

TEXAS EDUCATION AGENCY

Application for an Open-Enrollment Charter School

Coversheet

Type: Open Enrollment  (check one) "75% Rule" \_\_\_\_\_

Date of Submission: 1/21/2000

Name of Proposed School: Cedars International Academy

Maximum Grade Levels to be served: K-6

Estimated 1st Year Enrollment 119 Max Enrollment 500

Name of Sponsoring Entity: CIA Inc. (Corporation-In-Development)

Check one:  501(c)(3) nonprofit organization  Governmental Entity  College or University

SBOE District: 13

Starting Date: 8/2000

Chairperson of Board of Sponsoring Entity: Rev. Dr. Don Joseph Sawyer

Chief Executive Officer of Sponsoring Entity: Rev. Dr. Don Joseph Sawyer

Chief Executive Officer of School: Same

Applicant Mailing Address: 1320 East 51st Street, Austin TX 78723

School Site Address: same

(If different from above)

Contact Phone # 512-458-3693 Fax # 512-451-9554

Contact Email Address: [REDACTED]

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

[Signature] Signature of Chief Executive Officer Of Sponsoring Entity/date

[Signature] Signature of Chairperson of the Governing Board of the Sponsoring Entity/date

Proposed School Data

(This page not provided to review committee members)

Projected Student Populations (indicate estimated percentages):

30%  Students "at risk of dropping out of school"

5%  Students requiring Special Education services

30%  Students of Limited English Proficiency

20%  Students of Economically Disadvantaged Families

15%  Minority Students

Will the school require all teachers to be certified?  No

Will the school require that all teachers be degreed with at least a bachelor's degree?  
 Yes

Will the school allow an individual to serve as a paid employee of the school as well as member of the governing board?  Yes

Will the school allow members of the same family to serve on the governing board?  
 Yes

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

Not  Been convicted of a felony?

Not  Been convicted of a misdemeanor?

Not  Been involved in bankruptcy?

Has the sponsoring entity been involved in

No  Litigation?

No  Sanctions from any state regulatory agency?

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

The application preparer has viewed the training video provided at the Regional Education Service Center.  X  yes  no

\_\_\_\_\_  
Name of Application Preparer

Was this person paid?  Yes  X  No

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## CONTENTS AND FORMAT OF APPLICATION

### *Contents and Order of Application*

#### A. Coversheet and Proposed School Data forms

#### B. Information Reviewed by Agency

- I. Evidence of eligibility of sponsoring entity
- II. Community Support
- III. Governance
- IV. School Demographics
- V. Human Resource Information
- VI. Business Plan
- VII. Geographic Area to be served and Statements of Impact

#### C. Information Reviewed by Review Committee

- VIII. Governance
- IX. Vision of the School
- X. Goals for the School
- XI. General Description of School
- XII. Educational Plan

#### D. Attachments (50 pages maximum)

- Attachment A – CIA Bylaws
- Attachment B – Statement of Impact
- Attachment C – Map of geographical area served by the CIA
- Attachment D – Survey from public hearing
- Attachment E – Curriculum
- Attachment F – Biographical Affidavits
- Attachment E – Budget
- Attachment G – Organizational Chart
- Attachment H – Facilities Commitment

#### *Format of Application*

- Number of paper copies: 2
- Length of application  
(excluding attachments): 100 pages
- Font: No smaller than 12 pt.; Arial
- Paper: 8.5x11.0, white, one side only
- Binding: NONE! DO NOT BIND  
May be rubber-banded or clipped
- Other: Must include a Table of Contents  
All pages must be numbered consecutively

Two complete paper copies of everything must be submitted in prescribed order with all required signatures to be original and in blue ink. One copy of items I-XII above must also be submitted on disk (the agency uses a PC compatible text file).

DOCUMENT CONTROL CENTER  
200 APR -7 AM 8:39  
TELETYPE UNIT

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 FEDERAL BUREAU OF INVESTIGATION

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

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## **Application Questions**

### **I. Evidence of eligibility of sponsoring entity**

#### **A. Statement describing sponsoring entity**

Sponsoring entity is the Cedar International Academy -- CIA Inc. (Corporation-In-Development) for a 501c3 status in the State of Texas. Cedar represents the wisdom of the ancient cultures. International represents the parents, educators and students from all over the globe. Academy indicates that this entity is an institute for knowledge and learning.

The mission of the Cedars Academy is to ensure that enrolled students have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our world.

The vision of Cedars International Academy is to prepare its children for the knowledge-based economy of the twenty first century.

The mission statement of the CIA is to offer a multi-lingual and multi-disciplinary learning experience in preparing students to be competitive globally.

#### **B. 501c3 determination letter from IRS or evidence of application**

Please see attached proof. Our Lady's Maronite Catholic Church is a member of the Maronite Deices in Los Angeles which is a non-profit organization.

#### **C. Articles of incorporation of sponsoring entity**

##### **Articles of Incorporation Of CIA, Inc.**

I, the undersigned natural person, a citizen of the State of Texas, and at least eighteen (18) years, acting as incorporator of a corporation under the Texas Non-Profit Corporation Act, do hereby adopt the following Articles of Incorporation for such Corporation:

##### **Article One**

###### **Name**

The name of the corporation is CIA, Inc.

##### **Article Two**

###### **Non-Profit Corporation**

The corporation is a non-profit corporation.

##### **Article Three**

###### **Duration**

The period of its duration is perpetual.

##### **Article Four**

###### **Purposes**

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The purposes for which the corporation is organized are:

1. The initial purpose for which the corporation is formed is to provide educational opportunities and assistance to children from all backgrounds to form a truly international environment.
2. No part of the net earnings of the corporation shall inure to the benefit of any Director of the corporation, officer of the corporation, or any private 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 Director or officer of the corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda in, or otherwise in (including the publication or distribution or statements) any political campaign on behalf of any candidate for public office.
3. The corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.
4. The corporation shall not engage in any act of self-dealing as defined in Section 4941 (d) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.
5. The corporation shall not retain any excess business holdings as defined in Section 4943 (c) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.
6. The corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.
7. The corporation shall not make any taxable expenditures as defined in Section 4945 (d) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.
8. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501 (c) (3) of the Internal Revenue Code and its regulations as they now exist or as they may hereafter be amended, or by an organization, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code and Regulations as they now exist or as they may hereafter be amended.
9. Upon dissolution of the corporation or the winding up of its affairs, the assets of the corporation shall be distributed exclusively to charitable, scientific, testing for public safety, literacy, or education organizations which would then qualify under

provision of Section 501 (c) (3) of the Internal Revenue Code and Regulations as they now exist or as they may hereafter be amended.

10. The Corporation shall not have members.

**Article Five  
Initial Registered Office and Agent**

The street address of the initial registered office of the corporation is 1320 East 51<sup>st</sup> Street, Austin, TX 78723.

**Article Six  
Board of Directors**

The number of Directors constituting the initial Board of Directors of the corporation is Four (4) and the names and addresses of the persons who are to serve as the initial directors are:

<b>Name</b>	<b>Address</b>
Rev. Dr. Don Joseph Sawyer	1320 East 51 <sup>st</sup> Street, Austin TX 78723
Rita Estephan	13204 Kincaid Court, Austin, TX 78727
Joseph Mezher	1708 Deerfield Drive, Austin, TX 78741

**Article Seven  
Incorporators**

The name and street address of the incorporator is:

<b>Name</b>	<b>Address</b>
Rev. Dr. Don Joseph Sawyer	1320 East 51 <sup>st</sup> Street, Austin TX 78723

**Article Eight  
Indemnification**

A director of this Corporation shall not be liable to the Corporation or its stockholders for the monetary damages for breach of fiduciary duty as a director, except to the extent such exemption from liability or limitation thereof is not permitted under the General Corporation Law of the State of Texas as the same exists or may hereafter be amended.

Any repeal or modification of the foregoing paragraph shall not adversely affect any right or protection of a director of the Corporation existing hereunder with respect to any act or omission occurring prior to such repeal or modification.

**D. Bylaws of sponsoring entity**

**ByLaws  
Of  
CIA, Inc.**

**Article I  
Identification**

1. **Name:** The name of the Corporation is CIA, Inc.
2. **Registered Office:** The address of registered office is: CIA, Inc., 1320 East 51<sup>st</sup> Street, Austin, TX 78723.
3. **Seal:** The corporate seal or any facsimile thereof shall contain the following legend: CIA, Inc.
3. **Financial Year:** The financial year of the corporation shall be the fiscal year (September 1<sup>st</sup> - August 31<sup>st</sup>).

**Article II  
Purposes**

The purposes of CIA, Inc. will be as stated in its Articles of Incorporation.

To accomplish the purposes of the Corporation, as so stated, CIA, Inc. will receive and maintain a fund or funds of real and personal property, or both, and, subject to the restrictions and limitations hereinafter set forth, to use and apply the whole and any part of the income therefrom and the principal thereof exclusively of charitable, scientific, literacy, or education purpose either directly or by contributions to organizations that qualify as exempt organizations under Section 501 (c) (3) of the Internal Revenue Code 1986 and its regulations as they now exist or as they may thereafter be amended.

CIA, Inc., will perform such other functions as are consistent with the aforementioned purpose and relate to the common good.

**Article III  
Members**

The Corporation will not have members.

