes contributions for which it is legally responsible to such employees.
- 10) The open-enrollment charter school complies with all health and safety laws, rules, and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

APPLICATION

11) The open-enrollment charter school agrees to assist in the completion of an annual evaluation of the charter that includes consideration of:

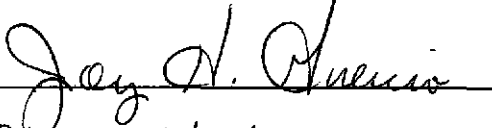
- students' scores on assessment instruments administered under TEC, Chapter 39, Subchapter B;
- student attendance;
- students' grades;
- incidents involving student discipline;
- socioeconomic data on students' families;
- parents' satisfaction with their children's schools;
- students' satisfaction with their schools;
- the costs of instruction, administration, and transportation incurred by the open-enrollment charter; and
- the effect of the open-enrollment charter on surrounding school districts and on teachers, students, and parents in those districts.

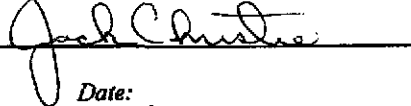
(12) An assignment of the operation of the charter to another entity is a revision to the charter, and must be submitted to the State Board of Education for approval.

(13) Charter schools will provide parents of prospective students with a one-page prospectus of the charter which includes, but is not limited to, information about staff qualifications and the instructional program.

*Signature of Chief Operating Officer of the School,  
testifying to the provisions of the charter  
and the assurances above:*

*Signature of the Chair of the State Board of  
Education, Approving the Open-Enrollment  
Charter in accordance with the provisions of  
this document:*

  
Date: 1/16/96

  
Date:

## TRANSCRIPT DEFINITIONS

Listed below is a brief explanation of some of the terms included on your child's transcript.

**PEIMS ID** - State of Texas required 9 digit student identification number.

**Days Attended** - Number of days your child was present for attendance accounting

**Semester Average** - The numerical average of report grades for each subject your child obtained during the semester. Values translate to the following:

<i>Numerical Values</i>	<i>Letter Grade</i>	<i>Description</i>
100 - 90	A	Excellent
89 - 80	B	Above Average
79 - 75	C	Average
74 - 70	D	Below Average
69 - 50	F	Failure

**Subject Average** - Numerical average for all courses

**Grade Point Average (GPA)** - Value obtained by converting Letter Grade to a numerical value and averaging those values based on the following scale.

(A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points)

<i>Letter Grade</i>	<i>Grade Point Value Range</i>
A	4.00 to 3.60
B	3.59 to 2.60
C	2.59 to 1.60
D	1.59 to 0.60
F	0.59 to 0.00

**Class Rank** - Ranking based on comparing your child's GPA with other students in the same grade.

**Class Size** - The number of students in a specific grade level

WEST HOUSTON CHARTER SCHOOL TRANSCRIPT

14333 FERN HOUSTON, TEXAS 77079 PHONE (281) 497-7420 FAX (281) 497-4775

PEIMS ID: [REDACTED]

DAYS ATTENDED [REDACTED]  
ATTENDANCE PERCENT [REDACTED]

CONDUCT: [REDACTED]

FIRST SEMESTER 1996-1997	
[REDACTED]	[REDACTED]
LANGUAGE ARTS	[REDACTED]
U. S. HISTORY	[REDACTED]
MATH	[REDACTED]
EARTH SCIENCE - M	[REDACTED]
MUSIC	[REDACTED]
PHYS ED	[REDACTED]
FINE ARTS	[REDACTED]

[REDACTED]

SUBJECT AVERAGE [REDACTED]  
GRADE POINT AVERAGE [REDACTED]

CLASS RANK: [REDACTED]  
CLASS SIZE: [REDACTED]

*Joy Guercio*

JOY GUERCIO, PRINCIPAL

WEST HOUSTON CHARTER SCHOOL TRANSCRIPT

APPLICATION

14333 FERN HOUSTON, TEXAS 77079 PHONE (281) 497-7420 FAX (281) 497-4775

PEIMS ID: [REDACTED]

DAYS ATTENDED [REDACTED]

ATTENDANCE PERCENT [REDACTED]

GRADE [REDACTED]

CONDUCT: [REDACTED]

FIRST SEMESTER 1996-1997	
[REDACTED]	[REDACTED]
MATH	[REDACTED]
LIFE SCIENCE	[REDACTED]
PHYS ED	[REDACTED]
MUSIC	[REDACTED]
LANGUAGE ARTS	[REDACTED]
TEXAS HISTORY	[REDACTED]
FINE ARTS	[REDACTED]
MUSEUM SCIENCE	[REDACTED]

SUBJECT AVERAGE [REDACTED]

GRADE POINT AVERAGE [REDACTED]

CLASS RANK: [REDACTED]

CLASS SIZE: [REDACTED]

*Joy Guercio*

JOY GUERCIO, PRINCIPAL



WEST HOUSTON CHARTER SCHOOL TRANSCRIPT

APPLICATION

14333 FERN HOUSTON, TEXAS 77079 PHONE (281) 497-7420 FAX (281) 497-4775

PEIMS ID: [REDACTED]

DAYS ATTENDED [REDACTED]  
ATTENDANCE PERCENT [REDACTED]

GRADE [REDACTED]

CONDUCT: [REDACTED]

FIRST SEMESTER 1996-1997	
[REDACTED]	[REDACTED]
MATH	[REDACTED]
LIFE SCIENCE	[REDACTED]
PHYS ED	[REDACTED]
MUSIC	[REDACTED]
LANGUAGE ARTS	[REDACTED]
TEXAS HISTORY	[REDACTED]
FINE ARTS	[REDACTED]
MUSEUM SCIENCE	[REDACTED]

[REDACTED]

SUBJECT AVERAGE [REDACTED]  
GRADE POINT AVERAGE [REDACTED]

CLASS RANK: [REDACTED]  
CLASS SIZE: [REDACTED]

*Joy Guercio*

JOY GUERCIO, PRINCIPAL

[REDACTED]

WEST HOUSTON CHARTER SCHOOL TRANSCRIPT

APPLICATION

14333 FERN HOUSTON, TEXAS 77079 PHONE (281) 497-7420 FAX (281) 497-4775

PEIMS ID: [REDACTED]

[REDACTED]

DAYS ATTENDED [REDACTED]  
ATTENDANCE PERCENT [REDACTED]

[REDACTED] GRADE

CONDUCT: [REDACTED]

FIRST SEMESTER 1996-1997	
[REDACTED]	[REDACTED]
LANGUAGE ARTS	[REDACTED]
U. S. HISTORY	[REDACTED]
MATH	[REDACTED]
EARTH SCIENCE	[REDACTED]
MUSIC	[REDACTED]
PHYS ED	[REDACTED]
FINE ARTS	[REDACTED]

[REDACTED]

SUBJECT AVERAGE [REDACTED]  
GRADE POINT AVERAGE [REDACTED]

CLASS RANK: [REDACTED]  
CLASS SIZE: [REDACTED]

[REDACTED]

*Joy Guercio*

JOY GUERCIO, PRINCIPAL

# WEST HOUSTON CHARTER SCHOOL

FALL SEMESTER 1996

JOY GUERCIO - PRINCIPAL

[Redacted]

Grade

Days Present: [Redacted]

Conduct: [Redacted]

SUBJECT	TEACHER	1ST 6 WEEKS	2ND 6 WEEKS	3RD 6 WEEKS
Math	Fuentez	[Redacted]	[Redacted]	[Redacted]
Life Science	Fuentez	[Redacted]	[Redacted]	[Redacted]
Phys Ed	Garcia	[Redacted]	[Redacted]	[Redacted]
Music	Jolosky	[Redacted]	[Redacted]	[Redacted]
Language Arts	Bossin	[Redacted]	[Redacted]	[Redacted]
Texas History	Bossin	[Redacted]	[Redacted]	[Redacted]
Fine Arts	Gibson	[Redacted]	[Redacted]	[Redacted]
Museum Science	Fuentez	[Redacted]	[Redacted]	[Redacted]

Accomplishments: [Redacted]

Areas to Improve:

Student Signature

Parent Signature

Principal's Signature

**West Houston Charter School  
Second Six Weeks Fall 1996**

**Progress Report**

APPLICATION

[REDACTED]

F

---

<i>Teacher</i>	<i>Subject</i>	<i>Grade</i>
Fuentez	Math	[REDACTED]
Fuentez	Science	[REDACTED]
Jolosky	Music	[REDACTED]
Garcia	Phys Ed	[REDACTED]
Bossin	Language Arts	[REDACTED]
Bossin	Social Studies	[REDACTED]
Gibson	Fine Arts	[REDACTED]

*Teacher Comments*

[REDACTED]

- LEGEND: 100 to 90 = A**  
**89 to 80 = B**  
**79 to 75 = C**  
**74 to 70 = D**  
**69 to 50 = F**

**PLEASE SIGN AND RETURN THIS FORM TO SCHOOL BY FRIDAY  
OCTOBER 25, 1996.**

[REDACTED]

PARENT SIGNATURE

If you have any questions about your child's grades, please call the school @ 497-7420 and the teachers will be glad to discuss it with you.

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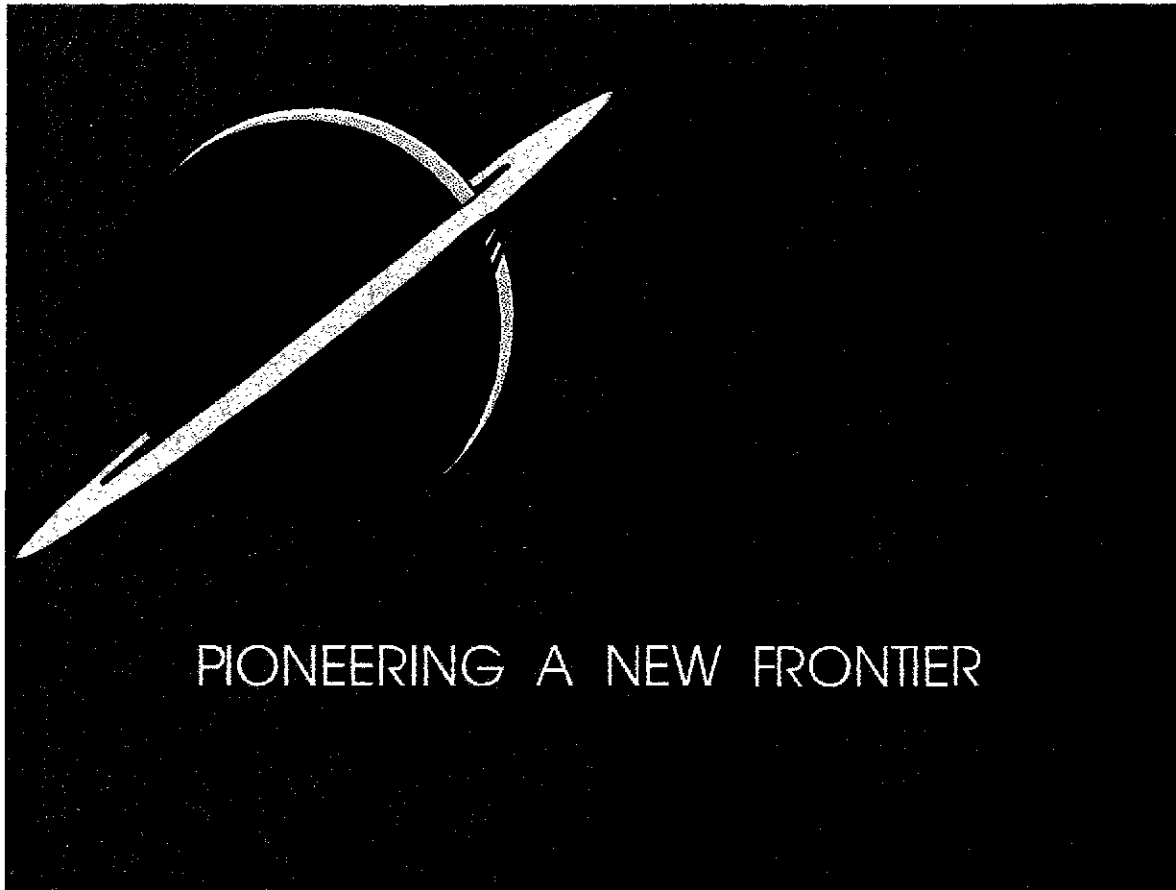
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4 pages have been withheld

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# WEST HOUSTON CHARTER SCHOOL



PIONEERING A NEW FRONTIER

## Supplement

## January 26, 1996

TEA DOCUMENT  
CONTROL CENTER  
1996 JAN 30 PM 4: 18

APPLICATION

00051

# INDIVIDUALIZED INSTRUCTION





APPLICATION

00053

# Inclusion is...

00054

- **Children with disabilities who attend their neighborhood school**
- **A method of schooling which emphasized collaboration by melding special and regular education resources**
- **Supporting regular educators who have children with disabilities in their classrooms**
- **Children learning side by side, even though they may have some different educational goals**
- **Regular education teachers using innovative strategies for the varied learning styles of all children in the class**
- **Integrating related services in the regular classroom**

**L.D.A.H.  
774-6405**

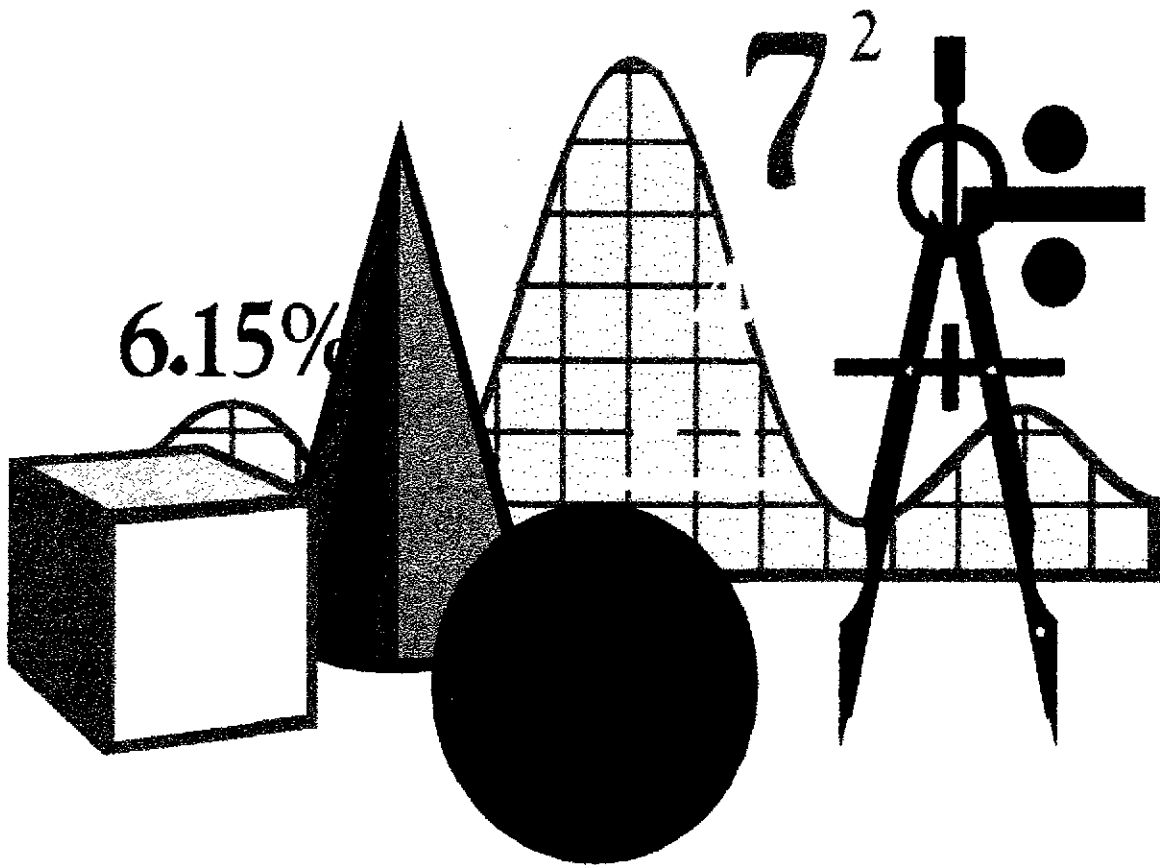
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*PEAK, 1988*

# Inclusion is not...

- **Dumping children with disabilities into regular classes without the supports and services they need to be successful**
- **Trading off the quality of a child's education for integration or the intensive support services the child may need**
- **Doing away with or cutting back on special education services**
- **Ignoring each child's unique needs**
- **All children having to learn the same thing, at the same time, in the same way**
- **Expecting regular education teachers to teach children who have disabilities without the support they need to teach all children effectively**
- **Sacrificing the education of typical children so that some children can be integrated**

# MATH AND SCIENCE



Dear Prospective Kumon School:

Thank you for your interest in the Kumon Method of learning. If you have been searching for a method to improve the math skills of each and every one of your students, Kumon can help! We offer a system that is so defined and individualized that it returns the remedial student to their needed basic skills while allowing the advanced student to explore beyond grade level. Because Kumon is a supplemental math program, it will not replace your current math curriculum but will instead strengthen it.

The cost for the program is \$7.00 per student per month. The cost is pro-rated when the Kumon Program is started within the course of the school year. A minimum of twenty students must use Kumon, in addition to the requirement that the entire class use the Kumon Method. Exceptions are made for special programs, Chapter I, Special Education, etc. The enclosed Explanatory Letter contains many more details regarding the Kumon In-School Program.

After you make the decision to utilize the Kumon Method, complete and return the enclosed application. Upon receipt of the application (please make a copy for your records), we will ship the necessary materials your school will need in order to inservice your teachers in the Kumon-Method. Please allow four weeks in order to implement the Kumon Program.

To answer the question, "What can our teachers do to improve student math scores?", give Kumon a try. Kumon can help!

Sincerely,



Yozo Ogawa  
General Manager

**REPETITION**

If there are too many mistakes, or it takes too long to complete the problems, the student must repeat the same set. The student is taught that repeating does not indicate failure, merely a need to practice the math more in order to learn the math facts or how to solve the problem. A student should be comfortable with math. Constantly struggling to find a correct answer can create negative feelings toward math. This feeling of comfort can be achieved with Kumon.

**PROGRESS**

The work is divided into a series of levels containing approximately one year of school work. Even though a student will start below what is considered grade level he will complete at least two years of math each school year he uses Kumon if the program is used in the prescribed manner. In many cases, students have accomplished more than two levels of math in a school year. After completing the two hundred worksheets in a level the student must pass an Achievement Test in order to proceed to the next level. The Achievement Test will help the teacher determine if the student has mastered the material and is ready for more advanced work. (A special lesson plan is available for middle school and high school students to allow more rapid advancement to age appropriate materials).

**MANIPULATIVES**

Puzzles and Number Boards are available, at an additional cost, for the younger student.

**WORD PROBLEMS**

Although the emphasis is on computation skills, some word problems are included in the Kumon Math Program. It is assumed that the student will be receiving creative problem solving skills in their regular classroom activities.

**TIME ON TASK**

Kumon is used approximately ten to twenty minutes a day, including corrections, and is labor intensive. For schools that use "periods", and do not wish to sacrifice this much time from the regular instruction, we recommend taking three minutes from each period to establish a separate Kumon period.

**TEACHING KUMON**

The method in which the material is presented is essentially self-taught, enabling the teacher to help the student who occasionally has a problem without neglecting the remainder of the class. The teaching of creative problem solving and the Kumon practice of computation can compliment each other and give the student a well-balanced understanding of math.

## 333 INNER-CITY STUDENTS ADVANCE IN MATH

At **OSBORNE ELEMENTARY SCHOOL** in **HOUSTON'S INDEPENDENT SCHOOL DISTRICT** an overall 13% increase between pre-test and post-test scores for the 333 participating students indicates a better than successful Math year for the school. The statistical analysis of percentage of correct answers for each test was reinforced by a t-test\* applied to the data.

### Percentage of Correct Answers

Teacher	Pre-Test	Post-Test
01	85	93
02	68	77
03	33	45
04	55	68
05	51	68
06	66	95
07	65	87
08	72	89
09	89	97
10	80	83
11	75	84
12	71	80
13	49	71
14	89	92
15	89	95
16	83	96
17	65	92
18	51	84

Using the accepted formula for calculating the t-value, results showed a 6.86 increase from pre-test to post-test for the eighteen teachers at Osborne Elementary. This is significant because a t-value that exceeds 3.965 would indicate a definite increase and that the difference was not by chance. Good news for Osborne!

\* Calculated by use of formula for correlated samples.

## UNUSUAL INCREASE IN SCORES

At **EDGEWOOD MIDDLE SCHOOL IN NINETY SIX, SOUTH CAROLINA**, Teacher Martha Usher, Principal Byron Bowers, and Assistant Superintendent for Instruction Dr. Marilyn Rieger were a little surprised to see that for the first time their 6th Graders, instead of the usual drop in math scores, were doing better than the 6th Graders who have preceded them. The introduction of Kumon Math to these students this year seems to have played a significant role.

They report that in **1992** the SAT (Stanford Achievement Test) showed that **31%** of the **NEW-COMERS TO MIDDLE SCHOOL** scored at or above the **50 %ile** in math

computation, but in **1993 49%** of the new batch of 6th Graders were at or above the **50 %ile**. Then in **Total Math 42%** of the same **1992** students scored at or above the **50 %ile**, while **54%** of the **1993** 6th Grade students scored at or above the **50 %ile**. Principal Bowers calls it a "dramatic increase", since the pattern has been that 6th Graders' scores drop. "That is probably partially due," says Dr. Rieger, "to all the changes they are undergoing at this age, including the changes from the elementary school routines to middle school routines. But, we do feel that Kumon made the difference in our scores in the area of their computational skills." For that many more students to be doing so much better both in Computation and Total Math is a record for which Edgewood can be justifiably proud.

## DRAMATIC TEST SCORE COMPARISONS FROM BYESVILLE, OH

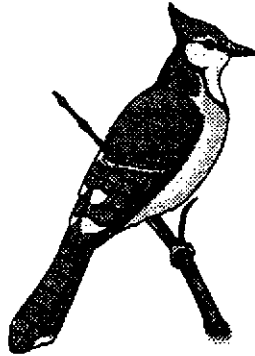
Although Sister Mary Daniel Bohren, Principal of **HOLY TRINITY CENTRAL ELEMENTARY SCHOOL IN BYESVILLE, OHIO**, tries not to make too much of her students' Math scores compared to the National Average, and their own Diocesan Average . . . those scores are, nevertheless, quite impressive. She prefers, she says, to compare the growth patterns from one year to another . . . or one group of students from grade to grade. She charts this every year from the ITBS (Iowa Test of Basic Skills), and those results are also impressive.

Sr. Mary Daniel has graciously shared all the test data with Kumon Kronicles, however, in the interest of space the Kronicles is reproducing only the percentage figures as shown on the ITBS reports to the School. The 5th, 6th and 8th grade comparisons were selected for statistical analysis since these classes had a minimum of 9 students, thereby resulting in more meaningful averages.

The testing took place in October of 1991 at the end of the first year of Kumon Mathematex. The following figures are taken directly from the ITBS score sheets. Code as follows: **N** = % of students **NATIONALLY**, answering questions correctly, compared to the Norm (determined by ITBS); **R** = % of students **REGIONALLY (IN HOLY TRINITY'S DIOCESAN SYSTEM)**, answering questions correctly; **C** = % of students in given class **AT HOLY TRINITY**, answering questions correctly.

	N	R	C
<b>5th Grade (Class of 13)</b>			
<b>MATH COMPUTATION</b>	58	62	79
<b>MATH CONCEPTS</b>	52	62	72
<b>MATH PROBLEM SOLVING</b>	47	59	70
<b>6th Grade (Class of 9)</b>			
<b>MATH COMPUTATION</b>	55	59	76
<b>MATH CONCEPTS</b>	52	62	74
<b>MATH PROBLEM SOLVING</b>	48	59	67
<b>8th Grade (Class of 14)</b>			
<b>MATH COMPUTATION</b>	51	59	78
<b>MATH CONCEPTS</b>	53	66	85
<b>MATH PROBLEM SOLVING</b>	50	63	69

When asked if these comparative high scores might reflect generally above-average students and teachers insisting on adherence to parochial school standards, Sr. Mary Daniel responded, "Actually, the numbers in the results seem to say that, although standards are pretty much the same from school to school in our Diocese, this school's math scores are considerably higher. . . Really, we are not at all above average in make-up of students. But we do feel that Kumon is a well-honed tool for helping students achieve excellence in math skills, and though it takes hard work and a good percentage of a teacher's time, I really do think it's worth it."



**Texas Wildlife Rehabilitation Coalition, Inc.**

**Mission Statement:** To rehabilitate and release orphaned and injured Texas Wildlife. To provide education and instruction in wildlife rehabilitation and conservation. To maintain qualified and credentialed staff to aid in the recovery from an environmental disaster. To stimulate, encourage and support scientific investigations into areas related to management, rehabilitation and conservation of wildlife and its habitats.



Texas Wildlife Rehabilitation Coalition  
P.O. Box 19030  
Houston, TX 77224  
(713)468-8972  
(713)467-9834 (Fax)



Zana N., Bill O., Renee P., Elsie R., Leyda R., Diana S., Tamara and Tiffany S., Vivian S., and Dennis W. Many hands certainly make lighter work.

**Shelter Opportunities:** There are some wonderful volunteer opportunities currently available at the Shelter. Please contact Leanne Falkingham at 468-0355 ASAP if you are interested in any of the following positions:

**Youth Co-ordinators.** Several adults are needed to work with high school students who will be creating a series of children's programs for TWRC. The 1 hour programs will be advertised to the public and will offer wildlife games, crafts and educational opportunities for young children. The Youth Co-ordinators must be willing to work at least one weekend shift per month helping the high school students to adequately plan, prepare for and execute a series of programs.

**Historian:** 1 volunteer is needed to carefully organize, file and store TWRC's archival material and newsprint articles. This position will take approximately 20 hours of organizational work in the beginning (you may choose your own schedule) and will then require approximately 1 hour per week for upkeep.

**Seminar organizers:** Several volunteers are needed to assist with the behind-the-scenes organization of large seminars. Duties may include scheduling, correspondence, arranging for lunches, organizing set-up and clean-up crews, etc. Volunteers may choose to help with 1 seminar or multiple seminars throughout 1996.

**Writers:** People with experience in creative, business or journalistic-style writing are needed to write newsletter articles, grant proposals and letters to businesses.

**Artists:** TWRC needs artistic volunteers to design coloring pages, create designs for buttons or posters, and draw wildlife portraits for fund-raiser literature.

Renee Phillips prepared and presented TWRC's first volunteer orientation on Saturday, November 11th. She did a great job and we would like to thank all of the volunteers who attended. Renee will be giving volunteer orientations every second Saturday from 12:00 to 2:00. All new volunteers are encouraged to attend an orientation as soon as they can. The next 3 orientations are scheduled for December 2, January 13 and January 27th.

January 7, 1995 10:00 to 4:00 - Intermediate Shelter volunteer training.

January 13, 1995: 12:00 to 2:00 - New volunteer orientation

January 20, 1995: 10:00 to 4:00 - tentative Oil Spill workshop

January 27, 1995, 12:00 to 2:00 - New volunteer orientation

We have contact with Eagle Scouts through Jay Traylor who may be willing to build cages, flight cages, etc., for TWRC volunteers. The scouts will also keep materials costs very low. Rehabilitators should contact Leanne Falkingham if they have any building projects that the scouts can undertake.

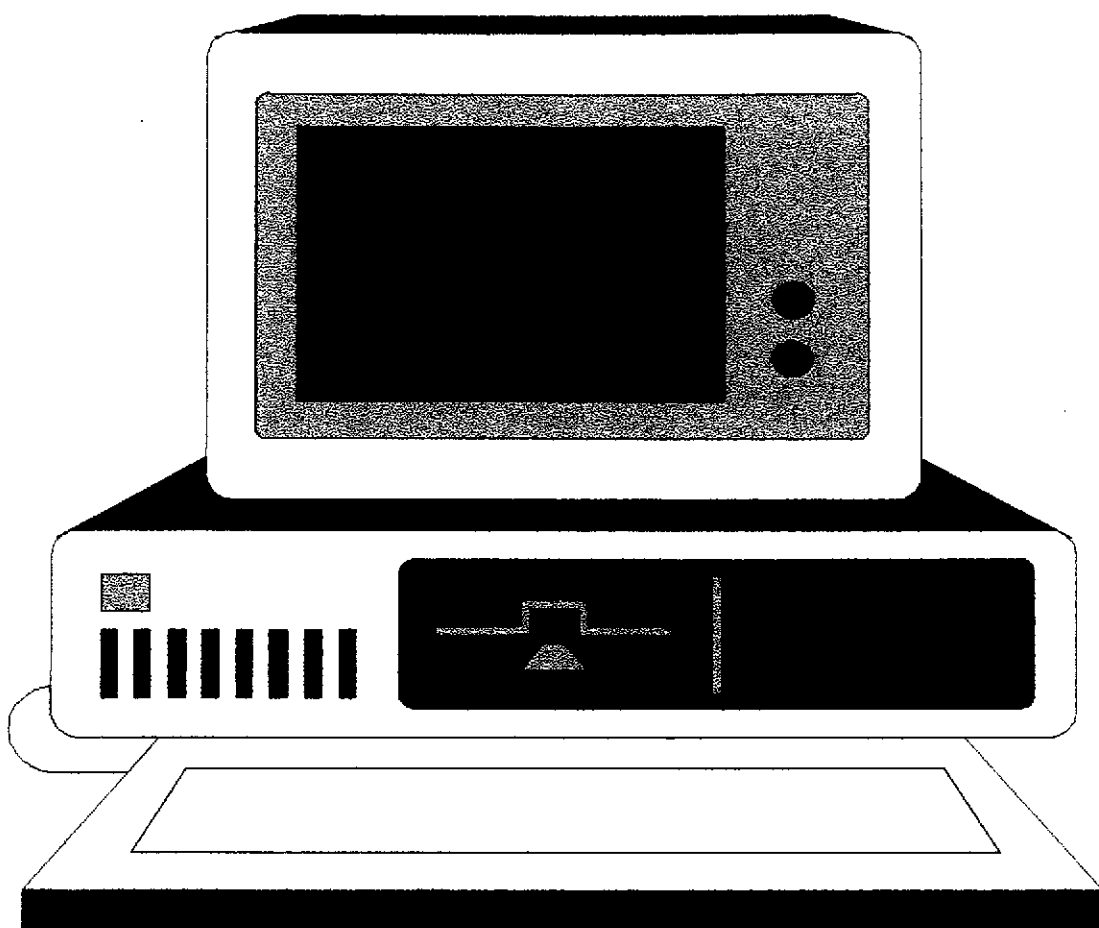
## Species Spotlight Northern Cardinal

One bird that even novice backyard bird watchers have no trouble identifying is the male Northern Cardinal (*Cardinalis cardinalis*), or "redbird", as he is known over much of the south. He is a brilliant red bird with a heavy-duty red bill, accented by a black facial mask and a jaunty crest. The female is much less flashy, with overall grayish-olive plumage which has pale reddish highlights on the wings, tail and crest. Her orangish-red bill serves to distinguish her from the older juveniles, which have similar plumage and a dark bill. Young juveniles are more grayish. In western and southern Texas, the females are easily confused with the Pyrrhuloxia (*C. sinuatus*, a close relative), but we don't normally have that problem on the upper Texas coast. Northern Cardinals are among our most easily recognized and most popularly known birds, and they have been chosen as the official state bird of Kentucky, Delaware, Illinois and Indiana.