**Article IV  
The Board of Directors**

1. **Number:** There shall not be less than Four (4) nor more than Eight (8) directors. The number of directors may be increased or decreased at any time by amendment to these Bylaws by the Board of Directors. However, the number of directors shall never be less

than Four (4) and any decrease in number shall not have the effect of shortening the term of any incumbent director.

2. Term of Office: The term of Board of Directors shall be for a period of Three (3) years. Any vacancy occurring will be filled by an affirmative vote of the remaining directors. Thereafter, the directors shall serve such terms, not exceeding Three (3) years, or as may be [provided by resolution of such Board of Directors.
3. Vacancies: Vacancies may be filled by an affirmative vote of the majority of remaining directors
4. Place of Meeting: Meetings of the Board of Directors may be held either within or without the State of Texas.
5. Meetings:
  - A. Regular Meetings: The Board of Directors shall meet on a regular basis if so determined by resolution of the Board of Directors. Such resolution shall state the time and place of such regular meetings and no further notice shall be necessary.
  - B. Special Meetings: Special meetings may be called by any director upon at least forty-eight (48) hours notice to the other directors. Such notice shall specify the time and the place of such special meeting. However, attendance of a director at such a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not properly called or convened.
6. Quorum: A quorum for the transaction of business by the Board of Directors shall be a majority of the whole Board.
7. Action without meeting: Any action which is required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting, if a consent in writing setting forth the action to be taken, shall be signed by all of the directors entitled to vote with respect to the subject matter thereof. Such consent shall have the same force and effect as a unanimous vote.
8. Officers of the Board: The Board of Directors shall elect, from any of the directors, a Chairman.
9. Committees: The Board of Directors may, by resolution adopted by a majority of the entire board, designate Four (4) or more directors to constitute an Executive Committee. Such Committee shall have and exercise the authority of the Board of Directors in the management of the Foundation. The Executive Committee shall be subject at all times to the control of the Board. The Board of Directors may create other committee as needed.
10. Directors to Serve Without Compensation: Directors shall serve without pay and no funds of the Corporation shall ever be expended as compensation for the service of any director serving as director. This article does not preclude the Board of Directors hiring

one of its directors to serve in a second capacity as the "Executive Director" for compensation; that director will not receive compensation for service as a member of the board of directors.

#### **Article V Officers**

1. Number: The Officers of the Corporation shall be a President, one or more Vice-President, a Business Manager, a Secretary, and any such other officers and assistant officers as may be deemed necessary by the Board of Directors. Any two(2) or more offices may be held by the same person except that the President and Secretary shall not be the same person.
2. Election, Term of Office: The officers shall be elected by the Board of Directors. Each officer shall hold office until the successor thereto is elected and qualified or unless sooner removed or disqualified under Section 3 of this Article.
3. Removal: Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgement the best interest of the Corporation will be served thereby; but such removal shall be without prejudice to the contract rights, if any, of the person so removed.
4. Vacancies: Any vacancy in any office because of death, resignation, removal, or by any other cause shall be filled by the Board of Directors.

#### **Article VI Corporate Activities**

1. Distributions: No assets of the Foundation shall be distributed to its directors or officers. Upon final dissolution or liquidation, the Foundation may make distributions as permitted by law.
2. Laons: No loans shall be made by the Foundation to its directors or officers.
3. Contracts: The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Foundation, and such authority may be general or confined to special instances.
4. Checks, Drafts, etc: All checks, drafts or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Foundation, shall be signed by such officer or officers, agent or agents of the Foundation and in such manner as shall from to time be determined by a resolution of the Board of Directors.



5. Deposits: All funds of the Foundation not otherwise employed shall be deposited from time to time to the Foundation in such banks, trust companies, or other depositories as the Board of Directors may select.

The power to alter, amend or repeal these Bylaws or adopt new Bylaws is vested in a majority of the Board of Directors.

**E. Biographical Affidavits for each member of the governing board of the sponsoring entity (Appendix V).**

Please see attachment F.

**F. History of sponsoring entity**

**1. Financial history of the entity**

N/A

**2. Credit report**

N/A

**3. Most recent IRS filing**

N/A

**4. Disclosure of any liens**

N/A

**5. Litigation History**

N/A

**II. Community Support**

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

The CIA has and will continue to use community input in the planning process of the charter school. We believe that in order to be most effective we must involve the community as much as possible.

**B. Provide a copy of the notice for the registration log, and a synopsis of a public hearing held to discuss the proposed charter school plan.**

A public meeting was held on March 26, 2000 at the "Our Lady Catholic Church" to discuss the CIA charter school. The meeting began at 11:00 am and ended at 11:30 am. The board members gave a presentation about the CIA charter school and parents and community members were given the options to voice their opinions and address their concerns. The meeting was very successful and the community expressed a positive, supportive attitude at the hearing. Please find enclosed a copy of the announcement and an example of the support letters.

**Name of Charter School:** Cedars International Academy (CIA)  
**Address of Charter School:** 1320 East 51<sup>st</sup> Street  
Austin, TX 78723

**Name of Individual or Entity Holding the Charter:** Our Lady's Maronite Catholic Parish  
**Address of Individual or Entity Holding the Charter:** 1320 East 51<sup>st</sup> Street  
Austin, TX 78723

**Date the Charter was Issued:** May 12, 2000

**Name of Chief Operating Officer:** Rev. Dr. Don J. Sawyer  
**Address of Chief Operating Officer:** 1320 East 51<sup>st</sup> Street  
Austin, TX 78723

**Chairperson, Governing Board of Charterholder:** Joseph W. Mezher  
**Address of Chairperson:** 1708 Deerfield Dr.  
Austin, TX 78741

**Names and Addresses of School's Trustees:** Rev. Dr. Don J. Sawyer  
1320 East 51<sup>st</sup> Street  
Austin, TX 78723

Joseph W. Mezher  
1708 Deerfield Dr.  
Austin, TX 78741

Rita Estephan  
13204 Kincaid Court  
Austin, TX 78727

William Wale  
7906 Elkhorn Mountain Trail  
Austin, TX 78729

**Proposed Start Date:** August, 2001

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**C. Discuss any business arrangements or partnerships with existing schools, educational programs, businesses, or non-profit organizations.**

CIA will approach the following entities for future partnerships and business arrangements:

Surrounding Independent School Districts  
Central Texas Association of Lebanese Americans (CTALA)  
International Baccalaureate Organization  
Austin Community College  
Arab American Community School of Austin (AACCS)  
University of Texas at Austin  
St. Elias Orthodox Greek Church  
St. Edwards University  
Concordia University  
Huston-Tillotson College  
American Association for the Advancement of Science  
Alliance Francaise De Austin  
Texas Business Education Coalition  
Texas Regional Collaboratives for Excellence in Science Education  
Big Brother Big Sister  
Boys and Girls Scout  
International Children Museum  
Communities in School System

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

Dr. Joseph Snowden, 110 Scamper, Austin TX, 78734 512-261-5649  
Deacon Joseph Crowley, Deacon at Our Lady's Catholic Parish;  
202 Honeysuckle Ln, Pflugerville, Tx 78660 512-9291235  
Brigid Cockrum, Parent, 3202 West Avenue, Austin, Tx 78701 512-451-5907  
Roger El Khoury, CE, Travis County Engineer; 1001 Glenwood St. Round Rock, TX 78781  
512-244-3450  
Mitzi Anderson, CEO Terra-Storage Inc., 11801 Hobbiton Tr. Austin, TX 78739, 512-280-7213

**E. Each applicant must publish the following statement in a newspaper of general distribution in the geographic area proposed for the school. The statement must also be mailed to the city council and commissioner's court with jurisdiction over the geographic area. Attach evidence of publication.**

The following statement was published in The Austin-American Statesmen on March 23, 2000. Please see copy of the newspaper announcement.

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

The Cedars International Academy (CIA) is applying to the State Board of Education for approval to operate an open-enrollment charter school ("charter school") to be located in Austin, Texas. Charter schools are public schools established by nonprofit organizations, institutions of higher education, or governmental entities. These schools are publically funded and are free from many state regulations that apply to other public schools. The following descriptive information about the proposed school is being provided for the benefit of the community in which the school would be located if approved.

**Name of the sponsoring entity proposing the charter school.** CIA  
**Chief Executive Officer of the proposed school.** Rev. Dr. Don Joseph Sawyer  
**Board members of the sponsoring entity.**  
Rev. Dr. Don Joseph Sawyer  
Rita Stephan  
Joseph Mezher

**Board members of the school operating board.** Same as above.

**Proposed location of the school.** 1320 E. 51<sup>st</sup> Street, Austin, TX 78723

**Brief description of the school.** Sponsoring entity is the Cedar International Academy -- CIA Inc. for a 501c3 status in the State of Texas. Cedar represents the wisdom of the ancient cultures. International represents the parents, educators and students from all over the globe. Academy indicates that this entity is an institute for knowledge and learning

**Grade levels to be served.** K-6

**Opening date if approved.** August 2000

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

### **III. Governance of the Sponsoring Entity**

#### **A. Profile of the Founding Board and/or Initial Incorporators of the sponsoring entity**

- 1. Describe the organizing group of initial Incorporators who are working together to apply for a charter, including the names of the organizers, their backgrounds and experiences, and 3 references for each.**

The initial group of incorporators are members of the community with a vision to see a school addressing the needs of the parents and their children. They all have experience in the field of education and are dedicated to the delivery of an excellent service. Please see attached resumes and references.

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

Rev. Dr. Don Joseph Sawyer is a leader in the community who is dedicated to serving the families in need. He has a Ph.D. in theology. Rev. Sawyer has a great experience in

counseling and has had the institutional memory of operating a non-profit organization such as Our Lady's Maronite Catholic Church. He in fact was the driving force behind building the church. His commitment to the school relies in motivating and recruiting parents and students from the community and the surrounding neighborhood.

Rita Stephan, Grants analyst, State grants team, Office of the Governor. Mrs. Stephan's experience in researching, locating sources of funds, and writing grants for federal, state, or private entities is a must to the CIA's financial stability.

Joseph Mezher, TEA, State Funding Division. Mr. Mezher's knowledge of state funding formulas and school finance will be a very valuable asset to the financial success of the CIA charter school.

**3. Describe the following:**

**a. the officer positions designated;**

President  
Business Manager  
Secretary

**b/c. the manner in which officers are selected and removed from office;**

The officers shall be elected by the Board of Directors. Each officer shall hold office until the successor thereto is elected and qualified or unless sooner removed or disqualified under the following condition. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgement the best interest of the Corporation will be served thereby; but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

**d. the manner in which vacancies on the governing board are filled;**

Any vacancy in any office because of death, resignation, removal, or by any other cause shall be filled by the Board of Directors. Vacancies may be filled by an affirmative vote of the majority of remaining directors.

**e. the term for which members of the governing body serve;**

The term of the governing body shall be for a period of three(3) years. Any vacancy occurring will be filled by an affirmative vote of the remaining directors. Thereafter, the directors shall serve such terms, not exceeding three (3) years, or as may provided by resolution of such Board of Directors.

**f. whether the terms are to be staggered.**

Terms of the governing body will be staggered. One-third will initially serve a one year term, one third will serve a two year term and the remaining third will serve the full three years; thereafter, every term will be three years for every member.

00021

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

At this point, we have no plans to further recruit founders. This possibility might be explored later on during the process.

**B. School Management Board**

**1. Biographical Affidavit for each member of the school management board if different from board of sponsoring entity listed in Section I above.**

The school management board will be comprised in the interim of those who comprise the sponsoring entity.

**2. Describe the following:**

**a. the officer positions designated;**

Same as above.

**b. the manner in which officers are selected and removed from office;**

Same as above.

**c. the manner in which members of the governing body are selected and removed from office;**

Same as above.

**d. the term for which members of the governing body serve;**

Same as above.

**e. whether the terms are to be staggered.**

Same as above.

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

There is no private entity that will be involved in the operation of the CIA charter school. All operational decisions will be made by the governing body and school and management board.

**4. The manner in which the charter schools will conduct textbook selection.**

CIA will adopt the State of Texas' approved textbooks and State of Texas approved assessment standards.

**IV. School Demographics**

00022

**A. What are the school's enrollment projections for the first five years?**

500 students.

**What is the school's maximum enrollment goal?**

500 students per year

**What grades will be served?**

K through 6<sup>th</sup> grade in the first year with the option of adding one grade level per year thereafter.

**How many students are expected to be in each grade or grouping?**

Not to exceed 17 students per class, and not to exceed four classes per grade.

**What will be the maximum class size allowed?**

Not to exceed 17 students per class.

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

The community of the International families in Central Texas spread over a radius of 30 miles around Austin. See attached map. Our plans are to focus on the geographical location of the parent's workplace. We will begin our school at a temporary site at 1320 E. 51<sup>st</sup> Street, Austin, TX 78723. A location of Our Lady's Maronite Catholic Church. The site is centrally located between North and South and East and West of Austin and the surrounding areas, at the intersection of interregional highway 35 and highway 183 and very close to highway 290. All of which are major arteries for the influx of workers into the city.

**C. Why was this location selected?**

This location was selected based on the availability of the facility and the location of the site close to the parent's workplace.

**Are there other alternative locations suitable to the needs and focus of the school?**

Not at this time.

**V. Human Resource Information**

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

All hiring and dismissal decisions will be conducted through a joint effort between the School Director, a hiring committee, and the Board of Directors. All policies will be described in detail in policy manual and given to all staff members. All staff and faculty will receive five (5) state personal leave days pursuant to Section 22.003 of the Education Code, and five (5) local days

per year. A comprehensive benefit package will be provided including medical, dental, and life insurance, as well as enrollment with the Teacher Retirement System (TRS).

**B. Administrators**

**1. Biographical Affidavit for each administrator of the school.**

See attachment.

**2. Powers and duties**

**a. Who will be the school's Chief Executive Officer? Describe the chain of command (attach an organizational chart).**

Rev. Dr. Don Joseph Sawyer will be the interim school's Chief Executive Officer.

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

Rev. Sawyer will oversee the recruiting, hiring and development of a professional staff that will consist of teachers, counselors and staff. Additionally, he will manage the day-to-day operation of the academy, organizing community outreach events, developing relations with parents; and responding to complaints/concerns.

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

All academic and financial leaders of the CIA will be professionals with the appropriate degree(s). In addition, all leaders must be committed to the goals and vision of the CIA Academy. All hiring decisions must be approved by the governing board.

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

Chief Executive Officer/School Director: The CEO/School Director will direct, manage and provide leadership for the entire school community. Responsibilities include, but are not limited to a complete understanding of operations, budgeting, curriculum, faculty development and evaluation of all staff. The CEO/SD will also play a leading role in establishing performance goals for student achievement. Also, the SD will oversee the areas of curriculum, instruction, assessment and staff development.

Business Manager: The Business Manager will be responsible for overseeing all business and development aspects of the CIA Academy. Responsibilities include operating accounting systems, personnel, purchasing, payroll, accounts payable, benefits administration, revenue, grant-writing and investing to ensure financial stability of the CIA Academy.

Counselor: The Counselor will provide both academic and emotional support services to all students. In addition to responding to teacher referrals, the counselor will work with students through presentations and individual planning. The counselor will also serve as a liaison between students and families and various social service organizations.



Teacher: All teachers will be responsible for the achievement and academic excellence of their students. Teachers will engage a variety of instructional strategies to meet the needs of all students while providing both a rigorous and unique classroom learning environment to ensure all students meet the performance objectives established by the school as well as the TAAS and TEKS. In addition, to ensuring student achievement, teachers will also be responsible for their own growth and development.

Administrative assistant: The Administrative Assistant will be responsible for overseeing the daily operations of the office. Duties include reception, public information and dissemination of CIA Academy programs, and scheduling for and assisting the School Director.

**e. How will administrative personnel be evaluated?**

The evaluation will be conducted through:

1. Through a team building process.
2. Responsibilities of meeting the CIA goals.
3. Constructive feedback.
4. Through a decision making process and efficient results.

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

The salary range and benefits for administrative staff will follow the same schedule for that of teachers, according to their level of experience, but will include compensation for days beyond the overall school calendar.

**C. For Faculty and Staff**

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

All classroom teachers will be required to have a bachelor's degree. Teachers are not required to be certified.

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

The targeted staff size is between 15 and 25.

The teacher-to-student ratio is 1:17.

3. **Identify the proposed faculty and staff if possible.**

Not yet been identified. The process of recruiting, selecting and hiring will take place as soon as the charter is approved.

4. **How will the faculty and staff be evaluated?**

The faculty and staff will be evaluated according to the Texas Professional Development Appraisal System (PDAS). Also, parents and students will be asked to evaluate the staff and teachers.

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

Same as A2d.

6. **For secondary schools, describe the method for determining that an individual student has satisfied the requirements for graduation.**

Not applicable.

#### **D. Code of Conduct**

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

Every student is held to the highest expectations in both academics as well as behavior. The CIA Academy will ensure parents and students involvement concerning this issue and will involve the parents during the process. Also, students will be held responsible to all local, state, and federal criminal laws. A more detailed code of conduct will be developed by the school community in a consensus forum to ensure agreement and readiness to comply with all items listed in the Code.

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

Students will be suspended for any conduct or action deemed inappropriate by the school. The CIA Academy will have a plan in place to deal with students conduct, suspension, and expulsion. This plan will be developed by the school community in a consensus forum to ensure agreement and readiness to comply with all items listed in the policies.

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

At the beginning of the year, parents and students will sign a statement that will outline their commitment to excellence during the year. Therefore, parents are held responsible for their kids attendance. In the event students are absent, parents are required to call their teacher, explain the circumstances and help the school with the missed school day(s).

## **VI. Business Plan**

### **A. Financial Management**

1. **Develop a preliminary startup budget, covering only the planning and capital expenses necessary before school opening (must be completed on state-provided template A) and with supporting letters of credit and documentation verifying private sources of funds.**

See attachment E.

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

See attachment E.

- 3. Present a three (3) year cash flow projection showing monthly cash in flows from all sources by month, including loans and all monthly cash outgoes for all purposes, including loans.**

See attachment E.