Cardinals belong to the subfamily Cardinalinae, which also includes grosbeaks, new world buntings, and the Dickcissel. All members of this group exhibit pronounced sexual dimorphism, with the brightly colored males contrasting sharply with the more subdued colors of the females. The length of adult cardinals varies between 7.5" and 9" (19-23 cm.), with a wingspan of approximately 12" (30 cm.) A strong conical bill is also characteristic of these species, which are predominantly seed eaters. There are 39 species of Cardinalinae worldwide. In North America there are 12 different species, including just the two members of the genus *Cardinalis*.

Northern Cardinals are generally non-migratory, and their normal range covers most of the eastern US, portions of southern Arizona and New Mexico, southeastern Canada, and extends southward into central Mexico and Honduras. Their North American range has been expanding recently, probably due at least in part to the increased popularity of backyard

# ***COMPUTER***



# ***TECHNOLOGY***

# HOUSTON EDUCATION RESOURCE NETWORK

APPLICATION



INTERNET ADDRESS:  
[HTTP://WWW.RICE.EDU/HERN](http://www.rice.edu/HERN)

## WELCOME

THIS PACKET CONTAINS THE FOLLOWING:

- BASIC INFORMATION- ALL ABOUT HERN INCLUDING SIGNUP FORMS
- HERN SAMPLES- "HOME PAGE" AND OTHER COMPUTER SCREENS USERS WILL SEE
- HERN RESOURCE DATA SHEET- FOR INPUTTING RESOURCE INFORMATION IN HERN DATABASE

FOR INFORMATION, DEMONSTRATIONS, AND ASSISTANCE, CONTACT DEANNA TEEL OR RENEE REINECKER AT THE HERN OFFICE VIA PHONE OR E MAIL:

DEANNA TEEL-E-MAIL-

RENEE REINECKER-E-MAIL-

HOUSTON EDUCATION RESOURCE NETWORK  
1600 SMITH STREET, SUITE 4300  
HOUSTON, TX 77002-7345

PHONE: 713-951-7810

FAX: 713-951-7709

EMAIL:

00063

# HERN Basic Information

APPLICATION



INTERNET ADDRESS  
[HTTP://WWW.RICE.EDU/HERN](http://www.rice.edu/HERN)

THE HOUSTON EDUCATION RESOURCE NETWORK (HERN) WAS CONCEIVED IN 1993 AS A GIFT TO THE HOUSTON COMMUNITY. HERN HAS BEEN MADE POSSIBLE BY A GRANT AND SUPPORT STAFF FROM THE ROBERT AND JANICE MCNAIR FOUNDATION IN COLLABORATION WITH RICE UNIVERSITY, HOUSTON NETWORKS (CO-SPONSORED BY THE HOUSTON COMMUNITY COLLEGE SYSTEM AND THE HOUSTON INDEPENDENT SCHOOL DISTRICT WITH FUNDING SUPPORT FROM THE FORD FOUNDATION) AND WITH THE INVOLVEMENT OF THE TEXAS BUSINESS AND EDUCATION COALITION, UNITED WAY, VOLUNTEER CENTER, HOUSTON PUBLIC LIBRARY, CULTURAL ARTS COUNCIL, OTHER AREA SCHOOL DISTRICTS, UNIVERSITIES AND PUBLIC AND PRIVATE COMMUNITY ORGANIZATIONS.

THE MISSION OF HERN IS SIMPLE:

*To help Houston's students learn and succeed by providing an electronic information highway that efficiently links community resources to the needs of the students, their families, teachers and schools and helping provider organizations work together more effectively.*

TECHNOLOGY HAS GIVEN US THE BEST OPPORTUNITY WE HAVE EVER HAD FOR EFFICIENTLY MATCHING OUR ABUNDANCE OF RESOURCES WITH THE NEEDS OF OUR COMMUNITY. HOUSTON IS THE FOURTH LARGEST CITY IN THE NATION. WE ARE SPREAD OUT AND DIVERSE, AND THE COMPLEXITY OF THE CHALLENGE TO EFFICIENTLY LINK OUR RESOURCES TO THE GREATEST NEEDS CAN NOT BE UNDERESTIMATED. HERN IS THE ANSWER FOR ALL OF US WHO HAVE SAID AT ONE TIME OR ANOTHER, "WHERE CAN I FIND HELP?", "IF ONLY WE HAD AN INVENTORY OF EXISTING PROGRAMS", "HOW DO I GET INVOLVED?", "I HAVE THIS TO OFFER", "WHAT OTHER ORGANIZATIONS CAN I NETWORK WITH?", ETC... HERN IS THE FIRST OF ITS KIND IN THE NATION, AND HAS BEEN FULLY ON-LINE SINCE THE END OF SUMMER, 1995. THERE IS NO COST TO THE USERS OF HERN.

# Educational Links

APPLICATION



Texas Education Agency



U.S. Department of Education



Tenet

Authorized through the leadership of the 71st Legislature and developed by the collaborative efforts of the Department of Information Resources, the Texas Education Agency, and The University of Texas, provides a nationally recognized equitable, cost-effective information and communication resource for Texas educators and children. This includes Legislation-SB1.



TCET



Educational Resources Information Center (ERIC)

The ERIC database, the world's largest source of education information, contains over 850,000 abstracts of documents and journal articles on issues such as performance assessment, system reform, and K-12 computer networking.



Federal Information Exchange Database (FEDIX)

FEDIX provides information to the higher education community on a wide range of federal agency programs including research opportunities, program contacts and scholarships.



Minority Online Information Service (MOLIS)

The MOLIS database provides comprehensive research and institutional data on Historically Black Colleges and Universities and Hispanic Institutions.



Armadillo

Providing Texas resources and a view of the future to the K-12 educational community since December 1993. Designed for the middle school student and teacher in mind. It presents information about Texas natural and cultural history to support an interdisciplinary course of study around themes of interest to students involved in their surroundings. A reference for the teacher in preparing lessons, student in conducting research, for material to print and pass out to students, projects to be done in the classroom, collaborative projects with other students and teachers across the nation.

[Go to University Links](#)

[Go to Governmental Links](#)

[Go to Museum and Libraries Links](#)

[Go to Non-Profit Organizations Links](#)

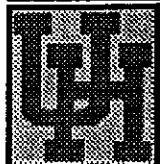
[Go to Links Homepage](#)

[Return to HERN Homepage](#)

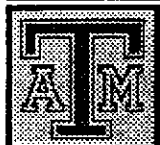
00065



[Rice University](#)



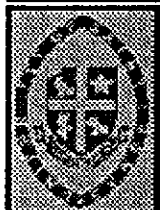
[University of Houston](#)



[Texas A&M University](#)



[University of Texas](#)



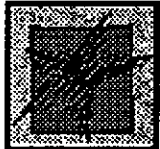
[University of St. Thomas](#)



[Texas Southern University](#)



[Houston Community College](#)



[North Harris County Community College](#)

## Other University Links

[Houston Baptist University](#)

[Texas Gulf Coast Community College Consortium](#)

[Other Texas Universities and Colleges](#)

[Go to Educational Links](#)

[Go to Governmental Links](#)

[Go to Museum and Libraries Links](#)

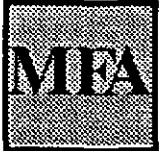
[Go to Non-Profit Organizations Links](#)

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# Museum & Library Links

APPLICATION



[Museum of Fine Arts, Houston](#)



[Houston Museum of Natural Science](#)



[Houston Public Library](#)

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[U.S. Department of Education](#)



[The White House](#)



[NASA](#)

## Other Governmental Links

[City of Houston](#)

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# United Business Machines

INCORPORATED

Computers & Electronic Group

WEST HOUSTON CHARTER ALLIANCE  
ATTN: DIANA HOOTEN

01-12-95

SUBJECT: QUOTE ON COMPUTERS, NETWORKS AND TRAINING

FILE SERVER : UBM 586/133MHZ. -256K CACHE, 32MEG OF EDO RAM, 1.44MEG. FLOPPY,  
PCI SCSI CONTROLLER, PARALLEL, 2SERIAL, CLOCK, KEYBOARD,  
2 GIGGABYTE SCSI HARD DRIVE, UBM VGA CARD WITH 1MG.  
MONOCHROME VGA MONITOR, CD QUAD SCSI, 300WATT SUPER  
TOWER.

PRICE \$3879.00 EA.

WORKSTATIONS UBM 586/75MHZ. -256K CACHE, 8MEG OF EDO RAM, 1.44MEG. FLOPPY,  
PCI IDE CONTROLLER, PARALLEL, 2SERIAL, CLOCK, KEYBOARD,  
(QTY 60) ATI GRAPHICS XPRESSION PCI 1MG. 15" ADI MONITOR, MINI  
TOWER, CPU FAN, 630 HARD DRIVE PRICE \$1380.00 EA

QTY 61	KATRON PCI TEN BASE T NETWORK CARDS	\$89.00 EA.
QTY 1	NOVELL 3.12 100 USER ON CD FORMAT	\$5099.00
QTY 1	AMERICAN POWER UPS SMART 650	\$369.00 EA
QTY 60	MICROSOFT DOS 6.22 AND MICROSOFT WINDOWS 3.11 AND MS SERIAL MOUSE	\$ 89.00 EA

CABLING RUNS \$120/PER DROP

INSTALLATION RUNS \$450/FILE SERVER \$55/WORKSTATION

PRINTER :	(QTY 1) HP LASERJET 5SI (24 PPM) AND CABLE	\$3009.00 EA
	(QTY 5) HP DESKJET 660C (COLOR BUBBLEJET) AND CABLE	\$409.00 EA.
QTY 60	MICROSOFT WORKS (60 LICENCES)	\$ 36.00 EA.

SUBTOTAL ON PROJECT \$120,717.00

CLASS RATES ARE ATTACHED TO QUOTE

00069

APPLICATION

# facsimile TRANSMITTAL

**to:** Diana Hooten  
**fax #:** 531-1995  
**re:** Price Quote  
**date:** Jan. 16, 1996  
**pages:** 2 page(s) total, including this cover sheet

Diana,  
 Here is your pricing you requested. Please let me know what you decide and give me a call if you have any additional questions. Thanks!

**Configuration:**                      **3 Yr. Lease Rate**                      **Buyout Price**

Pentium 90 Desktop, 16 mgs ram, 1 GB hd, Quad Speed CD-ROM Kit w/ sound card & speakers, 28.8 Internal Fax/Modem 14" SVGA monitor, Dos 6.22, Windows 3.11	\$107 per mo.	Fair Market Value
---	---------------	-------------------

Pricing valid for 30days from above date.

I hope this will work for you. Please let me know if you have any questions. We appreciate your business!

From the desk of...

**Greg Thomas**

**COMPUTER LEASING EXCHANGE  
 CORP.  
 1003 WIRT RD. SUITE 100  
 HOUSTON TX 77055**

tel: (713) 467-9384  
 fax: (713) 467-1348

# THEATER



# FINE ARTS

# **H & H** MUSIC COMPANY

*Houston's Largest Full Line Music Company*

*"Since 1945"*

General Offices:  
11522 OLD KATY ROAD  
HOUSTON, TEXAS 77043-1599  
(713) 531-9222

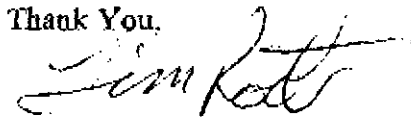
January 18, 1996

Dear Sir,

H & H Music Company would be interested in working with the West Houston Charter School on their music program. H & H Music Co. is a full line music store interested in setting up and teaching music course to the students at West Houston Charter School.

I have been contacted by Diana Hooten, and I am waiting to investigate their situation further

Thank You,



Tim Root  
Digital Education Director

# CREATIVE ALTERNATIVES' 1996 SPRING ART SCHEDULE

Town and Country Mall (# 273), Second Level (Near JCPenney)

(713) 973-6613

Our goals are to foster the creative process and develop elements of art (line, color and form)

- Classes offer students exciting new ADVENTURES in art education.
- Provide opportunities to use their IMAGINATION and develop CREATIVITY.
- Encourage an APPRECIATION of the arts and EXPLORE new media and techniques.

## ART CLASS SCHEDULES -- SPRING, 1996

**K and Pre-K:** Six, one hour classes

Times offered: Wednesdays at 10:00-11:00 A.M., or 1:00-2:00 P.M.

Fees: \$30 for the six, one hour classes

**After School:** Six, one and a half hour classes; for three grade levels

Classes offered for grades 1 to 2, grades 3 to 5, and grades 6 to 9

Time offered: Wednesdays at 4:00-5:30 P.M.

Fees: \$45 for the six, one and a half hour classes

**Saturday:** Five, two hour classes for three grade levels

Classes offered for grades 1 to 2, grades 3 to 5, and grades 6 to 9

Time offered: Saturdays at 10:00-12:00 A.M. and 1:00-3:00 P.M.

Fees: \$50 for the five, two hour classes

## CHOOSE CLASSES FROM DESCRIPTIONS AND DATES BELOW

**Block A: Multimedia-media class:** Students will learn new way to create art using familiar materials.

Activities include print making, drawing, collages, painting, and mobiles.

Dates: Wednesdays, January 3, 10, 17, 24, 31 and February 7, 1996.

Saturdays, January 6, 20, 27, February 3 and 10, 1996.

**Block B: Sculpture:** Students will make three-dimensional art using a variety of material such as clay, plaster, wire, paper, plastic and found objects.

Dates: Wednesdays, February 14, 21, 28, March 6, 13 and 20, 1996.

Saturdays, February 17, 24, March 2, 23 and 30, 1996.

**Block C: Drawing and Painting:** Students explore drawing and painting techniques using pastels, watercolors, tempera, etc. Subject matter will include portraits, still life, and landscapes.

Dates: Wednesdays, April 3, 10, 17, 24, May 1 and 8, 1996.

Saturdays, April 13, 20, 27, May 4 and 11, 1996.

## FILL IN THE REGISTRATION FORM BELOW

Complete and return Registration Form and fees *prior* to the first class to: Creative Alternatives, Town & Country Mall, Suite 273, 800 W. Sam Houston Pkwy North, Houston, TX 77024

Refunds will be given only if cancelled *prior* to first class. Creative Alternatives reserves the right to cancel classes that are undersubscribed and to determine the point at which a class is considered full.



12802 QUEENSBURY  
HOUSTON, TEXAS 77024  
IN TOWN & COUNTRY VILLAGE

APPLICATION

# ACTING CLASSES

## CHILDREN'S

SPRING SEMESTER: Jan. 15, 1996 - April 24, 1996

CHILDREN (6-12 years)  
 Mon. 5:30-7:00 p.m. ...\$295.00 (Total fee)\*  
 Wed. 3:45-5:15 p.m.

TEENS (13-17 years)  
 Wed. 5:30-7:00 p.m. ...\$295.00 (Total fee)\*

I am interested in a Tuesday \_\_\_\_\_ or a Thursday \_\_\_\_\_ class.  
Student's age: \_\_\_\_\_

SPECIAL NEEDS: For students who are physically and/or educationally challenged, call Barbara Lasater at 497-6672 for more information.

\* TOTAL CHILDREN'S FEE INCLUDES:

\$20.00 non-refundable registration fee. Must accompany application  
\$275.00 balance due on first day of class includes \$25.00 production fee. MAY BE PAID BY M/C, VISA OR AMERICAN EXPRESS.

\*\*\*\*\*  
\* ALL CLASSES (ADULT AND CHILDREN) ARE LIMITED TO 15 STUDENTS \*  
\* AND WILL OBSERVE MAR. 11 THRU MAR. 15 FOR SPRING BREAK \*  
\*\*\*\*\*

Return this application form with your \$20.00 registration fee payable to THE COUNTRY PLAYHOUSE to:

Kathy Englander (For more information call)  
 14547 Bramblewood -Kathy Englander: 597-0557 or  
 Houston, Texas 77079 -Barbara Lasater: 497-6672

Student's name: \_\_\_\_\_ Age: \_\_\_\_\_  
 Parent's name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_  
 Enclosed is my payment of \$ \_\_\_\_\_ for the following class(es).  
 Mon 5:30 \_\_\_\_\_ Wed 3:45 \_\_\_\_\_ Teen's Wed 5:30 \_\_\_\_\_  
 Other (specify time and day desired) \_\_\_\_\_  
 Parent's Signature: \_\_\_\_\_  
 If you register for a class which does not make, your registration fee will be refunded.