- 4. Do you plan to conduct any fundraising efforts to generate capital or to supplement the per pupil allocations (ADA)? If so, briefly explain fund raising activities and goals.**

The CIA Academy will plan to conduct fundraising events to supplement the federal, state, and private monies. The ultimate purpose of these fund raising events is to increase the financial stability of the Academy and to provide some extra curriculum activities and field trips to its students. A special development staff will be assigned the responsibilities of keeping up with all funding opportunities and ensuring the sharing of information among the school community to determine interest in pursuing and then preparing the appropriate application or proposal.

- 5. Provide a copy of the current and/or proposed business procedures handbook the school will be using, describe the policies, procedures, and forms for the daily business operation.**

Please see attachment A.

- 6. Provide a copy of the current or proposed monthly budget status report to the board of directors that will be used.**

Please see attachment E.

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

The CIA Academy will use the TEA Financial Accountability System Resource Guide as a guide to implement its financial accounting system.

## **B. Facility Management**

- 1. Description of and address for the physical facility.**

1320 East 51<sup>st</sup> Street Austin, TX 78723  
Our Lady Maronite Catholic Church facility.

- 2. Explain why this site would be a suitable facility for the proposed school. Address the necessity of renovation to the facility and compliance with applicable building codes. Describe the services of the facility including heating, ventilation, and lighting, sanitary conditions and water supply.**

Adequate classroom space and room for expansion. This is a new facility that includes proper mechanical heating, ventilation, and lighting, sanitary conditions and water supply accommodations.

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

Facility includes space for classrooms, cafeteria, playground and athletic and general assembly areas.

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

The current facility is equitable for the development of the school. The church stands on a 6 acre lot. CIA has land/facility acquisition plan in its 10-year strategic plan.

- 5. Attach a copy of a lease agreement, deed to property or purchase agreement as applicable.**

The Academy will use the church facilities. Attached is a letter from the Pastor of the Church committing the space and the facility.

### **C. Student Attendance Accounting**

- 1. Describe your school attendance accounting procedures.**

The TEA Student Attendance Accounting Handbook will be followed.

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

CIA will follow the Austin Independent School District school calendar for convenience.

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

The CIA Governing Board will accept any public education grant (PEG) transfer under Section 25.036 of the Texas Education Code and the Civil Act 5281. The CIA Academy will not discriminate against any student that wishes to transfer to the Academy under the PEG transfer. The CIA Academy may not use any criteria that discriminate against any of the transfer students on the basis of a student's race, ethnicity, academic achievement, athletic abilities, language proficiency, sex, or socioeconomic status.

### **C. Transportation and Food Service**

Not applicable.

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

Not applicable.

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

Not applicable.

## **VII. Geographic Boundaries and Statements of Impact**

### **A. Geographic Boundaries**

1. **Describe the geographic area to be served by the school. Include a map showing boundaries clearly marked. Include a written description that clearly explains the area to be served.**

The community of the International families in Central Texas spread over a radius of 30 miles around Austin. See attached map. Our plans are to focus on the geographical location of the parent's workplace. We will begin our school at a temporary site at 1320 E. 51<sup>st</sup> Street, Austin, TX 78723. A location of Our Lady's Maronite Catholic Church. The site is centrally located between North and South and East and West of Austin and the surrounding areas, at the intersection of interregional highway 35 and highway 183 and very close to highway 290. All of which are major arteries for the influx of workers into the city.

While the selected location is an excellent starter location, it may not meet the needs of our school on the long term. A committee will be formed to seek a permanent site for CIA. Preliminary talks have begun with between a real-estate lawyer and some local ventures. The committee will use the following guidelines in scouting sites for parental approval.

Our goal is to create a learning environment. We do not envision a single building, but a series of buildings, set on a large piece of land. We hope to include a library, science laboratory, computer laboratory, health center, greenhouses, dining hall, general store, as well as classroom buildings

The school location will serve population from the 30 miles radius around Austin, allowing the opportunity for all students members of the following communities to participate: Arab American Community of Central Texas

French Community of Central Texas

International Students from the University of Texas

Spouses of International Students from the University of Texas

International Community employed by the Hi-Tech corporations in Central Texas

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

The Districts that may be affected include:

Austin Independent School District

Eanes Independent School District

Georgetown Independent School District

00029

Lake Travis Independent School District  
Leander Independent School District  
Manor Independent School District  
Pflugerville Independent School District  
Round Rock Independent School District

**B. Statements of Impact**

1. **The sponsoring entity must send a copy of the form in Appendix IV, *Statement of Impact*, to the superintendents of all school districts that are likely to be affected by the establishment of the charter school, including those districts from which the charter school will accept transfers.**
2. **The *Statement of Impact* form should be sent to all affected districts no later than the date the application is submitted to TEA.**  
The Statement of Impact form was sent to all affected districts on January 21, 2000.
3. **The charter school application must include a list of the districts to which a *Statement of Impact* form was sent.**

The Districts that may be affected include:

Austin Independent School District  
Eanes Independent School District  
Georgetown Independent School District  
Lake Travis Independent School District  
Leander Independent School District  
Manor Independent School District  
Pflugerville Independent School District  
Round Rock Independent School District

4. **The superintendent *may* complete the *Statement of Impact* form and submit it to the Texas Education Agency by the date of submission of the application to the State Board of Education. Upon receipt of each charter school application, Agency staff will determine whether all districts likely to be affected by the establishment of the proposed charter school received a *Statement of Impact*.**

00030

**Application Questions to be Reviewed  
By  
Review Committee**

## **VIII. Governance Structures and Processes**

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

The founding coalition's vision will be maintained by establishing a governing council, which has a mixture of experienced and new members. To achieve this goal, one-third of the first governing council seats will be designated as a three-year term. The remaining seats will serve two-year terms. This staggered term process will ensure that the council always has experienced members so that continuity can be maintained from one year to the next. The established bylaws for the non-profit organization associated with the school will be printed and kept. Each new members will be required to read and agree to comply with all the terms and responsibilities of the bylaws.

### **B. Describe the roles and responsibilities of the board(s)**

The Governing Council shall consist of:

- the school principal who will serve as the Chair;
- three (3) Teachers, elected by teaching faculty;
- three (3) Parents, elected by the parent body of the school; and
- two (2) Community/Business members, elected by the school membership.

The role of the Council shall be to represent the students, parents, staff, and community by brining their expertise, experience and collective wisdom to the table solely for the best interest of all children enrolled at Cedars International Academy (CIA). The Council shall have the following responsibilities:

- Make personnel decisions regarding the school's Principal, including hiring and removal;
- develop goals and objectives for the school;
- establish school pollicies;
- review and approve the budget;
- negotiate with and be accountable to the Texas Education Agency; and
- provide a listening, attentive ear to the school community.

Students will play an integral role on the Council through presentations and collective statements regarding the educational program. Eventually, students will serve on the Governing Council in an advisory capacity as the education program is developed. The Governing Council will utilize committees comprised of school members to analyze options on different issues and report their conclusions for adoption of programs.

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

The first Governing Council will develop and adopt a governance procedure to address complaints from parents and employees concerning the charter, the policies and procedure of the CIA.

This procedure will be published and distributed annually to parents and employees. The council will decide upon changes to the published governance procedures.

A peer mediation team will be set up to address minor issues that can be resolved with minimum mediation. One of the staff will be required to have conflict resolution skills. This person will be responsible for training all the teachers and the administrators. The conflict resolution coordinator will also conduct parents and students sessions on conflict resolution. CIA will follow an open-forum style where the principal and the board's doors will be open to all members of the schools for complaints or comments. A school-wide town hall meeting will be held once a month to address issues of interest



or concern to the school community. A parent/student/teacher will be assured that their concerns will be given the appropriate attention. Any teacher/staff is required to report to the conflict resolution coordinator any problems. The conflict resolution coordinator must inform the principal and must determine the size and impact of the problem and decide whether peer mediation is needed or intervention from the Principal or the board.

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

It is the goal of the CIA to have a productive relationship between parents and administrators. To ensure this relationship is fostered, the administrator, specifically the principal, will be given the expectation to:

- a. Encourage active participation to engage teachers as partners in implementing the educational program for their students.
- b. Encourage active communication between teachers and the administration by holding a monthly staff meeting to give teachers an opportunity to provide input about the schools administrative and educational programs.
- c. Encourage outside activities and team building practices that will strengthen the community ties and emphasize the family spirit.

The teaching staff will work with the administration, through the Governing Council, as both administrators and teachers will be represented on the Council.

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

A student body will be formed to teach students about the democratic process of decision-making. They will be asked to vote on matters that concern them. Students will also be involved in the peer mediation group where they get a chance to participate in resolving conflict or determining consequences.

Studies show that students perform better in school if their parents are involved in their education. Parents therefore have an important role to play in supporting their child's learning. By reading the curriculum, parents can see what their children are learning in each grade and why they are learning it. This awareness will enable parents to communicate with teachers, to offer useful information, and to ask relevant questions about their child's progress. Knowledge of the expectations in various subjects will also help them interpret their child's report card and work with the teacher to improve the student's learning. Participating in parent conferences, working on the school council, and providing encouragement at home for completing assignments are just three of the many ways parents can express their interest.