## ADULT

(18-108 years) 10 weeks: Jan. 31, 1996 - April 10, 1996)  
Wed. 7:30-9:30 p.m. ... \$100.00 Total fee

ADULTS: Please send entire fee to Kathy Englander now  
We already have four people registered.

00074

## APPLICATION

Jan.11,1996

re: Drama classes for proposed Charter School located in Town & Country Mall

Dear Diana,

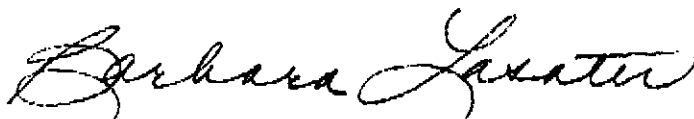
The CPH fifteen (15) week spring semester is \$295.00. This total fee includes a \$20.00 registration fee and \$25.00 performance fee. The classes meet once a week for an hour and a half and end with a showcase production. The three winter productions were "Alice in Wonderland", "Scheherazade" and "Dracula". Days and times are listed in the flyer.

If your thought is to have Drama offered to the student within the school day, then I suggest one of the following:

1. Five (5) days a week - one (1) hour per day.  
\$160.00 a month per student.  
(20 hrs.a month at \$8.00 per hr.)
2. Three (3) days a week - one and a half (1½) hours per day  
\$140.00 a month per student.  
(18 hrs.a month at \$7.80 per hr.)
3. Two (2) days a week - one and a half (1½) hrs.per day  
\$120.00 a month per student  
(16 hrs.a month at \$7.50 per hr.)
4. One (1) day a week - two (2) hrs. per day  
\$60.00 a month per student  
(8 hrs. a month at \$7.50 per hr.)

I have spoken to John Wilson of Symmetry Photography about the video and he ,too, has expressed an interest. I have an appointment with him Saturday at which time I will fill him in on the little that I know. I will give him your phone number, and he will contact you directly regarding your needs and ideas.

I wish you great success with this endeavor. This is no mean project you have undertaken; but one certainly worth the effort. I look forward to hearing from you.



Barbara Lasater  
11921 Southlake Dr.  
Houston, Texas 77077  
(713)497-6672



W H C S



**Berlitz Jr.**  
125 Main Street  
Westport, Connecticut 06880  
Tel: 203.222.0602  
800.528.7929  
Fax: 203.226.4224

APPLICATION

January 17, 1996

**Susan Jacoby**  
Director, Berlitz, Jr.

Ms. Diana Hooten  
West Houston Charter School  
12852 Westleigh  
Houston, TX 77077

Instruction  
Translation  
Publishing

Dear Ms. Hooten:

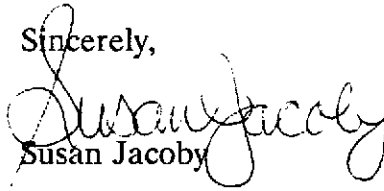
Thank you for thinking of Berlitz as you anticipate the curriculum design for the West Houston Charter School which you hope to begin in the new school year 1996-1997. I am mailing you information about Berlitz Jr. to acquaint you in more detail with our services.

As we discussed, I am providing you with a range of options that provide second language instruction for different class lengths, different weekly frequencies, and different school year lengths. This proposal provides for either a single language instructional course for the school year or a language survey program of two languages (one each semester).

The proposal assumes that there will be approximately 20 students per class section and that classes will be taught consecutively with 5 minutes between classes if teacher must move from room to room and that if appropriate, lunch time will be included. Berlitz will provide native-fluent instructors and substitutes, if necessary; supervision of the teacher(s) and program from the Berlitz Language Center in Houston; a parent/faculty orientation for each language; and appropriate reporting in keeping with the school philosophy.

If the proposed options do not meet your financial requirements or academic needs as you work to finalize the curriculum, please call me at 800-528-7929 to discuss with me the type of program that we can design to do this. I look forward to hearing from you as the Berlitz Language Center in Houston would like to have the opportunity to provide world language instruction at your new school.

Sincerely,

  
Susan Jacoby

## What's Berlitz Jr.™?

It's a foreign language/ESL teaching service for schools (K-12) providing teachers, curriculum, materials, and supervision.

**Advantages of having Berlitz Jr. at your school include:**

**Results!** The Berlitz Method works. Your students get a positive and successful foreign language experience.

**Turn-key programs.** Berlitz provides staffing and supervision, and even a parent/faculty orientation.

**Flexibility.** Programs are custom-designed to meet your financial requirements and academic needs.

For a free copy of *Research on Foreign Language Learning and Children*, call (800) 528-7929. ■

—BERLITZ



## What is the Berlitz® Method?

**B**erlitz Jr. utilizes a special adaptation for children of the renowned Berlitz Method.

But what exactly is this Method?

Over the years, the name Berlitz® – like those of such products as Kleenex® and Xerox® – has become synonymous with that which it represents. The mere mention of "Berlitz" evokes an image of someone successfully speaking French, or German or Mandarin, for example, having effortlessly acquired the new language "overnight" via the renowned Berlitz Method.

As with all instant images, however, this one is oversimplified. While the Berlitz Method is effective (particularly with frequent exposure to the new language) and enjoyable, it is not a magic pill.

The principles of the Berlitz Method, however, are deceptively simple. The points which follow explain this Method, which has become so widely accepted over its 116-year history as the quintessential way to acquire a new language. (For large groups of children, the Method is modified.)

1. Only the new language is spoken in class, starting with the first greeting of the teacher.
2. Emphasis is placed on oral proficiency. Students learn to read and write only what they have already learned to say and understand.
3. Students absorb the grammatical system naturally, by using it.
4. Students learn to *think* in the new language, not to translate it; they associate new words with objects and ideas presented graphically in class.
5. Every Berlitz teacher must have a native command of the language being taught.

While Berlitz's unique system of instruction has been refined, enriched, and modernized, these elements remain at the heart of today's courses, experienced by more than 35 million people in 31 countries. ■

## What Parents Can Do to Help Their Child Learn a Foreign Language:

- ✓ Ask your child to teach you what he learned in class.
- ✓ Practice speaking the new language. Encourage your child to speak up in class, whether together with his classmates, or alone, as the teacher directs.
- ✓ Take your child to the foreign foods department of the supermarket and ask her to read labels to you.
- ✓ Try to find a store that sells foreign magazines and show your child what he will be able to understand if he concentrates in class.
- ✓ Take any opportunity to point out places where foreign languages are used: on billboards, in advertisements, on the radio or

television. This will help show the importance of learning a new language.

- ✓ Label objects around the child's room or throughout your home in the new language. Always use the article, if appropriate.
- ✓ If you have any friends who speak the language, invite them over or start corresponding in the language. ■



## Five Tips for Improving Listening Skills

1. Speak with a softer voice.
2. Give more dictations.
3. Play the telephone chain game with teams.
4. Teach a foreign language.
5. Even better, hire *Berlitz Jr.™* to teach a foreign language to your students. ■

# Foreign Language Outsourcing:

## A Cost-Effective Alternative

by Bernabe Feria, Ph.D.

In today's global village, the need to internationalize our curricula through language proficiency and cross-cultural understanding is undisputed. Also undisputed is the research which demonstrates that the earlier a child begins foreign language study, the more likely (s)he will not only achieve greater proficiency, but also reach higher levels of cognitive development at an earlier age than monolingual peers. Happily, this research applies to every child, regardless of any such labels as "average" or "gifted" or "challenged."

In a perfect world, then, all schools would feature a varied menu of language programs starting at the elementary level, when our children are cognitively, affectively, and socially more flexible than adolescents or adults, and therefore naturally "efficient" language learners.<sup>1</sup> Further, our adolescents and teens would continue to build their language skills, on the path towards success in the world job market, as well as to an appreciation of other cultures.

Unfortunately, our perfect world is shattered by one unpleasant reality—economics.

Ours is an era of "downsizing"; yet we've also made "curriculum enrichment" the buzzword of education. When "rich" is the last word to be applied to district budgets, just how can we enrich?

As a solution, more and more educators are turning to outsourcing. By "contracting out" for teachers of certain specialties, schools can responsibly expand course offerings, without depleting precious resources in an attempt to

<sup>1</sup> *Eric Digest*: The Need for Foreign Language Competence in the United States, November 1986.



*Hudson County Area Vocational-Technical Schools' Superintendent, Frank J. Gargiulo (far left), joins students on a field trip to Panasonic.*

maintain on staff an expert in every field. The teaching of foreign languages lends itself particularly well to outsourcing.

Berlitz Jr., a division of the well-known foreign language company Berlitz International, Inc., is enjoying healthy growth because it provides customized teaching services to students in K through 12 on a contractual basis with public and private schools. Just how do schools benefit?

### A Wide Range of Languages

Schools are able to offer their students a wide range of language choices, without the administrative burden and expense of a large internal language department. (Indeed, school officials often note that on the elementary level, teachers of any foreign language are hard to come by.) For example, Orchard Lake Middle School in West Bloomfield, Michigan, offered Japanese, Russian, and Arabic to all students, selecting these languages because of their presence in the community. After completing the initial program, students elected to continue their study of Japanese.

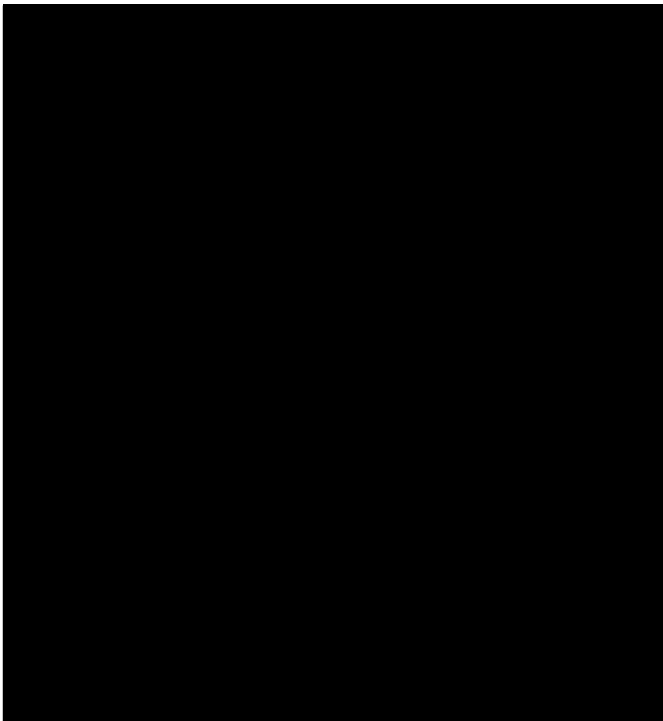
Not only is variety provided, but so, too, are other expected features of a full-service language department: teacher recruitment and training, administrative support and testing. Moreover, Berlitz instructors are all native-fluent — a key consideration, given children's natural proclivity

for imitation. With Berlitz, they will develop authentic intonation and pronunciation.

What about cost? Programs usually range from \$2,500 to \$90,000. And of course, the prerequisite of a good value is efficacy: the renowned Berlitz Conversational Method *works*, and has worked for over 100 years and for over 30 million students.

## Flexibility

Programs are designed around the school's needs and schedules. In addition, Berlitz Jr.'s pedagogical team will work with the teachers to integrate language learning into their basic curriculum, as well as facilitate thematic learning. In Hudson County, NJ, High Tech High School offered Japanese to round out its curriculum, which included Japanese culture, history and judo. An International Baccalaureate elementary school program teams Berlitz with staff teachers to synergize foreign languages with social studies. A Long Island elementary school offered French, Italian, Japanese, and Spanish in the early evenings, so mothers and fathers could take part along with their children.



A Berlitz Jr. Japanese class at Orchard Lake Middle School in Michigan taught by Mrs. Fumiko Miyazaki.

In addition to "foreign" languages, "English as a Second Language" courses have also proven a

successful offering in Denver and other school districts.

## APPLICATION

## Immediacy

Among Berlitz Jr.'s most compelling benefits is *readiness*. Ralph Fessler, a professor of education at Johns Hopkins University, sees outsourcing educational programs as a viable path around institutional red tape. "It's no secret that school bureaucracies have grown to the point where change is difficult," he says. "We really need to look at [this approach] to see if it can solve our problems."<sup>2</sup>

Berlitz Jr. has taken the best of the proven Berlitz Conversational Method and designed curricula and learning materials around the needs of children, incorporating activities to keep them involved and enthusiastic. Special parent-faculty orientations are given to explain the Method and encourage support and involvement.

Nationwide, today's schools are planning for the future by promoting cultural diversity. With Berlitz, there is a head start available. It provides the freedom to customize -- without missing the opportunity of beginning right away.

<sup>2</sup> Del Stover, "School Boards Seen Benefits of Contracting Out Educational Programs," *School Board News*, Dec. 22, 1992, p. 8.

A linguist for more than 25 years, Dr. Fera began his teaching career with Berlitz in 1977. He has served as the Chicago District Pedagogical Director, and is now the National Pedagogical Director for the United States and Canada.

## - F R E E -

Please contact Berlitz Jr. today for your complimentary copy of their compilation of "Research on Foreign Language Learning and Children," or for a fact sheet of Berlitz Jr. programs which are available for your school.

**Margaret Sapir, Director  
Berlitz Jr.  
125 Main Street - Suite 370  
Wesport, CT 06880  
(800) 528-7929**

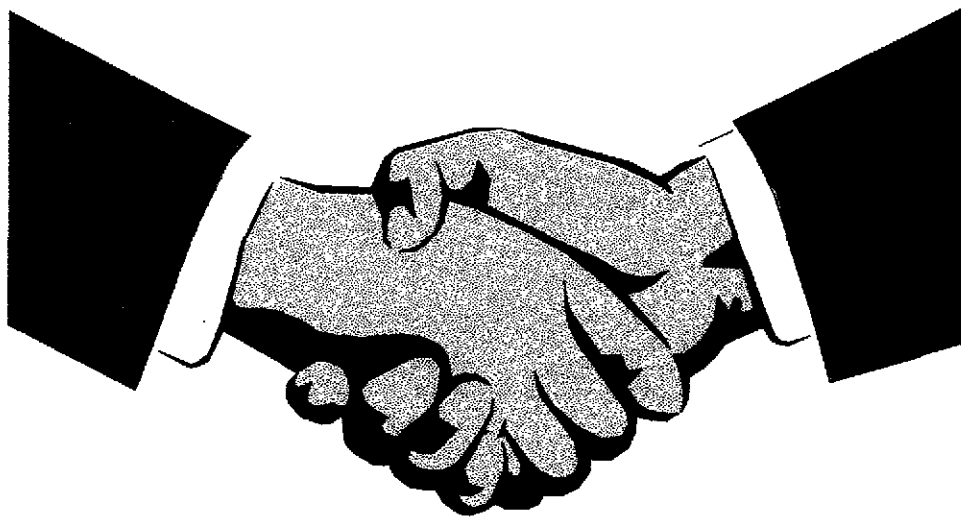
**Proposal for World Language Course at Houston Charter**

# Class Sections	# Times per Week	Class Length in Minutes	# Weeks in Program	Instructional Cost
6	2	40	36	\$17,280
6	2	40	30	\$14,400
6	2	30	36	\$14,000
6	2	30	30	\$12,000
6	5	40	36	\$43,200
6	5	40	30	\$36,000
6	5	30	36	\$36,000
6	5	30	30	\$30,000

Materials costs are not included in the above and will run between \$15 and \$50 per student for the print materials depending on the number of languages and frequency of the program. If the program integrates computer technology, we must determine the software to be used before a price can be provided.

This proposal provides for a single language instructional course for the school year or for a language survey program of two languages (one each semester). It assumes that there will be approximately 20 students per class section and that classes will be taught consecutively with 5 minutes between classes if teacher must move from room to room and that if appropriate, lunch time will be included. Berlitz will provide native-fluent instructors and substitutes, if necessary; supervision of the teacher(s) and program from the Berlitz Language Center in Houston; a parent/faculty orientation for each language; and appropriate reporting in keeping with the school philosophy.