Parents will also be involved through the PTA and serving or contributing to the board in an advisory capacity. Parents are expected to play an active role—not in financially contributing to the school, however, in contributing their time and effort along with their input and assistance in sharing their experience and their knowledge. Parents will take an active informative and informed role in their children's education. Their consents will be requested on many decisions and policies that the school will make. Additionally, they will have scheduled meetings with their child and teacher periodically during the year to review goals and progress. They will discuss ways the child can be supported outside of school to expand on the learning occurring at school. They will participate in the demonstration and presentation nights. They will be encouraged to share their knowledge, talents, and interests/expertise with students in large and small groups or with students working on individual

projects. Parents will be invited to participate in the governance of the school by being elected to the board of directors, or by serving on the advisory committee, standing committees or on task forces.

## **IX. Vision of the School**

### **A. Describe the long-range vision of the school:**

**Background:** As we enter a new century, we are becoming a borderless world community. We have a responsibility to prepare our children to be successful in the world community. Tomorrow's leaders must be comfortable using and interpreting the new technology and science, meeting and negotiating with their peers in many cultures, and understanding a global economy. They must be able to analyze and use huge amounts of information, but more importantly can create totally new ideas and concepts with speed and agility. We want our children to participate effectively in this world community and want to provide the education that will allow them to do so.

**The mission** of the Cedars International Academy is to ensure that enrolled students have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities offered by our state, our nation and the global community.

**The mission statement** of the Cedars International Academy is to offer a multi-lingual and multi-disciplinary learning experience in preparing students to be competitive globally. The school will provide a rigorous core curriculum, which will include advanced technology and curriculum and that reflects the rich cultural diversity of the area. Strong community ties, serious parental involvement, and a safe nurturing environment will encourage students to learn and reach their full potential.

**The vision** of the Cedars international Academy is to provide a quality education that will prepare children in grades K-12 for the knowledge-based economy of the 21<sup>st</sup> century and to be leaders in the global community. Through partnerships with parents, educators and the community, we will form a "village" to educate our children.

The plans outlined below are the steps we will take to ensure that our vision becomes a reality.

#### **Ten-year Plan:**

1. Have a school that includes grades K-12.
2. Acquire more land.
3. Develop a community center.
4. Have a manageable size school, no more than 500 students to provide a sense of belonging to a community.
5. Become a family-community where values and relationships are stressed.
6. Have a year-round recreational center.
7. Have an outstanding reputation as a quality educational institution.
8. Be an intercultural center.
9. Be an educational institution that emphasizes science and technology.
10. Surpass all standards.

#### **Five-year plan:**

1. Have a facility that would house current students and is expandable.

2. Develop and maintain an outstanding reputation as a quality educational institution.
3. Secure sufficient funding so as not to jeopardize quality.
4. Provide professional development for teachers and administration.
5. Provide excellent support staff
6. Encourage creativity in the classroom.
7. Target and develop community involvement.
8. Encourage parent participation.

**Two-year Plan:**

1. Have no more than 17 students per classroom.
2. Offer grades K-6, with an expected enrollment not to exceed 119 students.
3. Have an established facility to host the school.
4. Follow an advanced curriculum.
5. Have an active school board.
6. Have an involved PTA.
7. Hire teachers with high qualifications
8. Establish an advanced library.
9. Establish a computer lab
10. Provide each classroom with sufficient number of computers.
11. Provide each teacher with a personal computer.
12. Build a playground.
13. Develop a partnership with other educational institutions, technology companies, cultural organizations and institutions.
14. Form a Research and Development Department to insure that the school will remain state of the art.

**B. In succinct terms, describe the educational philosophy or pedagogy of the proposed school that supports how you will reach your vision.**

After careful consideration of the educational goals of this diverse community, it was concluded that the program developed by the International Baccalaureate Organization (IBO) would best match the needs of this area and therefore will be adopted by the Cedars International Academy. This program, offered throughout the world, promotes academic and responsible citizenship.

The International Baccalaureate (IBO) program was originally developed in Switzerland thirty years ago as a rigorous course of study for motivated secondary students. Recently, the International Baccalaureate Organization (IBO) developed and endorsed a Primary Years Programme (PYP) which fulfills and enhances the mission identified for the Cedars International Academy. The IB program is the perfect program to be offered in the rapidly growing Austin international community where many international corporations have corporate offices. Many of the thoughts and information contained in this application were taken from the IB material descriptions.

All time, energy, and creativity brought to this project is done so with the expectation that the end result will be a place where all children and adults will recognize and use their personal power to achieve their full potential and in so doing improve the world around them.

We will create learning place where all participants are challenged to discover, use and increase their potential power. By screening decisions through a filter, which asks, "how will this impact the learning of the students? Their ability to build personal power? The quality of their future learning and experience?" we will be proactive in creating and maintaining the desired learning place. Decisions

regarding instruction, discipline, finances, hiring and resources will be based on creating the most learning possible for each learner. Specifically, we will:

1. Stimulate and improve student learning
2. create a collegial school where all participants hold the learning of the students as the top priority
3. create a curriculum which enriches the learner's life experiences through the academic disciplines, the world of work, the world of service and the discovery of self
4. use instructional approaches which are research-based, varied, authentic, and which build the personal power of each learner
5. provide parents, students and teachers with expanded choice, privilege and responsibility; and
6. Build community and business relationships, which strengthen the educational program, inform students, and build confidence and motivation for the world of work.

## **X. Goals for the School**

### **A. Student Goals: Improvement and Attainment**

#### **1. Goals and Objectives:**

##### **a. What are the school's academic goals for student learning for the first 5 years?**

- 90% of all students at all grade levels will pass every section of the Texas Assessment of Academic Skills (TAAS) test and state end-of-year tests during the 2001-2002 school year.
- Every elementary student will read on grade level by second grade. Every new student entering CIA will read on grade level by the end of 5<sup>th</sup> grade.
- 95% of all students will demonstrate at least one-year growth as measured by TLI.
- Each student will develop their own personal goals and work toward achieving them.

##### **b. Describe any non-academic goals for student performance.**

Student attendance will be 95% or better during the 2001-2002 school year.

- Fewer than 10% disciplinary actions per year
- Students will participate in community service projects within the school environment and the immediate neighborhood.

##### **c. List 3 to 5 clear and measurable school performance objectives for each goal listed above.**

**Goal (1):** 90% of all students at all grade levels will pass every section of the Texas Assessment of Academic Skills (TAAS) test and state end-of-year tests during the 2001-2002 school year.

**Objectives:** The TAAS testing program will be used. Academic skills in reading and math will be tested in Grades 3-6 at the exit level, writing in Grade 4 at the exit level. Further testing will be added as grades are added. As available, prior test scores will be used as a base point and improvements will planned and monitored in increments to be determined in order to meet the 90% level by the end of the year. Teachers will maintain a portfolio for each student,

individualizing objectives as often as required. Generally, individualized lesson plans will be implemented and to this end, teachers aides will be made available to assist.

**Goal (2):** Students attending CIA since kindergarten will read at or above grade level by second grade. Other students will read at or above grade level by the end of third grade.

**Objectives:** The school will provide a well-balanced curriculum and effective instructional program for all students based on standards to be developed by CIA teachers and staff using curriculum documents from state and national sources. The standards will provide direction for teaching and learning. Each standard will identify the concepts and skills that all students should know and be able to perform by the end of a grade level or course. Reading will be addressed in the Language Arts section. There will be a list of standards for each grade level.

**Goal (3):** 95% of all students will demonstrate at least one-year growth as measured by TLI.

**Objectives:**

1. Courses will be offered in larger blocks of time to improve the delivery of curriculum.
2. Self-paced classes will be offered for both the gifted and talented students and students with special needs.
3. Involve in greater depth of study and integration of different disciplines and encourage students to be more actively engaged in their learning.
4. Students will be challenged to make the connections and discover relationships between what they are studying and current conditions and events occurring locally, nationally and around the world and how it fits into their lives.

Using curriculum documents from state and national sources, CIA teachers and staff will develop standards to provide direction for teaching and learning. Standards will be based on those used in the school districts and national initiatives that have developed a reputation for excellence. For example, see information on Project 2061 below:

In 1985, the American Association for the Advancement of Science launched a long-term effort to reform science, mathematics, and technology education for the 21<sup>st</sup> century. To make sure that its work was grounded in the front-line experience of teaching, Project 2061 formed partnerships with six geographically and demographically diverse school district teams of K-12 teachers and administrators. In 1990, the teams set to work designing

curriculum models based on *Science for All Americans*. They soon realized that they needed to pin down a specific set of learning goals at several grade levels within the K-12 span. Their attempt to do this became the basis for Benchmarks for Science Literacy, published in 1993. *Benchmarks* expanded the science literacy goals of *Science for All Americans* into specific learning goals for the end of grades 2, 5, 8, and 12.

To make study of benchmarks more relevant to the immediate needs of educators, Project 2061 has developed activities that engage participants in using benchmarks for a variety of practical purposes: to analyze curriculum frameworks, to analyze or design instruction, to select and adapt curriculum materials, and so on. Each use requires careful reading of benchmarks. The five-step procedure helps educators analyze how well a particular curriculum material addresses *Benchmarks* and then consider how the material could better serve particular benchmarks. Again, the technique could just as easily be applied to studying how well a particular curriculum materials serves *National Science Education Standards* or some other set of learning goals.

**Goal (4)** Students, with the guidance of teachers, will develop their own personal goals and work toward achieving them

Objectives:

1. Agreements will be developed between students, parents, and teachers regarding learning goals, responsibility and accountability for the attainment of goals.
2. Students will develop skills to evaluate their work process and products based on the use of portfolios, rubrics, and exhibitions.
3. Conferences between students, teachers and parents will be held 3 times a year.