WEST HOUSTON CHARTER  
SCHOOL



*ENDORSEMENTS*



# Aer-Aqua Laboratories, Inc.

J.P. Forsman, PhD  
President



Accreditation Number 488

APPLICATION

January 16, 1996

State Board of Education  
Attn: Dr. Jack Christie  
Re: West Houston Charter School

I am writing to support the establishment of the West Houston Charter School. As a former HISD teacher I have experienced the frustration caused by crowded classrooms. Because I was given as many as 35 students per class it was impossible to give any of my students the attention that they needed. I saw many underachievers that could have excelled if they had been given a little personal attention and or modified instruction. Many found it difficult to learn in the traditional classroom environment. I felt trapped by the ridgedness of the curriculum and the constant demands of administrators. A great deal of instructional time was lost because disruptive students were allowed to remain in the classroom.

The West Houston Charter School will address many of the problems that I have mentioned. Smaller class sizes will give the instructor an opportunity to spend more time tailoring the curriculum to the needs of individuals. Creativity in instruction will be encouraged. I also support the concept of using professionals from the community to educate our children. When I began teaching I was required to spend two years in evening classes, (University of Houston graduate school of education) to obtain a teaching certificate even though I already had

APPLICATION

B.S. degrees in chemistry and biology. I can honestly say that what I studied obtaining my teacher certificate did very little to prepare me for the classroom. In fact, after seven years in the environmental field, I feel that I would have far more to offer as an instructor. If I had been fortunate enough to teach in an environment such as that which will be provided in the West Houston Charter School I would still be teaching and loving it. West Houston Charter School will provide an environment where all children, regardless of learning style or ability, can flourish.

Sincerely,



Robin L. Harrison  
Environmental Chemist  
Aer-Aqua Laboratories  
713-741-2033



APPLICATION

**PERSONALIZED FINANCIAL SERVICES**

706 East Whitney  
Houston, Texas 77022  
(713)691-4960

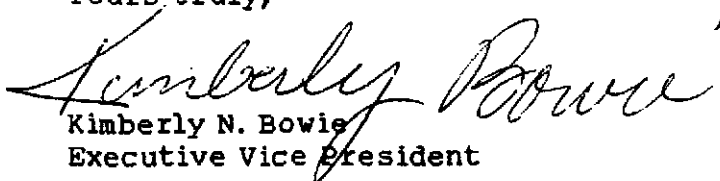
January 12, 1996

Dr. Jack Christie, Chairman  
Texas State Board of Education  
William B. Travis Building  
1701 North Congress Avenue  
Austin, Texas 78701-1494

Dear Dr. Christie:

I am writing to support the granting of a state charter to the West Houston Charter Alliance. I hope you will give this Charter your fullest consideration.

Yours truly,



Kimberly N. Bowie  
Executive Vice President

KB/jb

00085

## THE NEED FOR ALTERNATIVE SCHOOLS

As an Educational Diagnostician testing children at the elementary level, I have an opportunity to work with children who can have success in school, provided the right environment. In the schools I work, the schools are small enough as well as nurturing and flexible enough to provide this positive learning experience. Most children show progress and hopefully a heightened self-esteem.

Once the child graduates to a middle or Junior High School, the environment is less protective and usually has a much greater number of children and adults. Independence and a reasonably strong constitution is important for a successful transition. Children with disabilities often do not have these qualities. The adaption to change of environment is often difficult, even traumatic, for them.

Another issue for children with disabilities is their learning style. A small group environment where the curriculum allows for individual learning styles will often reduce stress and under-achievement.

As [REDACTED], my [REDACTED] and I have been faced with trying to find an appropriate learning environment [REDACTED]. The alternatives are dim. Our concern has forced us to investigate private education since a large middle school will probably over-whelm [REDACTED] and will force us to persue unnecessary labels to protect [REDACTED]. An alternative school such as a Charter school would certainly provide the alternative we could consider.

Charter schools are a concept which needs to<sup>be</sup> promoted for those children who do not fit a "mainstream" profile, yet allows them to be with children who do. It also allows children who do not have disabilities to experience a more protected environment if they need it.

[REDACTED]

1-11-96

APPLICATION

**JIM BOWIE & ASSOCIATES**  
Post Office Box 16055  
Houston, Texas 77222-6855  
(713) 699-0762

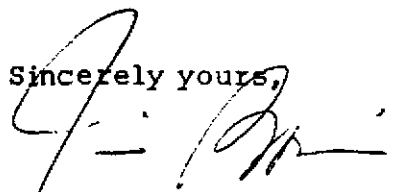
January 13, 1996

Dr. Jack Christie, Chairman  
Texas State Board of Education  
William B. Travis Building  
1701 North Congress Avenue  
Austin, Texas 78701-1494

Dear Dr. Christie:

I am writing to support the granting of a state charter to the WEST HOUSTON CHARTER ALLIANCE. Their commitment to educating students for global competition, to teach moral character and ethical behavior and to focus on academic excellence is right for the Houston Community.

We support the concept and organizers.

Sincerely yours,  


Jim Bowie  
President

JB/kb

To Whom it May Concern:

APPLICATION

As a [REDACTED] and a real estate agent that predominately targets the West area of Houston, I have tremendous concerns about the public schools in the area.

Although the elementary and middle schools are acceptable for the "average or normal" student, it does not sufficiently address the needs of children with "alternative or different" learning abilities. My [REDACTED] is one of those [REDACTED]

who does not learn like the others but must conform to the others or get left behind or pushed aside. Although [REDACTED]

[REDACTED] has the above average intelligence to be in a normal classroom setting, [REDACTED] difficulties in speech have labeled [REDACTED]

special education. After contacting a child neurologist he suggested

- private school specializing in [REDACTED] needs but the cost was out of our economic budget. (\$800.00 - \$1200.00 per month)

With the opening of the West Side Charter School, it will give my [REDACTED] and many more children the ability to learn in a setting that is comfortable for them. They will feel good about themselves, and want to continue their education instead of dropping out.

As a [REDACTED] and an active resident in West Houston,

I am strongly encouraging and will actively support the West Houston Charter School.

[REDACTED]

00088

APPLICATION

Jan 18, 1986

Tx State Board of Education  
Attn: Jack Christie

Please approve the West Houston Charter  
School. This city could use one.

Sincerely,



APPLICATION

Jan. 18, 1996

TX State Board of Education  
Attn: Jack Christie

Approval of the W. Houston Charter School  
will be a good addition to the Houston  
Area.



00090

APPLICATION

Jan. 20, 1996

Tx. State Board of Education  
Attn: Jack Christie

Please approve the W. Houston  
Charter School. This school  
would be a great asset to our  
community, and would serve the  
public well.

Thank You



00091

APPLICATION

JAN. 15, 1996

TX STATE BOARD OF EDUCATION  
ATTN: JACK CHRISTIE

WE NEED A CHARTER SCHOOL IN A  
CITY THIS BIG. PLEASE APPROVE  
THE WEST HOUSTON CHARTER  
SCHOOL AS SOON AS POSSIBLE.



00092

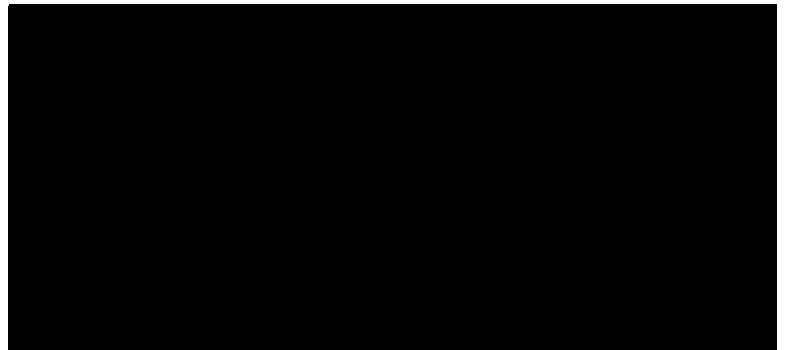


APPLICATION

Jan, 19, 96

Tx. State Board of Education  
Attn: Jack Christie

Please support the West Houston  
Charter School. This will be a great  
asset to our community.

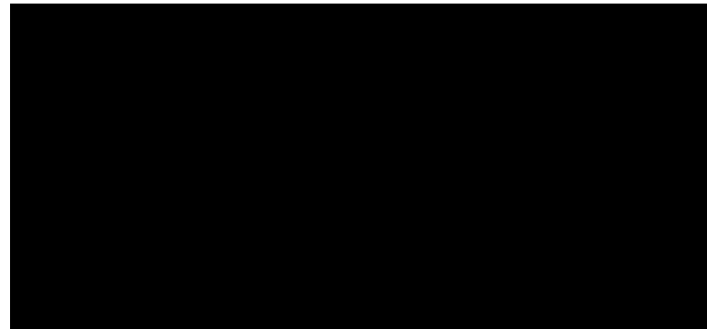


00093

APPLICATION

Tx STATE BOARD OF EDUCATION  
ATTN: JACK CHRISTIE

PLEASE APPROVE THE W. Houston  
CHARTER SCHOOL.  
A TRUST WORTHY PERSON.



00094

APPLICATION

Tx State Board of Education  
Attn: Jack Christie

Please approve the W. Houston  
Charter School. This will be an  
asset to our community.



00095

PETITION FOR WEST HOUSTON CHARTER SCHOOL

- On May 30, 1995, the Texas Legislature enacted Senate Bill 1 which provides for three types of charters. One type, the open-enrollment charter school is a provision for using public school funds to support the establishment of schools by non-profit organizations, institutions of higher education, or governmental entities. The **West Houston Charter Alliance** will submit a petition as evidence of parental support for an open enrollment charter.

*Preference*

NAME . /	ADDRESS	middle	high school
----------	---------	--------	-------------

**PETITION FOR WEST HOUSTON CHARTER SCHOOL**

- On May 30, 1995, the Texas Legislature enacted Senate Bill 1 which provides for three types of charters. One type, the open-enrollment charter school is a provision for using public school funds to support the establishment of schools by non-profit organizations, institutions of higher education, or governmental entities. The **West Houston Charter Alliance** will submit a petition as evidence of parental support for an open enrollment charter.

*Preference*

NAME	ADDRESS	middle	high school
------	---------	--------	-------------

PETITION FOR WEST HOUSTON CHARTER SCHOOL

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*Preference*

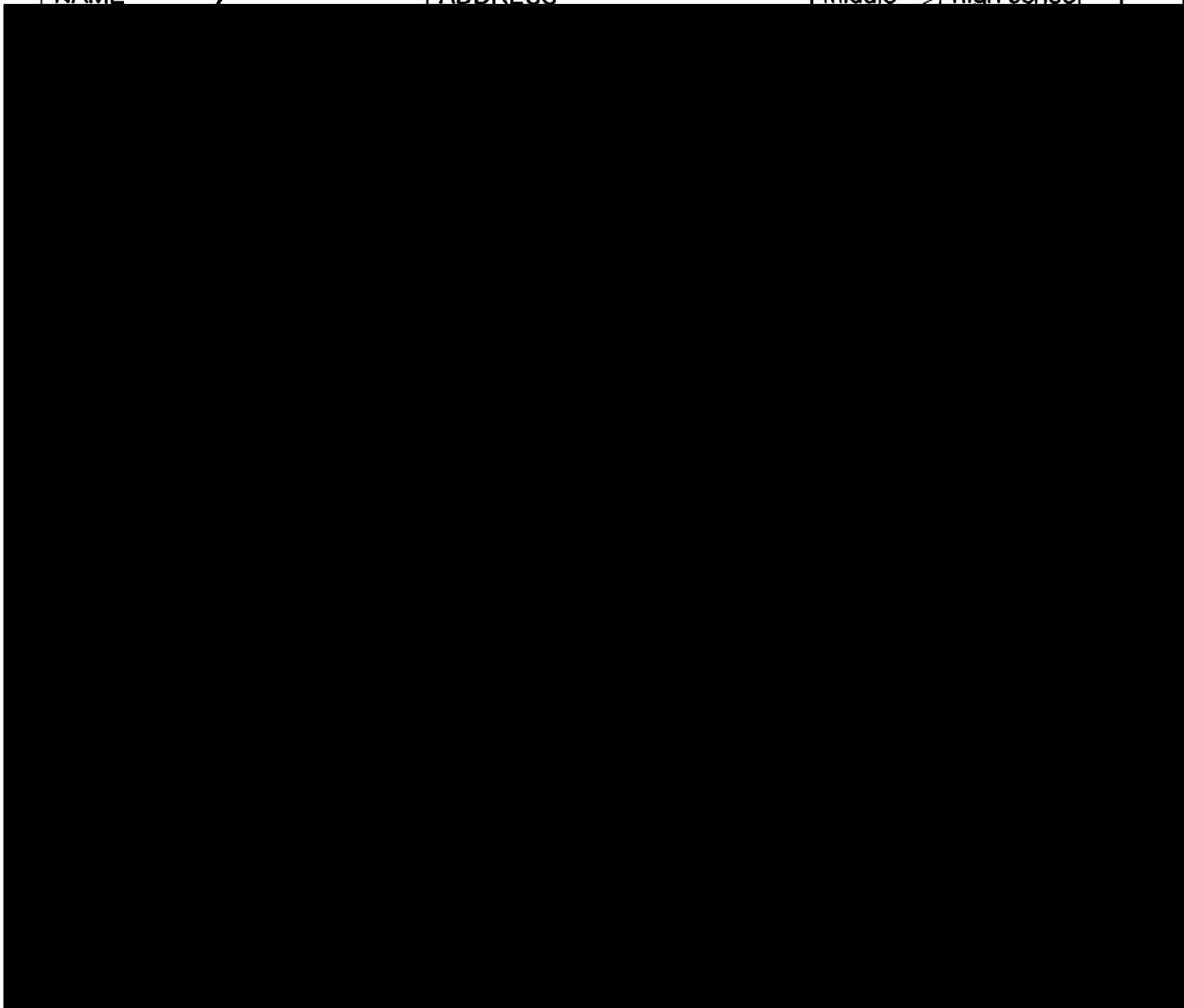
NAME	ADDRESS	middle	high school
------	---------	--------	-------------

**PETITION FOR WEST HOUSTON CHARTER SCHOOL**

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*Preference*

NAME	ADDRESS	middle <input type="checkbox"/> high school <input checked="" type="checkbox"/>
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PETITION FOR WEST HOUSTON CHARTER SCHOOL

- On May 30, 1995, the Texas Legislature enacted Senate Bill 1 which provides for three types of charters. One type, the open-enrollment charter school is a provision for using public school funds to support the establishment of schools by non-profit organizations, institutions of higher education, or governmental entities. The **West Houston Charter Alliance** will submit a petition as evidence of community and parental support for an open enrollment charter.

*Preference*

NAME	ADDRESS	middle	high school
------	---------	--------	-------------



WEST HOUSTON CHARTER SCHOOL  
(713) 558-3868 FAX (713) 531-1995

APPLICATION

Preliminary Application  
Fall 1996-1997

Legal Name of Student

Current Grade

Student Address

Number Street

City

ZIP

Phone

Date of Birth

Subjects of Interest

(Circle)

History

Science

Geography

Other

Mathematics

Literature

Music

Foreign Language

Computers

Art/Theatre

Name

Parent/Guardian

Address

Phone

Both my son/daughter and I have reviewed the West Houston Charter School document and are interested in the school receiving a state charter to open the Fall of 1996. We would like to receive an admission application when they become available in March 1996.

Parent Signature

Date

*West Houston Charter School does not discriminate against students because of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.*

00101

WEST HOUSTON CHARTER SCHOOL  
(713) 558-3868 FAX (713) 531-1995

APPLICATION

Preliminary Application  
Fall 1996-1997

Legal Name of Student

Current Grade

Student Address

Number

Street

City

ZIP

Phone

Date of Birth

Subjects of Interest  
(Circle)

History  
Science  
Geography  
Other

Mathematics  
Literature  
Music

Foreign Language  
Computers  
Art Theatre

Name

Parent/Guardian

Address

Phone

Both my son/daughter and I have reviewed the West Houston Charter School document and are interested in the school receiving a state charter to open the Fall of 1996. We would like to receive an admission application when they become available in March 1996.