**Goal (5):** Student attendance will be 95% or better during the 2001-2002 school year.

Objectives:

1. Agreements will be developed and used between the school and parents with the written goal of 95% or better.
2. Students who meet this goal will be awarded special awards given at monthly award ceremonies.
3. When a student is absent, the parent(s) or guardian will be called daily.

**Goal (6):** Fewer than 10% disciplinary actions per year

Objectives:

1. CIA will require mutual respect and consideration among students and faculty and will stress individual responsibility and character formation.
2. CIA will expect its students to behave in a disciplined manner as expressed in the student code of conduct.
3. Any student in violation of the code will be subject to the consequences including parent/guardian conferences, detention, and expulsion.
4. Students will be required to wear uniforms chosen by the advisory committee. Assistance in acquiring uniforms will be available for students when necessary.

**Goal (7):** Students will participate in community service projects within the school environment and the immediate neighborhood.

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**Objectives:**

1. Mentors will be recruited to guide students on working in teams and serving the community.
2. Regularly scheduled cookouts will be held during the school day for parents and business partners to observe and engage with students and teachers at work.
3. Have real-life scenarios where students can learn about real life skills, and develop cultural appreciation and economic independence.

**3. Clearly state how progress will be measured relative to each of these objectives.**

Baseline data on achievement will be collected on students attending CIA from records at previous schools and from a criteria-referenced assessment taken upon entering into the school. This information will be used to develop personal learning plans and to show appropriate gains over each school year. Students will maintain portfolios that include:

1. current learning goals and long range aspirations
2. Samples of class work
3. Audio and video recordings and photos of presentations, speeches, demonstrations, productions, etc.
4. Letters of validation, evaluation, and/or recommendation from teachers, mentors, community service supervisors, or others on learning the student has accomplished
5. record of completed projects, learning units, and independent studies
6. results of projects requiring complex thinking and interdisciplinary problem-solving skills
7. Awards or honors received (in or outside the school).
8. Other items that students, parents, and teachers deem important.

**4. Clearly state the timeline or method by which this progress will be reported.**

A mid-year report regarding student progress will be furnished to the Governing Council. Financial updates will be made at scheduled meetings to the Council. The Year-end final report will be submitted on or before June 30<sup>th</sup> while the charter is in operation.

**B. School Goals**

- a. Parents will be full partners with educators in the education of their children.
- b. Students will be encouraged and challenged to meet their full educational potential.
- c. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- d. A well-balanced and appropriate curriculum will be provided to all students.
- e. Qualified and highly effective personnel will be recruited, developed, and retained.
- f. The state's students will demonstrate exemplary performance in comparison to national and international standards.
- g. School campuses will maintain a safe and disciplined environment conducive to student learning.
- h. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- i. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.

**1. What are the goals of the school as an entity?**

1. Provide elementary education that prepares children for competitive programs.
2. Provide a high standard curriculum competitive with international standards.
3. Provide students and teachers with advanced research tools and resources.

4. Provide high tech education.
5. Secure a facility that would host elementary school with opportunity for expansion.
6. Have high expectation of teachers and provide with opportunity for creativity.
7. Support teachers in all possible ways and reduce the time they need to spend outside the classroom.

**2. List 3 to 5 clear measurable performance objectives for each goal listed above.**

1. *Provide elementary education that prepares children for competitive programs.*
  - a. Culturally sensitive: An orientation will be given yearly for all faculty and staff. Members of different cultures will be invited to participate in these orientation sessions.
  - b. Focused on values: A statement of values for the organization will be given to all stakeholders. It will state specifically the school's philosophy about the way everyone should be treated, the way in which the school is managed, decisions are made and services provided. It will state the responsibilities of the school personnel, parents and students.
  - c. Provides a high standards curriculum: The school will provide to faculty, staff and parents a handbook that will describe the educational standards of the school. Teachers will evaluate the students on a regular schedule and will write lesson plans to ensure continual educational improvement. Teachers will receive training regularly with emphasis on helping students reaching their full potential.
  - d. Emphasize Computers and technology: During the first year of operation, partnerships will be formed with some of the high-tech businesses in the area. By the spring of the first year of operation, a grant application will be made to the Telecommunications Infrastructure Fund Board (TIF) to provide funding for workstations, printers, servers, networking equipment and digital cameras. A Web Site will be put in place during the first year of operation.
  - e. Emphasize cultures and linguistics: Social studies curriculum will place an emphasis on producing students with a high awareness of different cultures in the USA and in the world community. At least one foreign language will be taught during the first year, with additional languages added later.
  - f. Emphasize math and sciences: Project 2061 benchmarks put out by the American Association for the Advancement of Science will be used in developing the curriculum.
  - g. Maintain classroom size at no more than 17 students.
2. *Provide a high standard curriculum competitive with international standards.*
  - a. Follow the International Baccalaureate Organization curriculum. During the first year of operation, begin the process for authorization to use the Primary Years Programme of the IB. The school will undertake a self-study in which the program's philosophy is discussed along with practical considerations for implementing an inquiry-based curriculum. CIA will submit a formal written application after a minimum of one year's experience of teaching the program and will then be visited by an IBO delegation. CIA will incorporate the guidelines for IBO to develop the curriculum and plan the training for faculty and staff.
  - b. Prepare students to compete in international settings. Provide multicultural newsletters to teachers and encourage study groups. Encourage and assist students to give oral presentations in a second language. One example is *the Institute of Global Cultural Studies at Binghamton University Newsletter*.
  - c. Emphasize Computers and technology: Join the International Technology Education Association. This is a professional organization of technology teachers. Its mission is to promote technological literacy for all by supporting the teaching of technology and promoting the professionalism of those engaged in this pursuit. ITEA strengthens the profession through



leadership, professional development, membership services, publications, and classroom activities.

- d. Emphasize cultures and linguistics. See above.
  - e. Emphasize math and sciences. See above.
3. *Provide students and teacher with advanced research tools and resources.*
    - a. Build a comprehensive library with meeting rooms and audiovisual rooms.
    - b. Equip the library with educational and reference books.
    - c. Provide at least 10 computers for library and research use.
    - d. Provide Internet access.
    - e. Connect with systems nationwide.
  4. *Provide high tech education.*
    - a. Provide a high tech computer lab.
    - b. Have student computers in each classroom.
    - c. Provide each teacher with a computer.
    - d. Continuously research and seek educational software.
    - e. Maintain and service computers.
    - f. Develop a Web Page
  5. *Secure a facility that would host elementary school with opportunity for expansion.*
    - a. Research the possibility of purchasing a neighboring building.
    - b. Renovating the building or build a school facility.
    - c. Provide space for playground and equipment.
    - d. Continuously seek expansion for additional playground area and additional learning tools, e.g. a garden.
    - e. Seek expansion and development of Middle School.
  6. *Have high expectations of teachers and provide them the opportunity for creativity.*
    - a. Establish a code of expectations.
    - b. Screen, recruit, interview and hire qualified teacher.
    - c. Provide professional development.
    - d. Equip teachers with all the tools needed for success.
    - e. Conduct frequent meetings and collective decision making processes.
  7. *Support teachers in all possible way and reduce the time they need to spend outside classroom.*
    - a. Hire qualified support staff.
    - b. Provide incentives for work.
    - c. Allow for creativity and encourage it.
    - d. Hire an independent administration.
    - e. Conduct collective decision-making processes.

### **C. Community Outreach and Marketing Plan**

#### **1. Demonstrate how you will publicize the school to attract a sufficient pool of eligible applicants**

The Cedars International Academy will implement an aggressive marketing plan to publicize the school and attract a sufficient pool of eligible applicants. The name of the school was carefully chosen to emphasize its focus on the international baccalaureate curriculum and international languages and

cultures. We are confident that our name will spark interest by our target audience to learn more about what we offer.

Within the community of Austin, there are thousands of parents who want their children to experience an international class and an excellent education.

Our marketing plan will:

- Identify a specific profile of our potential student
- Match prospects in our target area who fit our student profile
- Identify strategies for reaching the parents of these prospective students
- Develop key messages to use in our communication to these prospects
- Implement the strategies to reach our targeted audience
- Measure the results of the implemented strategies and adjust our plan if necessary

We will measure the success of our marketing plan by tracking how many parents request more information and attend our orientation meetings. We will gauge our prospective enrollment by asking our parents to complete a letter of interest, which indicates their intent to apply to our school for their child's enrollment. This process will also give us the data we need to precisely identify the demand for our services.

The marketing plan will be developed, implemented by a professional marketing and public relations consultant. Our consultant will work closely with the founding board to ensure that the marketing plan is consistent with the founder's vision and the school's mission and objectives.

We also believe that all our school's stakeholders (board members, teachers, administrators, parents and students) are an integral part of our marketing effort. Our marketing plan will ensure that each of these stakeholders is engaged in the marketing process.

## **2. What type of outreach will be made to potential students and their families? What type of outreach will be made to potential students and their families?**

Our goal is to inform parents with eligible children in the Austin area about our school prior to the time we begin accepting enrollment applications.

We will begin holding a series of public meetings to present the vision and curriculum goals of the Cedars International Academy. These meetings will be held these meetings in each quadrant of our target geographic area. We will announce these meetings in advance through news releases to:

- local daily and weekly newspapers
- minority association newsletters
- neighborhood association newsletters
- local family/parenting magazines
- local cable television community access bulletin boards
- local internet bulletin boards

We will develop an announcement and distribute to:

- Austin-area charter schools

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- Austin-area day care center directors
- Local area churches
- Local parenting organizations

We will aggressively seek opportunities to speak at community organization/association meetings to spread the word about our school. In addition, we will seek interview opportunities on local television, cable and radio public affairs programs.

We will develop an informative brochure, aimed at potential parent customers, and distribute them to retail outlets, which specialize in assisting parents with their children's education needs. For example, we will engage language schools, educational toy retailers and bookstores. These brochures will also be mailed to parents who contact us to request information about our school.

## **XI. General Description of School**

### **Statement of Need:**

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

Austin consists of a large international population that includes Europeans, South Americans, Arab Americans, Asians and Africans. Although CIA will serve all of these groups and will open its door to all residents of the Central Texas area, the main focus of CIA is the Middle Eastern Community in Austin. Americans of Arab or Middle-Eastern descent are an ethnic category that is a diverse population group having some language and cultural characteristics in common. Americans of Arab and Middle Eastern descent can be of many races.

Helen Samhan, Vice President of the Arab American Institute in Washington, D.C., indicated that "There is some confusion in the immigrant community from that part of the world as to the way they are classified on government forms. Like Hispanics, they can be of different skin colors and different races. With the census, we hope to get a more accurate count of our population and a better way to monitor the profile of our community."

This immigrant population is used to high standards education and is disappointed with the level of education its children are receiving. They have gathered under many organized groups and built coalitions in the community to build a school that addresses that need. The Arab-American Community School of Austin was formed seven years ago to address this need in an after school program that offers Arabic as a second language. The need has grown with the school's population reaching over 60 students. Cedars International Academy is an extension to the AACCS.

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

We believe that our program will benefit children from multi-lingual background. Therefore, we will offer elective languages to include: Arabic, French and Spanish among other elective languages.

In order to meet the educational goals of this school, we will implement the program developed by the International Baccalaureate Organization (IBO). This program, offered throughout the world, promotes academic achievement and responsible citizenship.

The International Baccalaureate Organization (IBO) is a nonprofit educational foundation with its headquarters in Switzerland; it was created in 1968. It provides three related programs to 1030

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authorized schools in 101 countries: its flagship pre-university IB Diploma Programme; the Middle Years Programme, created in 1992 for students aged 11-16 and the recently created (1998) Primary Years Programme for children aged 3-11.

The Primary Years Programme (PYP) is an international curriculum framework designed for all children between the ages of 3 and 12 years. The programme focuses on the total growth of the developing child, affecting hearts as well as minds and addressing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational programme. Exposure to the primary curriculum is not a prerequisite for the Middle Years Programme but serves as excellent preparation.

The network of IBO regional offices throughout the world organizes and staffs a full complement of teacher training events and introductory seminars each year. Information is published regularly in *IB World*, the magazine of the International Baccalaureate Organization, or may be obtained by contacting the regional office.

## **XII. Educational Plan (Scored by Review Committee)**

### **A. Describe the educational program of the school to be offered.**

#### **1. The program must include the required minimum curriculum as provided by Section 28.002, Texas Education Code.**

Cedars International Academy will offer an educational program which will meet the following standards:

- (a) Meet or exceed the required minimum curriculum as provided by Section 28.002. Texas Education Code.
- (b) Use the Texas Essential Knowledge and Skills (TEKS) to form the basic standards.
- (c) Implement the program developed by the International Baccalaureate Organization (IBO),
- (d) Use the standards known as **Benchmarks for Science Literacy**
- (e) Publish educational expectations that will meet the above criteria, while allowing for teacher creativity.
- (f) Use State approved textbooks.

### **A. Meet or exceed Required Minimum Curriculum**

We will meet or exceed the required minimum curriculum as provided by Section 28.002, Texas Education Code. We will issue a report card each year to parents with contains the academic excellence indicators (AEIS, including TAAS results and dropout rates), student/teacher ratios, administrative and instructional costs per student and the school's performance. The minimum curriculum as follows:

- (1) A foundation curriculum that includes:
  - (A) English Language arts;
  - (B) Mathematics;
  - (C) Science; and

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- (D) Social Studies, consisting of Texas United States and world history, government, and geography; and
- (2) and enrichment curriculum that includes:
  - (A) to the extent possible, languages other than English
  - (B) health;
  - (C) physical education;
  - (D) fine arts;
  - (E) economics, with emphasis on the free enterprise system and its benefits;
  - (F) career and technology education; and
  - (G) technology applications.

**B. Use the Texas Essential Knowledge and Skills (TEKS)**

We will use the Texas Essential Knowledge and Skills (TEKS) to form the basic standards. These learning standards are as follows:

- (1) Each student must become a more effective reader.
- (2) Each student will have to know and apply more complex mathematics.
- (3) Each student needs to develop a stronger understanding of science concepts, especially in biology, chemistry, and physics.
- (4) Each student must master social studies skills and content necessary to be a responsible adult citizen.
- (5) Each student must master a wider range of technology.

**C. Implement the program developed by the International Baccalaureate Organization (IBO),**

In order to meet the educational goals of this school, we will implement the program developed by the International Baccalaureate Organization (IBO). This program, offered throughout the world, promotes academic achievement and responsible citizenship. The International Baccalaureate Organization (IBO) is a nonprofit educational foundation with its headquarters in Switzerland; it was created in 1968. It provides three related programs to 1030 authorized schools in 101 countries: its flagship pre-university IB Diploma Programme; the Middle Years Programme, created in 1992 for students aged 11-16 and the recently created (1998) Primary Years Programme for children aged 3-11.

The Primary Years Programme (PYP) is an international curriculum framework designed for all children between the ages of 3 and 12 years. The programme focuses on the total growth of the developing child, affecting hearts as well as minds and addressing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational programme. Exposure to the primary curriculum is not a prerequisite for the Middle Years Programme but serves as excellent preparation.

The network of IBO regional offices throughout the world organizes and staffs a full complement of teacher training events and introductory seminars each year. Information is published regularly in *IB*

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*World*, the magazine of the International Baccalaureate Organization, or may be obtained by contacting the regional office.

#### D. Use the standards known as Benchmarks for Science Literacy

##### **About Project 2061**

In 1985, the American Association for the Advancement of Science launched a long-term effort to reform science, mathematics, and technology education for the 21<sup>st</sup> century. That same year, Haley's Comet was approaching the sun, prompting the project's originators to consider all of the scientific and technological changes that a child entering school in 1985 would witness before the return of the comet in 2061—hence the name, Project 2061. With panels of scientists, mathematicians, and technologists, Project 2061 first set out to define science literacy. The panels prepared reports that were integrated into the 1989 publication

*Science for all Americans*, which outlines what all high school graduates should know and be able to do in science, math, and technology and lays out principles for effective learning and teaching. Project 2061 continues to seek similar guidance from outside educators, scientists, and business people through its advisory body, the National Council on Science and Technology Education.

To make sure that its work was grounded in the front-line experience of teaching, Project 2061 formed partnerships with six geographically and demographically diverse school district teams of K-12 teachers and administrators. In 1990, the teams set to work designing curriculum models based on *Science for All Americans*. They soon realized that they needed to pin down a specific set of learning goals at several grade levels within the K-12 span. Their attempt to do this became the basis for *Benchmarks for Science Literacy* published in 1993. *Benchmarks* expanded the science literacy goals of *Science for All Americans* into specific learning goals for the end of grades 2, 5, 8, and 12. *Benchmarks* is intended to be used by educators as a tool for curriculum design. It doesn't advocate any particular design or teaching strategy. It simply provides sequences of specific learning goals that educators can organize however they choose in designing a core curriculum—one that makes sense to them and meets the goals for science literacy recommended in *Science for All Americans*. To make these ideas more widely available to educators and curriculum developers, *Benchmarks* is also available on disk (in Macintosh and Windows formats) and at [www.project2061.org](http://www.project2061.org). Project 2061 continues to develop new tools that educators can use to change the way they think about and make use of curriculum materials, instructional strategies, and assessments. CIA will use these tools to ensure a comprehensive, sequenced approach to our curriculum design and teaching methods.

E. Publish educational expectations that will meet the above criteria, while allowing for teacher creativity.

#### **2. The description must address the incorporation of the Texas Essential Knowledge and Skills (TEKS) into the curriculum and must address goals, objectives, and content in all subject areas and grade levels.**

Students require consistent, challenging programs that will capture their interest and prepare them for a lifetime of learning. They require knowledge and skills that will help them compete in a global economy, and allow them to lead lives of integrity and satisfaction, both as citizens and as individuals. Following outlines the knowledge, skills, and high standards of learning required to meet these goals.

## **The Role of Parents**

Studies show that students perform better in school if their parents are involved in their education. Parents therefore have an important role to play in supporting their child's learning. By reading the curriculum, parents can see what their children are learning in each grade and why they are learning it. This awareness will enable parents to communicate with teachers, to offer useful information, and to ask relevant questions about their child's progress. Knowledge of the expectations in various subjects will also help them interpret their child's report card and work with the teacher to improve the student's learning. Participating in parent conferences, working on the school council, and providing encouragement at home for completing assignments are just three of the many ways parents can express their interest.