Parent Signature

Date

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WEST HOUSTON CHARTER SCHOOL  
(713) 558-3868 FAX (713) 531-1995

APPLICATION

Preliminary Application  
Fall 1996-1997

Legal Name of Student \_\_\_\_\_

Current Grade \_\_\_\_\_

Student Address \_\_\_\_\_

Number Street

City

ZIP

Phone \_\_\_\_\_

Date of Birth \_\_\_\_\_

Subjects of Interest  
(Circle)

History  
Science  
Geography  
Other \_\_\_\_\_

Mathematics  
Literature  
Music

Foreign Language  
Computers  
Art/Theatre

Name \_\_\_\_\_

Parent/Guardian

Address \_\_\_\_\_

Phone \_\_\_\_\_

Both my son/daughter and I have reviewed the West Houston Charter School document and are interested in the school receiving a state charter to open the Fall of 1996. We would like to receive an admission application when they become available in March 1996.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

*West Houston Charter School does not discriminate against students because of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.*

00103

Preliminary Application  
Fall 1996-1997

Legal Name of Student  
Current Grade  
Student Address

Number Street  
City ZIP  
Phone

Date of Birth

Subjects of Interest  
(Circle)

History Mathematics Foreign Language  
Science Literature Computers  
Geography Music Art/Theatre  
Other

Name Address  
Parent/Guardian  
Phone

Both my son/daughter and I have reviewed the West Houston Charter School document and are interested in the school receiving a state charter to open the Fall of 1996. We would like to receive an admission application when they become available in March 1996.

Parent Signature

Date

*West Houston Charter School does not discriminate against students because of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.*

WEST HOUSTON CHARTER SCHOOL  
(713) 558-3868 FAX (713) 531-1995

APPLICATION

Preliminary Application  
Fall 1996-1997

Legal Name of Student \_\_\_\_\_

Current Grade \_\_\_\_\_

Student Address \_\_\_\_\_

Number \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_

ZIP \_\_\_\_\_

Phone \_\_\_\_\_

Date of Birth \_\_\_\_\_

Subjects of Interest  
(Circle)

History

Mathematics

Foreign Language

Science

Literature

Computers

Geography

Music

Art/Theatre

Other \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Parent/Guardian

Phone \_\_\_\_\_

Both my son/daughter and I have reviewed the West Houston Charter School document and are interested in the school receiving a state charter to open the Fall of 1996. We would like to receive an admission application when they become available in March 1996.

Date \_\_\_\_\_

West Houston Charter School does not discriminate against students because of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

00105

WEST HOUSTON CHARTER SCHOOL  
(713) 558-3868 FAX (713) 531-1995

Preliminary Application  
Fall 1996-1997

Legal Name of Student  
Current Grade  
Student Address

Number

Street

City

ZIP

Phone

Date of Birth

Subjects of Interest  
(Circle)

History  
Science  
Geography  
Other

Mathematics  
Literature  
Music

Foreign Language  
Computers  
Art/Theatre

Name

Parent/Guardian

Address

Phone

Both my son/daughter and I have reviewed the West Houston Charter School document and are interested in the school receiving a state charter to open the Fall of 1996. We would like to receive an admission application when they become available in March 1996.

Parent Signature

Date

West Houston Charter School does not discriminate against students because of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

Robert A. Guercio  
12247 Waldemar  
Houston, Texas 77077  
SS# [REDACTED]  
(H) [REDACTED], (W) 861-1217

Resume

**Qualifications:** A master degree professional with fifteen years experience in education.

A Nationally Certified School Psychologist with over seven years experience in testing and counseling exceptional education students.

A public school administrator with eight years of administrative experience.

Proficient in both IBM Windows environment as well as Macintosh System 7.

**Professional Experience:**

July 1995 to Present

**Manager - Psychological Services - Harris County Department of Education**

Salary Range - \$49,000 - 67,000

- Immediate supervisor and primary assessor of 38 direct service providers
- Develop departmental budget
- Negotiate service contracts with local school districts
- Develop data management system for division
- Plan all staff development activities
- Develop marketing plan for services

March 1988 - July 1995

**Director - Child Study Bureau - Houston Independent School District**

Salary Range - \$34,680 - 51,000

- Immediate supervisor and primary assessor of 62 Evaluation Specialists
- Develop departmental budget and present budget to Superintendent's Budget Committee
- Coordinate Masters level internship program
- Administrator in charge of all aspects of data management, record keeping, and departmental reporting
- Chairperson of the HISD Medicaid School Health and Related Services (SHARS) Committee. The SHARS initiative brought in over 3.8 million additional dollars for the district.

October 1986 - February 1988

**Program Evaluator - Research Department - Houston I. S. D.**

Salary Range - \$31,416 - 47,736

- Responsible for evaluating instructional programs to determine if program goals were being achieved
- Present evaluation findings to program staff and Superintendent
- Prepare quarterly journal of departmental reports for Superintendent and Board Members

August 1979 - September 1986

**Evaluation Specialist - Child Study - Houston I. S. D.**

Salary Range - \$28,152 - 44,472

- Responsible for the intellectual, academic, social, and vocational assessments of students. Averaged over 100 evaluations per year.
- Provide educational support for regular and special education teachers, parents, and administrators.
- Individual and group counseling with students

**Education:**

Post Graduate Work - Educational Psychology- University of Houston - Central - 1979-1980

M. A. - Behavioral Science - University of Houston - Clear Lake - August 1979

B. A. - Psychology - University of Texas - Austin - May 1977

**Certifications:**

1980 - Psychological Associate -Texas State Board of Examiners of Psychologists (#1-1811)

1988 - Nationally Certified School Psychologist (#19624)

**Professional Organizations:**

Texas Psychological Association

1991 - Director - Psychological Associates Division

1993 - Editor - School Psychologist Newsletter - School Psychology Division

National Association of School Psychologists

Texas Council of Administrators of Special Education

**Teaching Experience:**

Part time instructor - Psychology Department - (Statistics)  
Houston Community College (1982 - 1995)



*Joy H. Guercio*  
12247 Waldemar  
Houston, Texas 77077

(713) [REDACTED]

## Education

**Masters of Education**  
Houston Baptist University  
August 17, 1984

**Bachelor of Arts**  
University of Central Florida  
June, 1978

## Experience

### **Houston Independent School District**

Educational Diagnostician, Department of Child Study

Responsibilities Include: Psychoeducational evaluations for students referred for Special Education, Collection of data, Support for teachers and administrative staff, advising schools regarding current legal issues concerning Special Education, Child Advocate

8/90 to Present

Gifted Education Teacher, Ashford Elementary and Condit Elementary

Responsibilities Include: Supervision and educational planning for gifted students, Organization and planning instructional units, Public relations with parents, Classroom Management, Faculty Advisor, Team Leader, Theatrical Presentations, *Winner of the Houston Area Business Grant, Fall 1989*

8/85 to 8/90

Chapter One Coordinator, McDade Elementary

Responsibilities Include: Supervision of Instructional Chapter One staff, Public Relations with parents, Organization of records audited by federal and state government, Development of an instructional materials library, Teaching and supervision of students

1/81-8/85

**Henry County School Board-McDonough, Georgia**

Teacher, Hampton Elementary School

Responsibilities Include: Supervision of sixth and seventh grade students, Organization and instruction of Science Units, Organization of extra-curricular activities to support educational units

8/79-6/80

**Seminole County School Board-Sanford, Florida**

Teacher, Sanford Middle School

Responsibilities Include: Instruction for sixth grade math students, Developing instructional units, Organization of records, Classroom Management

1/79-6/79

**Additional Areas of Expertise**

*Excellent oral and communication skills*

*Full knowledge of word processing and usage of various software packages*

*Hands on experience working with Harris County Democrats*

*Experience with Parent Advocates regarding state and federal issues concerning  
Special Education*

*Experience with implementing change and reforms at the district level as a  
member of an administrative staff*

*Well informed of state and federal guidelines regarding education*

**Diana L. Hooten**

12852 Westleigh

Houston, Texas 77077

(713) [REDACTED]

**Objective:** *To find a challenging position where I can use my best abilities. An ability to sell and work well with all types of people. A great amount of drive and interest and desire to work needed hours. Strong analytical and writing abilities. I believe that my accomplishments are indicative of both my aptitude and versatility.*

### **Professional Experience**

**Candidate for Houston ISD School Board**

**Scugger's Gourmet Gift Baskets-Houston, Texas**

**Proprietor. Sales, Marketing, Artistic Design , Custom Account Management**

**Attorney General of Texas-Houston, Texas**

**Investigator, Public Affairs.** Analyzed issues dependent upon laws and regulations. Used investigative procedures and techniques as well as rules of evidence, civil and criminal. Analysis of cases and document preparation. Conducted pre-trial conferences, negotiated settlements. Top Money Collector in addition to filing the most cases.

**Comptroller of Public Accounts-Houston, Texas**

**Enforcement Officer.** Conducted investigations and audits of public companies, limited partnerships, oil and gas companies, mining and individuals. Such investigations involved violations of anti-fraud, reporting, registration, record keeping and taxpayer provisions of the state. Top Money Collector in sales tax.

**Pak American-Houston, Texas**

**Marketing Director.** Development of sales proposals. Negotiation of contracts, marketing studies, supply and demand studies in support of acquisition efforts and marketing strategies. Development of budgets and campaigns. Directly involved in product design, labeling, and packaging. Hired and trained sales personnel.

**Saudi Arabian Educational Mission-Houston Texas**

*Advisor, Ministry of Interior.* Counseled Arabic students. Placed students in English language programs throughout the United States. Corresponded with colleges and universities for placement of individuals in programs suited for the needs of the Saudi Government. Developed proposals, Prepared statistical data and Arabic documents to be sent to U. S. institutions.

**Education**

**American College of Law, Brea, California**

Juris Doctorate

**University of Central Florida, Orlando, Florida**

Bachelor of Arts, Sociology

**Organizations**

**Harris County Democrats**

*Houston, Texas*

*Former Vice Chairman*

**Attorney General Jim Mattox**

*Spokesman, Child Support Division, Weekly Q&A, Television broadcast*

**Mondale Campaign**

*Volunteer Coordinator*

**Delta Tau Kappa**

*Social Sciences*

**Memorial Drive Methodist Church**

## DEPARTMENT OF THE TREASURY

INTERNAL REVENUE SERVICE  
 DISTRICT DIRECTOR  
 1100 COMMERCE STREET  
 DALLAS, TX 75242-0000

## CONTINGENCIES

Date: OCT 22 1996

WEST HOUSTON CHARTER ALLIANCE INC  
 12852 WESTLEIGH  
 HOUSTON, TX 77077

Employer Identification Number:  
 76-0495959  
 Case Number:  
 756208028  
 Contact Person:  
 ANNETTE SMITH  
 Contact Telephone Number:  
 (814) 767-6023  
 Accounting Period Ending:  
 August 31  
 Form 990 Required:  
 Yes  
 Addendum Applies:  
 N/A

Dear Applicant:

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

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, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

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,

Letter 947 (DO/CG)

00113

-2-

## CONTINGENCIES

WEST HOUSTON CHARTER ALLIANCE INC

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 \$10 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 \$5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

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.

Since you have not indicated that you intend to finance your activities with the proceeds of tax exempt bond financing, in this letter, we have not determined the effect of such financing on your tax exempt status.

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.

Letter 947 (DQ/CG)

00114

CONTINGENCIES

-3-

WEST HOUSTON CHARTER ALLIANCE INC

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

Sincerely yours,



Bobby E. Scott  
District Director

Letter 947 (DO/CG)

00115

Memorandum

To: Brooks Flemister  
From: Joy Guercio  
Date: February 13, 1997  
Re: Request for 501c3

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As per your request, this package includes:

Letter of Exemption/IRS/501c3

Certificate of Authority listing officers of **West Houston Charter Alliance, Inc.**

A list of members of our Governance Board

An organizational chart for West Houston Charter School

Joy Guercio

CONFIDENTIAL



INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR  
1100 COMMERCE STREET  
DALLAS, TX 75242-0000

DEPARTMENT OF THE TREASURY

Date: OCT 22 1985

WEST HOUSTON CHARTER ALLIANCE INC  
12852 WESTLEIGH  
HOUSTON, TX 77077

Employer Identification Number:  
76-0495959  
Case Number:  
758208028  
Contact Person:  
ANNETTE SMITH  
Contact Telephone Number:  
(214) 767-6023  
Accounting Period Ending:  
August 31  
Form 990 Required:  
Yes  
Addendum Applies:  
N/A

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, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

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,

00117

WEST HOUSTON CHARTER ALLIANCE INC

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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 \$10 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 \$5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

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.

Since you have not indicated that you intend to finance your activities with the proceeds of tax exempt bond financing, in this letter, we have not determined the effect of such financing on your tax exempt status.

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.

00118

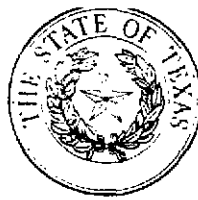
WEST HOUSTON CHARTER ALLIANCE INC

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

Sincerely yours,

A handwritten signature in cursive script that reads "Bobby E. Scott".

Bobby E. Scott  
District Director



CONTINGENCIES

The State of Texas  
Secretary of State

CERTIFICATE OF AUTHORITY

OF

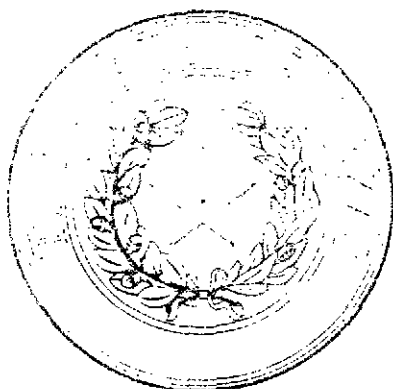
WEST HOUSTON CHARTER ALLIANCE, INC.  
CHARTER NUMBER 00110521

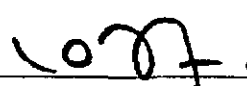
THE UNDERSIGNED, AS SECRETARY OF STATE OF THE STATE OF TEXAS,  
HEREBY CERTIFIES THAT THE ATTACHED APPLICATION OF THE ABOVE ENTITY FOR  
A CERTIFICATE OF AUTHORITY TO TRANSACT BUSINESS IN THIS STATE HAS BEEN  
RECEIVED IN THIS OFFICE AND IS FOUND TO CONFORM TO LAW.

ACCORDINGLY THE UNDERSIGNED, AS SUCH SECRETARY OF STATE, AND BY  
VIRTUE OF THE AUTHORITY VESTED IN THE SECRETARY BY LAW, HEREBY ISSUES  
THIS CERTIFICATE OF AUTHORITY TO TRANSACT BUSINESS IN THIS STATE FROM  
AND AFTER THIS DATE, FOR THOSE PURPOSES SET FORTH IN THE APPLICATION,  
UNDER THE NAME OF

WEST HOUSTON CHARTER ALLIANCE, INC.

DATED JULY 1, 1996



  
Antonio O. Garza, Jr., Secretary of State

00120

Special Handling

FILED  
In the Office of the  
Secretary of State of Texas  
CONTINGENCIES

JUL 1 1996

APPLICATION FOR CERTIFICATE OF AUTHORITY  
BY A NON-PROFIT CORPORATION

Corporations Section

Pursuant to the provisions of article 8.04 of the Texas Non-Profit Corporation Act, the undersigned corporation hereby applies for a certificate of authority to conduct affairs in Texas, and for that purpose submits the following statement:

1. The name of the corporation is West Houston Charter Alliance, Inc
  2. If the corporate name is not available in Texas, then specify the name under which the corporation will qualify to conduct its affairs in Texas. West Houston Charter
  3. The corporation is a non-profit corporation.
  4. It is incorporated under the laws of Delaware
  5. The date of its incorporation is 12-18-95 and the period of its duration is perpetuity
  6. The street address of its principal office in the state or country under the laws of which it is incorporated is Three Christina Centre, 201 N. WALNUT ST, Wilmington, DE 19801
  7. The street address of its proposed registered office in Texas is (a P.O. Box is not sufficient) 12852 Westleigh, Houston, TX 77077
- and the name of its proposed registered agent in Texas at that address is Diana Hooten

00121

8. The purpose or purposes which it proposes to pursue in conducting its affairs in Texas are: to do any or all the things herein mentioned as fully and to the same extent as natural persons might or could do, and any part of the world, viz: SAIO Corporation is organized exclusi for education purposes, including, for purposes, the making of distributions to organizations that qualify as exempt organization

CONTINGENCIES

9. The names and respective addresses of its directors are:

NAME	ADDRESS
Joy Guercio	12247 WALDEMAR Houston, TX 77077
DIANA HOOTEN	12852 Westleigh Houston, TX 77077
Robert Guercio	12247 WALDEMAR Houston, TX 77077

10. The names and respective addresses of its officers are:

NAME	OFFICE	ADDRESS
Joy Guercio	President	12247 WALDEMAR Houston, TX 77077
DIANA HOOTEN	Secretary	12852 Westleigh Houston, TX 77077
Robert Guercio	TREASURER	12247 WALDEMAR Houston, TX 77077

11. You must check either A or B in this item.

A.  The corporation has members.

B.  The corporation does not have members.

12. This application is accompanied by a certificate issued by the secretary of state or other authorized officer of the jurisdiction of incorporation evidencing the corporate existence.

Dated May 9, 1996

West Houston Charter Alliance, Inc.  
Name of Corporation

By Joy Guercio

Its President  
(Authorized Officer)

CONTINGENCIES

9. The names and respective addresses of its directors are:

NAME	ADDRESS
Joy Guercio	12247 WALDEMAR Houston, TX 77077
DIANA HOOTEN	12852 Westleigh Houston, TX 77077
Robert Guercio	12247 WALDEMAR Houston, TX 77077

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- B.  The corporation does not have members.

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Dated May 9, 1996

West Houston Charter Alliance, Inc.  
Name of Corporation

By Joy Guercio  
Its President  
(Authorized Officer)

**APPLICATION FOR CERTIFICATE OF AUTHORITY  
BY A NON-PROFIT CORPORATION**

Pursuant to the provisions of article 8.04 of the Texas Non-Profit Corporation Act, the undersigned corporation hereby applies for a certificate of authority to conduct affairs in Texas, and for that purpose submits the following statement:

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7. The street address of its proposed registered office in Texas is (a P.O. Box is not sufficient) 12852 Westleigh, Houston, TX 77077

and the name of its proposed registered agent in Texas at that address is DIANA HOOTEN

8. The purpose or purposes which it proposes to pursue in conducting its affairs in Texas are: to do any or all the things herein mentioned as fully and to the same extent as natural persons might or could do, and in any part of the world, viz: SAID Corporation is organized exclusively for education purposes, including, for purposes, the making of distributions to organizations that qualify as exempt organizations under sect. 501(c)(3) of IRS Code of 1954.



*West Houston*  
**PROPOSED GENERAL OPERATING FUND**

**CONTINGENCIES**

	<b>SCHOOL YEAR</b>	<b>SCHOOL YEAR</b>	<b>SCHOOL YEAR</b>
	1996-97	1997-98	1998-99
Projected Enrollment	120 Students	140 Students	160 Students
<b>TOTAL OPERATING FUNDS</b>	<b>600,000</b>	<b>700,000</b>	<b>800,000</b>
<b>EXPENDITURES</b>			
Instructional Administrator	50,000	50,000	52,000
Business Manager	50,000	50,000	52,000
Instructional Faculty	186,600	230,000	280,000
Clerical Support	25,000	27,000	29,000
Contracted Services	47,600	52,600	54,600
Student Supplies	12,000	15,000	17,000
Transportation	6,000	7,000	7,500
Utilities	13,200	15,000	17,000
Building Insurance	4,000	4,900	5,500
Building Lease	28,800	28,800	43,200
Office Supplies	6,000	7,000	7,500
<b>Subtotal Expenses</b>	<b>429,200</b>	<b>487,300</b>	<b>565,300</b>
<b>CAPITAL OUTLAY</b>			
Furniture/Fixtures	20,000	23,240	26,500
Library Center	20,000	23,240	23,200
Instructional Technology	120,800	147,620	165,000
<b>Subtotal Outlay</b>	<b>160,800</b>	<b>194,100</b>	<b>214,700</b>
<b>Reserve Fund</b>	<b>10,000</b>	<b>18,600</b>	<b>20,000</b>
<b>TOTAL</b>	<b>600,000</b>	<b>700,000</b>	<b>800,000</b>

## CONTINGENCIES

**Staff Salaries - 42% of total budget**      **General Supplies - 1% of total budget**  
**Capital Outlay - 27% of total budget**      **Reserve Funds - 2% of total budget**  
**Administrative Support - 17% of total budget**

(10) Describe the manner in which an annual audit of the financial and programmatic operations of the open-enrollment charter will be conducted. Describe the manner in which the charter will participate in the Public Education Information Management System (PEIMS) information, as required by state statute or by State Board of Education rule:

**Financial Audit:**

An audit of the financial records will be conducted annually, by an independent accounting firm selected by the Charter Governance Board.

**Programmatic Operations:**

Quarterly reports will be submitted to the affected districts and the Texas Education Agency (TEA) for desk review. The Charter school will also participate in the AEIS system.

Two on-site visits by a team from the affected districts and TEA during each school year.

**PEIMS Information:**

The Charter School will identify one staff member who will be responsible PEIMS data collection and input. The Principal will review and sign all PEIMS data reports and submit the reports when requested by TEA.

(11) Describe the facilities to be used:

The proposed facility to be used is located at 14333 Fern, Houston, Texas near Stratford High School within Spring Branch Independent School District. The commercial property consists of 7,840 square feet. It offers space appropriate for instruction in the arts, sciences, athletics and computer technology. Its unique location within the energy corridor presents opportunities for executive internships and apprenticeships with local businesses enabling students to earn credit while job shadowing people in career fields that interest them.

WEST HOUSTON CHARTER ALLIANCE FINANCIAL STATEMENT CONTINGENCIES

DATE	VENDOR	PRODUCT	COST
01/13/96	OFFICE DEPOT	COMPUTER - SUPPLIES	\$57.35
01/11/96	COMPUSA	COMPUTERS - CABLE	\$21.64
01/11/96	CIRCUT CITY	COMPUTERS - COLOR PRINTER	\$216.47
01/11/96	KINKOS	COMPUTERS - COMPUTER PRIN	\$11.58
01/29/96	FEDEX	DELIVERY SERVICE	\$58.75
01/08/96	EXPRESS MAIL	DELIVERY SERVICE	\$21.55
01/19/96	FEDEX	DELIVERY SERVICE	\$55.00
01/11/96	TEXACO	GASOLINE	\$23.00
12/18/95	DELAWARE	INCORPORATION FEE	\$250.00
01/11/96	WYLIES	MEAL	\$25.89
12/21/95	ECKERD DRUGS	OFFICE SUPPLIES	\$3.98
01/07/96	OFFICE DEPOT	OFFICE SUPPLIES	\$47.45
01/23/96	KINKOS	OFFICE SUPPLIES	\$28.25
01/23/96	KINKOS	PRINTING	\$97.90
01/29/96	KINKOS	PRINTING	\$1.52
01/14/96	KINKOS	PRINTING	\$36.72
01/14/96	KINKOS	PRINTING	\$83.03
01/12/96	MINUTEMAN PRESS	PRINTING	\$33.00
01/30/96	MINUTEMAN PRESS	PRINTING	\$29.22
01/15/96	MINUTEMAN PRESS	PRINTING	\$25.49
01/12/96	MINUTEMAN PRESS	PRINTING	\$77.82
01/14/96	KINKOS	PRINTING & BINDING	\$390.09
01/30/96	POSTNET	STAMPS	\$9.00
		<b>EXPENSES</b>	<b>\$1,604.70</b>
		<b>CONTRIBUTIONS</b>	<b>\$1,604.70</b>
		<b>BALANCE AS OF 1/31/96</b>	<b>\$ .00</b>

WEST HOUSTON CHARTER ALLIANCE FINANCIAL STATEMENT  
CONTINGENCIES

DATE	VENDOR	PRODUCT	COST
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01/11/96	COMPUSA	COMPUTERS - CABLE	\$21.64
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		<b>BALANCE AS OF 1/31/96</b>	<b>\$ .00</b>

CONTINGENCIES

CERTIFICATE OF INCORPORATION  
OF

West Houston Charter Alliance, Inc.  
A NON-STOCK NON-PROFIT CORPORATION

FIRST: The name of this corporation is West Houston Charter Alliance, Inc.

SECOND: Its registered office in the State of Delaware to be located at Three Christina Centre, 201 N. Walnut Street, Wilmington DE 19801, New Castle County. The registered agent in charge thereof is The Company Corporation, address "same as above".

THIRD: The nature of the business and, the objects and purposes proposed to be transacted, promoted and carried on, are to do any or all the things herein mentioned as fully and to the same extent as natural persons might or could do, and in any part of the world, viz:

This is a non-stock, non-profit corporation. The purpose of the corporation is to engage in any lawful act or activity for which corporations may be organized under the General Corporation Law of Delaware.

Said corporation is organized exclusively for charitable, religious, education, and scientific purposes, including, for purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or corresponding provisions of any future United States Internal Revenue Law), to wit:

FOURTH: The corporation shall not have any capital stock and the conditions of membership shall be stated in the By-laws.

FIFTH: The name and mailing address of the incorporator is as follows:  
Regina Cephas, Three Christina Centre, 201 N. Walnut St., Wilmington, DE 19801

SIXTH: The activities and affairs of the corporation shall be managed by a Board of Directors. The number of directors which shall constitute the whole Board shall be such as from time to time shall be fixed by, or in the manner provided in, the Bylaws, but in no case shall the number be less than one. The directors need not be members of the corporation unless so required by the Bylaws or by Statute. The Board of Directors shall be elected by the members at the annual meeting of the corporation to be held on such date as the Bylaws may provide, and shall hold office until their successors are respectively elected and qualified. The Bylaws shall specify the number of directors necessary to constitute a quorum. The Board of Directors may, by resolution or resolutions passed by a majority of the whole Board, designate one or more committees which, to the extent provided in said resolution or resolutions or in the Bylaws of the corporation, shall have and may exercise all the powers of the Board of Directors in the management of the activities and affairs of the corporation. They may further have power to authorize the seal of the corporation to be affixed to all papers which may require it; and such committee or committees shall have such name or names as may be stated in the Bylaws of the corporation or as may be determined from time to time by resolution adopted by the Board of Directors. The directors of the corporation may, if the Bylaws so provide, be classified as to term of office. The Corporation may elect such officers as the Bylaws may specify, subject to the provisions of the Statute, who shall have

## CONTINGENCIES

titles and exercise such duties as the Bylaws may provide. The Board of Directors is expressly authorized to make, alter, or repeal the Bylaws of this corporation. This corporation may in its Bylaws confer powers upon its Board of Directors in addition to the foregoing, and in addition to the powers and authorities expressly conferred upon them by the Statute. This is true, provided that the Board of Directors shall not exercise any power of authority conferred herein or by Statute upon the members.

**SEVENTH:** Meetings of members may be held without the State of Delaware, as the Bylaws so provide. The books of the corporation may be kept (subject to any provisions contained in the Statutes) outside the State of Delaware at such place or places as may be from time to time designated by the Board of Directors.

**EIGHTH:** No part of the net earnings of the corporation shall inure to the benefit of, or be distributed to, its members, directors, 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 Three hereof. No part of the activities of the corporation shall consist of carrying on of propaganda, or otherwise attempting to intervene in (including the publishing or distribution of statements) any of these articles. the corporation shall not carry on any other 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 of 1954 (or corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law.)

**NINTH:** Upon dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purpose of the corporation in such manner, or to such organization or organizations and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law) as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas 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 designated purposes.

**TENTH:** The corporation reserves the right to amend, alter, change or repeal any provision contained in this Certificate of Incorporation, in the manner now or hereafter prescribed by the Statute, and all rights conferred upon members herein are granted subject to their reservation.

**ELEVENTH:** Directors of the corporation shall not be liable to either the corporation or its members for monetary damages for a breach of fiduciary duties unless the breach involves: (1) a director's duty of loyalty to the corporation or its members; (2) acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law; (3) a transaction from which the director derived an improper personal benefit.

I, THE UNDERSIGNED, being the incorporator hereinbefore named, for the purpose of forming a non-profit corporation pursuant to Chapter I of Title 8 of the Delaware Code, do make, file and record this Certificate and do certify that the facts herein are true; and I have accordingly hereunto set my hand.

DATED: DECEMBER 18, 1995

*Regina Cephas*

WEST HOUSTON CHARTER ALLIANCE FINANCIAL STATEMENT  
CONTINGENCIES

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CONTINGENCIES

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OF

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THIRD: The nature of the business and, the objects and purposes proposed to be transacted, promoted and carried on, are to do any or all the things herein mentioned as fully and to the same extent as natural persons might or could do, and in any part of the world, viz:

This is a non-stock, non-profit corporation. The purpose of the corporation is to engage in any lawful act or activity for which corporations may be organized under the General Corporation Law of Delaware.

Said corporation is organized exclusively for charitable, religious, education, and scientific purposes, including, for purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or corresponding provisions of any future United States Internal Revenue Law), to wit:

FOURTH: The corporation shall not have any capital stock and the conditions of membership shall be stated in the By-laws.

FIFTH: The name and mailing address of the incorporator is as follows:  
Regina Cephas, Three Christina Centre, 201 N. Walnut St., Wilmington, DE 19801

SIXTH: The activities and affairs of the corporation shall be managed by a Board of Directors. The number of directors which shall constitute the whole Board shall be such as from time to time shall be fixed by, or in the manner provided in, the Bylaws, but in no case shall the number be less than one. The directors need not be members of the corporation unless so required by the Bylaws or by Statute. The Board of Directors shall be elected by the members at the annual meeting of the corporation to be held on such date as the Bylaws may provide, and shall hold office until their successors are respectively elected and qualified. The Bylaws shall specify the number of directors necessary to constitute a quorum. The Board of Directors may, by resolution or resolutions passed by a majority of the whole Board, designate one or more committees which, to the extent provided in said resolution or resolutions or in the Bylaws of the corporation, shall have and may exercise all the powers of the Board of Directors in the management of the activities and affairs of the corporation. They may further have power to authorize the seal of the corporation to be affixed to all papers which may require it; and such committee or committees shall have such name or names as may be stated in the Bylaws of the corporation or as may be determined from time to time by resolution adopted by the Board of Directors. The directors of the corporation may, if the Bylaws so provide, be classified as to term of office. The Corporation may elect such officers as the Bylaws may specify, subject to the provisions of the Statute, who shall have



CONTINGENCIES

titles and exercise such duties as the Bylaws may provide. The Board of Directors is expressly authorized to make, alter, or repeal the Bylaws of this corporation. This corporation may in its Bylaws confer powers upon its Board of Directors in addition to the foregoing, and in addition to the powers and authorities expressly conferred upon them by the Statute. This is true, provided that the Board of Directors shall not exercise any power of authority conferred herein or by Statute upon the members.

SEVENTH: Meetings of members may be held without the State of Delaware, as the Bylaws so provide. The books of the corporation may be kept (subject to any provisions contained in the Statutes) outside the State of Delaware at such place or places as may be from time to time designated by the Board of Directors.

EIGHTH: No part of the net earnings of the corporation shall inure to the benefit of, or be distributed to, its members, directors, 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 Three hereof. No part of the activities of the corporation shall consist of carrying on of propaganda, or otherwise attempting to intervene in (including the publishing or distribution of statements) any of these articles, the corporation shall not carry on any other 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 of 1954 (or corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law.)

NINTH: Upon dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purpose of the corporation in such manner, or to such organization or organizations and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law) as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas 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 designated purposes.

TENTH: The corporation reserves the right to amend, alter, change or repeal any provision contained in this Certificate of Incorporation, in the manner now or hereafter prescribed by the Statute, and all rights conferred upon members herein are granted subject to their reservation.

ELEVENTH: Directors of the corporation shall not be liable to either the corporation or its members for monetary damages for a breach of fiduciary duties unless the breach involves: (1) a director's duty of loyalty to the corporation or its members; (2) acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law; (3) a transaction from which the director derived an improper personal benefit.

I, THE UNDERSIGNED, being the incorporator hereinbefore named, for the purpose of forming a non-profit corporation pursuant to Chapter I of Title 8 of the Delaware Code, do make, file and record this Certificate and do certify that the facts herein are true; and I have accordingly hereunto set my hand.

DATED: DECEMBER 18, 1995

*Regina Cephas*

CONTINGENCIES

CERTIFICATE OF INCORPORATION  
OF

West Houston Charter Alliance, Inc.  
A NON-STOCK NON-PROFIT CORPORATION

FIRST: The name of this corporation is West Houston Charter Alliance, Inc.

SECOND: Its registered office in the State of Delaware to be located at Three Christina Centre, 201 N. Walnut Street, Wilmington DE 19801, New Castle County. The registered agent in charge thereof is The Company Corporation, address "same as above".

THIRD: The nature of the business and, the objects and purposes proposed to be transacted, promoted and carried on, are to do any or all the things herein mentioned as fully and to the same extent as natural persons might or could do, and in any part of the world, viz:

This is a non-stock, non-profit corporation. The purpose of the corporation is to engage in any lawful act or activity for which corporations may be organized under the General Corporation Law of Delaware.

Said corporation is organized exclusively for charitable, religious, education, and scientific purposes, including, for purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or corresponding provisions of any future United States Internal Revenue Law), to wit:

FOURTH: The corporation shall not have any capital stock and the conditions of membership shall be stated in the By-laws.

FIFTH: The name and mailing address of the incorporator is as follows:

Regina Cephas, Three Christina Centre, 201 N. Walnut St., Wilmington, DE 19801

SIXTH: The activities and affairs of the corporation shall be managed by a Board of Directors. The number of directors which shall constitute the whole Board shall be such as from time to time shall be fixed by, or in the manner provided in, the Bylaws, but in no case shall the number be less than one. The directors need not be members of the corporation unless so required by the Bylaws or by Statute. The Board of Directors shall be elected by the members at the annual meeting of the corporation to be held on such date as the Bylaws may provide, and shall hold office until their successors are respectively elected and qualified. The Bylaws shall specify the number of directors necessary to constitute a quorum. The Board of Directors may, by resolution or resolutions passed by a majority of the whole Board, designate one or more committees which, to the extent provided in said resolution or resolutions or in the Bylaws of the corporation, shall have and may exercise all the powers of the Board of Directors in the management of the activities and affairs of the corporation. They may further have power to authorize the seal of the corporation to be affixed to all papers which may require it; and such committee or committees shall have such name or names as may be stated in the Bylaws of the corporation or as may be determined from time to time by resolution adopted by the Board of Directors. The directors of the corporation may, if the Bylaws so provide, be classified as to term of office. The Corporation may elect such officers as the Bylaws may specify, subject to the provisions of the Statute, who shall have

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## CONTINGENCIES

titles and exercise such duties as the Bylaws may provide. The Board of Directors is expressly authorized to make, alter, or repeal the Bylaws of this corporation. This corporation may in its Bylaws confer powers upon its Board of Directors in addition to the foregoing, and in addition to the powers and authorities expressly conferred upon them by the Statute. This is true, provided that the Board of Directors shall not exercise any power of authority conferred herein or by Statute upon the members.

**SEVENTH:** Meetings of members may be held without the State of Delaware, as the Bylaws so provide. The books of the corporation may be kept (subject to any provisions contained in the Statutes) outside the State of Delaware at such place or places as may be from time to time designated by the Board of Directors.

**EIGHTH:** No part of the net earnings of the corporation shall inure to the benefit of, or be distributed to, its members, directors, 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 Three hereof. No part of the activities of the corporation shall consist of carrying on of propaganda, or otherwise attempting to intervene in (including the publishing or distribution of statements) any of these articles. the corporation shall not carry on any other 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 of 1954 (or corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law.)

**NINTH:** Upon dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purpose of the corporation in such manner, or to such organization or organizations and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law) as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas 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 designated purposes.

**TENTH:** The corporation reserves the right to amend, alter, change or repeal any provision contained in this Certificate of Incorporation, in the manner now or hereafter prescribed by the Statute, and all rights conferred upon members herein are granted subject to their reservation.

**ELEVENTH:** Directors of the corporation shall not be liable to either the corporation or its members for monetary damages for a breach of fiduciary duties unless the breach involves: (1) a director's duty of loyalty to the corporation or its members; (2) acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law; (3) a transaction from which the director derived an improper personal benefit.

I, THE UNDERSIGNED, being the incorporator hereinbefore named, for the purpose of forming a non-profit corporation pursuant to Chapter I of Title 8 of the Delaware Code, do make, file and record this Certificate and do certify that the facts herein are true; and I have accordingly hereunto set my hand.

DATED: DECEMBER 18, 1995

*Regina Cephas*

*Waxbach  
Family  
Faith*

**FILED**  
In the Office of the  
Secretary of State of Texas

DEC 19 1994  
CONTINGENCIES  
Corporations Section  
*[Signature]*

STATE OF TEXAS  
ARTICLES OF INCORPORATION OF

ASSOCIATION OF FAITH FAMILY MINISTRIES AND  
CHURCHES, INC.

ARTICLE ONE

The name of the corporation is ASSOCIATION OF FAITH FAMILY MINISTRIES AND CHURCHES, INC.

ARTICLE TWO

The corporation is a non-profit corporation.

ARTICLE THREE

The period of its duration is perpetual.

ARTICLE FOUR

The purpose or purposes for which the corporation is organized are:

1. This corporation is organized for the purpose of conducting any legal activity permitted to be conducted by non-profit corporations under the laws of the State of Texas so long as such activity is not inconsistent with Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, or any superseding section. More specifically, but without reservation or restriction, this corporation shall be organized and operated exclusively for religious, charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, or any superseding section. This corporation shall, among other things, be empowered to organize and operate as a church and/or an association of churches.

2. The corporation is organized and shall be operated exclusively for Christian, religious charitable and educational purposes and it is authorized to accept, hold, administer, invest and disburse for Christian, religious, charitable and educational purposes such funds as may from time to time be given to it by any person, persons or corporations, to receive gifts and make financial and other types of contributions and assistance to Christian, religious, charitable and educational organizations, and in general, to do all things that may appear necessary and useful in accomplishing the purposes hereinabove set out. All of the assets and earnings shall be exclusively for the purpose hereinabove set out, including the payment of expenses incidental

thereto; and no part of the net earnings shall inure to the benefit of any private shareholder or individual except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes and no substantial part of its activities or of any organization to which it may contribute shall be for the carrying on of propaganda, or otherwise attempting to influence legislation or participate in or influence any political campaign, or any other activity which would disqualify a corporation from tax exemption under Section 501(c)(3) of the Internal Revenue Code or other applicable federal, state or local law or regulation now or hereafter enacted.

3. All property shall be irrevocably dedicated to educational, religious and charitable purposes and shall be held in the corporate name of Association of Faith Family Ministries and Churches, Inc. Association of Faith Family Ministries and Churches, Inc., is a non-profit corporation organized and operated exclusively for educational, religious and charitable purposes, which qualifies for exemption from Federal Income Tax under provisions of Section 501(c)(3) of the Internal Revenue Code. The purchase, sale, lease, mortgage or alienation of said real property shall be transacted according to the By-Laws of the corporation.

4. In the event of dissolution of this corporation, all of the remaining assets of the corporation shall be distributed only for Christian, religious, charitable and educational purposes, which qualifies for exemption from Federal Income Tax under provision of Section 501(c)(3) of the Internal Revenue Code.

#### ARTICLE FIVE

The street address of the initial registered office of the corporation is 3415 So. R.L. Thornton Frwy., Dallas, TX 75224 and the name of its initial registered agent at such address is Gene Lewis.

#### ARTICLE SIX

The number of directors constituting the initial board of directors is five and the names and addresses of the persons who are to serve as the initial directors are:

Ernest Crowley	2723 Anzio Dr. Dallas, TX 75224
Shirley Crowley	2723 Anzio Dr. Dallas, TX 75224
Annie Blair	5150 Patonia Dallas, TX 75241

Sharon Lewis

815 North Hampton Road  
Dallas, TX 75208

Gene Lewis

815 North Hampton Road  
Dallas, TX 75208

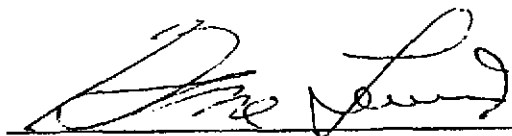
ARTICLE SEVEN

The name and street address of the incorporator is:

Gene Lewis

815 North Hampton Road  
Dallas, TX 75208

Incorporator:

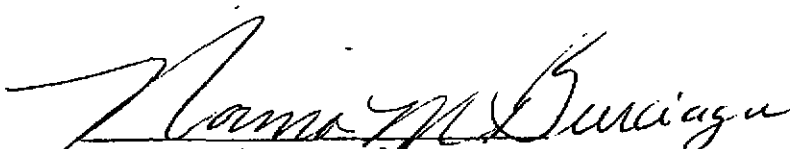
  
Gene Lewis, Incorporator

STATE OF TEXAS     )  
COUNTY OF DALLAS   )

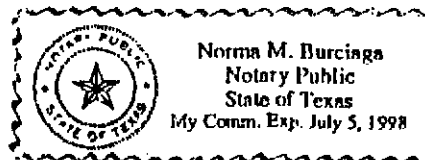
Before me, a notary public, on this day personally appeared Gene Lewis known to me to be the person whose name is subscribed to the foregoing document and, being by me first duly sworn, severally declared that the statements therein contained are true and correct.

Given under my hand and seal of office this 14 day of December, A.D., 1994.

(Notarial Seal)

  
Notary Public, State of Texas

My commission expires: July 5, 1994



To be completed by TEA  
 Date of Receipt by TEA: \_\_\_\_\_ Date of SBOE Review: \_\_\_\_\_  
 Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Beginning Date of Operation: \_\_\_\_\_

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

**Instructions:** Submit completed application with the proposed charter and assurances signed by the Chief Operating Officer of the School and the signed parent/guardian petition to the Texas Education Agency, Document Control Center, 1701 North Congress Ave., Austin, Texas 78701. For assistance, contact the Office of Accountability at (512) 463-9716.

Chief Operating Officer  
 of Proposed Charter: Joy H. Guercio Title: Charter School Principal

Name of Sponsoring Entity: West Houston Charter Alliance

Sponsor Address: 12852 Westleigh City: Houston  
 Zip: 77077 Phone Number: (713) 556-6828 Fax: (713) 558-3868

Name of Proposed Charter: West Houston Charter School

Charter Address: 800 W. Sam Houston Pkwy. N. City Houston  
 Zip: 77024 Phone Number: (713) 558-3868 Fax: (713) 531-1995

Grades	Expected Initial	Projected Total
Levels: <u>7 thru 9</u>	Enrollment: <u>120</u>	Enrollment: <u>160</u>

The charter will serve an area that is geographically:  
 (Check all that apply.)  urban  suburban  rural

If the proposed charter will serve any special populations, indicate the approximate percentage of the student population to be served in as many of the following categories as are applicable:

pre-kindergarten  25% special education  migrants  
 5% economically disadvantaged  5% limited English proficient  recovered dropouts  
 at risk of dropping out  pregnant or parent students

65% other: Low average to average ability students with no history of discipline problems

The applicant is an "eligible entity" under the following category (check one):  
 an institution of higher education as defined under TEC, Section 61.003;  
 a private or independent institution of higher education as defined under TEC, Section 61.003;  
 an organization that is exempt from taxation under 26 U.S.C. Section 501(c)(3); or  
 a governmental entity.

The facility to be used for an open-enrollment charter school is a facility of:  
 a commercial entity  a non-profit entity  a school district

Identify the entity that owns the facility: Town and Country Center

If the entity that owns the facility does not operate it, who does?

(9) Submit a proposed budget as an attachment to this application. *(See Attached)*

**Budget figures are based on a reimbursement rate of \$5,000 per student.**

- |   |  |
|---|--|
| <b>Facilities - 8% of total budget</b>              | <b>Student Fund - 3% of total budget</b>     |
| <b>Staff Salaries - 42% of total budget</b>         | <b>General Supplies - 1% of total budget</b> |
| <b>Capital Outlay - 27% of total budget</b>         | <b>Reserve Funds - 2% of total budget</b>    |
| <b>Administrative Support - 17% of total budget</b> |  |

(10) Describe the manner in which an annual audit of the financial and programmatic operations of the open-enrollment charter will be conducted. Describe the manner in which the charter will participate in the Public Education Information Management System (PEIMS) information, as required by state statute or by State Board of Education rule:

**Financial Audit:** An audit of the financial records will be conducted annually, by an independent accounting firm selected by the Charter Governance Board.

**Programmatic Operations:** Quarterly reports will be submitted to the affected districts and the Texas Education Agency (TEA) for desk review.

Two on-site visits by a team from the affected districts and TEA during each school year

**PEIMS Information:** The Charter School will identify one staff member who will be responsible PEIMS data collection and input. The Principal will review and sign all PEIMS data reports and submit the reports when requested by TEA.

(11) Describe the facilities to be used:

The proposed facility to be used is located within Town and Country Center. The commercial property consists of 7,466 square feet. It offers space appropriate for instruction in the arts, sciences, athletics and computer technology. Its unique location within the energy corridor presents opportunities for executive internships and apprenticeships with local businesses enabling students to earn credit while job shadowing people in career fields that interest them.

If the facility to be used for an open-enrollment charter school is a facility of a school district, describe the terms established by the board of trustees or other governing body of the district stipulating the relationship between the proposed charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, or pending agreement, signed by the president of the board of trustees or other governing body of the school district, the chair or president of the governing body of the proposed open-enrollment charter school, and the chief operating officer of the proposed charter.

*Not Applicable*



# CONTRACT FOR CHARTER

## CONTRACT

CONTRACT entered into this 25th day of March, 1996 by and between the Texas State Board of Education (the "Board") and West Houston Charter Alliance ("Charterholder") for the purpose of establishing a charter to operate a public school.

The term of the charter granted by this contract is from August 1996 through July 2001. The charter may be renewed for an additional period by mutual agreement of the parties at any time prior to its expiration.

The charter granted by this contract is contingent upon full and timely compliance with the following, all of which are incorporated by reference:

1. The terms of the Request for Proposals dated October 1995, including the assurances required by the Request;
2. All applicable requirements of state and federal law and court orders, including any amendments thereto; and
3. All additional commitments and representations made in Charterholder's application and any supporting documents which are consistent with the provisions and requirements of this contract.

Charterholder understands that the Board may modify, place on probation, revoke or deny renewal to a charter if the Board determines that a material violation of the charter has occurred, that Charterholder has failed to satisfy generally accepted accounting standards of fiscal management, or that the Charterholder has failed to comply with an applicable law or rule. The parties agree that failure to satisfy accountability provisions adopted under Subchapters B, C, D and G of Chapter 39 of the Texas Education Code, or their successor provisions, or failure to operate an open-enrollment charter school during the period of this contract are material violations of the charter. Charterholder understands that its charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise.

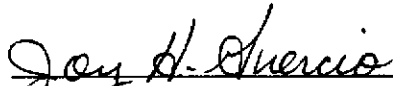
Charterholder represents that it is qualified to enter into this contract and agrees to immediately notify the Board of any legal change in its status which would disqualify it from holding the charter, of any violation of the terms and conditions of this agreement, and of any change in the chief operating officer of the Charterholder.

Entered into this 25th day of March, 1996.

Texas State Board of Education

**West Houston Charter Alliance**  
12852 Westleigh  
Houston, Texas 77077

  
By Dr. Jack Christie, Chairman

  
By Joy H. Guercio, Charter School Principal