Parents are encouraged to read through the expectations for all the grades rather than just the particular grade their child is in. The expectations for each grade should be seen in the context of the overall process of building mathematical knowledge and skills from grade to grade.

## **The Role of Teachers and Students**

Teachers and students have complementary responsibilities. Teachers are responsible for developing a range of instructional strategies based on sound learning theory. They need to address different student needs and bring enthusiasm and a variety of teaching approaches to the classroom. Good teachers know that they must persevere and make every reasonable attempt to help all students develop their interests and abilities to the fullest extent.

Students also have responsibilities, which increase as they advance through elementary and secondary school. Good students have learned that attention and a willingness to work hard will enable them to develop the skills, knowledge, creativity, and personal qualities that good programs can foster. Some young people face extra challenges and may be growing up in environments that provide little or no support. For these students, taking responsibility for learning may be more difficult, and the patience and encouragement of sensitive teachers may be an extremely important factor for success. Nonetheless, learning to take responsibility for one's progress and learning is an important part of education for every student.

## **Measures of Achievement**

Following are brief descriptions of four possible levels of student achievement. These descriptions, which are used along with more traditional indicators like letter grades and percentage marks, are among a number of tools that teachers will use to assess students' learning. When teachers use the achievement levels in reporting to parents and speaking with students, they can discuss with them what is required for students to achieve the expectations set for their grade. Levels 1 and 2 identify achievement that falls below the expectations specified for a given grade; level 3, achievement that meets the expectations and that is considered to be the standard; and level 4, achievement that surpasses the expectations. For example, a student who is currently able to solve problems only with constant assistance from the teacher would be described as achieving at level 1 in the category of problem solving. A reasonable goal for improvement for that student in this category would be to attain level 2 or 3 by improving the ability to work independently.

### **Achievement Levels:**

<b>Knowledge/ Skills</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
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	with assistance using a few simple ideas inconsistently and with limited understanding	with limited assistance using a variety of simple and related ideas consistently and with limited understanding	independently using ideas of some complexity consistently and with general understanding	independently using complex ideas consistently and with thorough understanding
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**3. The description must include state graduation requirements.**

Upon completion of state requirements for each level, students will be rewarded a certificate and will graduate to the next level. Upon completion of all five levels of learning objectives, students will graduate in a ceremony to the next class.

**4. The Educational Program:**

**The Kindergarten Program**

Young children today begin to develop their skills, knowledge, and attitudes in a variety of environments – in their homes, in childcare and community settings, and in Kindergarten programs. Positive early experiences with school are of paramount importance to young children. The learning they do in Kindergarten provides the basis for the acquisition of literacy skills (including technological and computer literacy), mathematics skills, and science skills, and prepares them for successful learning experiences in later grades.

The Kindergarten program is designed to help children broaden their base of information, form concepts, acquire foundation skills and positive attitudes to learning, and begin to develop their abilities and talents in a wide range of areas. It is also designed to prepare children for the knowledge and skills to be taught in Grades 1-6.

**The Learning Environment**

The key components of the Kindergarten learning environment are: the use of space in the classroom and outdoor area; the use of time during the day; and the appropriateness and variety of the resources available, including both people and things. In planning programs, teachers should examine these components to ensure that the learning environment is one in which children feel comfortable and safe, yet stimulated to learn and explore and take the risks involved in learning. Teachers should also ensure that both the environment and the resources provided will promote the achievement of the Kindergarten learning expectations.

In planning for the use of space, time, and resources in the Kindergarten program, teachers should:

*Use of Space*

- use dividers or shelves to define small areas for dramatic play or specific activities (e.g., a house corner, a writing center, a store, a puppet theatre);
- group related centers and/or materials together (e.g., house, climber, and blocks; painting, collage, and woodworking materials; books, center for listening and quiet activities);



- display the children's work at the children's eye level;
- provide an open area for gross-motor and music activities;
- take account of the need for easy access to washroom and coat areas and access for students with physical disabilities;
- use appropriate spaces for a range of activities in the outside play area (e.g., bike paths);
- provide areas for creative and dramatic play outdoors, when weather permits.

*Use  
of  
Time*

- plan for a balance between quiet and more vigorous activities;
- allow sufficient time for children to organize their materials and complete tasks;
- ensure that routines are appropriate and that they make the best use of the children's time;
- consider the attention span of the children of this age group when allocating time to whole-group or circle activities.

*Use  
of  
Resources*

- organize and label materials so that they are readily located and identified by the children;
- provide a variety of materials and resources – familiar and novel, simple and complex – for children to explore, manipulate, and use, both in learning activities and in imaginative play;
- consider the need for assistive devices and supportive technology for students with disabilities;
- distribute literacy materials throughout the classroom (e.g., provide books at the reading center, pencils and shopping lists at the house center, labels at the block center, sign-up sheets for outdoor riding toys);
- where possible, have parent volunteers and older students assist and interact with the children. Increasing the number of adults in the classroom makes it possible for children to engage in more focused and more complex play activities

## **The Learning Expectations**

The kindergarten curriculum should contain the follow five areas:

- Mathematics
- Science and Technology
- Personal and Social Development
- The Arts

In Kindergarten, teachers should plan programs that allow children to achieve the learning expectations through activities that emphasize the integrated nature of learning. For example, a cooking activity may include knowledge, skills, or attitudes from the areas of mathematics, science, technology, language, and personal and social development. Teachers should design programs that highlight links within and among areas of learning and that enable children to connect what they learn in school with their own experiences and the activities of everyday life.

## **LANGUAGE ARTS**

### **Overall Expectations**

By the end of Kindergarten, children will:

- communicate effectively by listening and speaking;
- demonstrate understanding of a variety of written materials that are read to them (e.g., stories, poems, informational materials);
- make sense of simple written materials (e.g., familiar words, signs, labels), using reading strategies that are appropriate for beginners;
- communicate thoughts and feelings, using writing strategies that are appropriate for beginners;
- use and respond to a variety of media materials.

## **Mathematics**

### **Overall Expectations**

By the end of Kindergarten, children will:

- demonstrate understanding of sets and whole numbers;
- measure and compare the length, weight, mass, capacity, and temperature of objects, and demonstrate awareness of the passage of time;
- identify the characteristics of two-dimensional shapes and three-dimensional objects;
- recognize and use patterns;
- collect, display, and interpret data in daily activities;
- show willingness to persevere in solving problems;
- seek further information, assistance, or materials when necessary

## **Science and Technology**

### **Overall Expectations**

By the end of Kindergarten, children will:

- demonstrate curiosity and a willingness to explore and experiment;
- demonstrate understanding of and care for the natural world;
- demonstrate an awareness of the characteristics and functions of some common materials;
- demonstrate understanding of strategies for planning and organizing;
- recognize and use some common forms of technology

## **Personal and Social Development**

### **Overall Expectations**

By the end of Kindergarten, children will:

- demonstrate a positive attitude towards themselves and others;
- demonstrate independence and a willingness to take responsibility in learning and other activities;
- demonstrate an awareness of health and safety practices;
- perform tasks requiring balance and co-ordination, precision, and perceptual skills;
- identify and use social skills;
- demonstrate awareness of their surroundings, both natural and human-made;
- demonstrate awareness of patterns in their daily lives

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## **The Arts**

### **Overall Expectations**

By the end of Kindergarten, children will:

- express ideas and feelings through a variety of media;
- experiment with techniques and materials;
- demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts;
- co-operate and collaborate with others on artistic projects;
- communicate their responses to music, art, drama, and dance;
- demonstrate awareness of new abilities they develop through arts activities, and express pride in their own work;
- demonstrate awareness of some simple art forms from various cultures;
- identify and describe some basic elements of art forms

## **EXPECTATIONS FOR GRADE 1-6**

### **The Importance of Language Arts**

Language is central to students' intellectual, social, and emotional growth, and must be seen as a key element of the curriculum. Parents, students, and teachers need to understand that language is a crucial tool for learning in all areas. Whether they are studying literature or history, or learning science, students need fundamental language skills to understand information and express their ideas. Through language learning, students acquire skills that are essential in the workplace; for example, they learn to analyze ideas and information and to communicate them clearly, both orally and in writing. Through a study of literature, they come to understand other people and themselves and to appreciate the power of words and the many different uses of language. By examining media productions, they develop the ability to understand and interpret a range of media messages. When students learn to use language in the elementary grades, they do more than master the basic skills. They learn to express feelings and opinions, and, as they mature, to support their opinions with sound arguments and research. They become aware of the many purposes for which language is used and the diversity of forms it can take to appropriately serve these purposes and a variety of audiences. They learn to use the language and forms appropriate for different formal and informal situations – for example, the formal language of debate, the figurative language of poetry, the technical language and formal structures used in report writing. In sum, they experience the expressive and communicative power of language and come to appreciate language as both a source of pleasure and an important medium for recording and communicating ideas and information.

### **Areas in the Language Arts Curriculum**

The language arts curriculum will be organized into three main areas of language use. The three areas are: Reading, Writing, and Oral and Visual Communication. The program in all grades is designed to develop a range of essential skills in reading, writing, and oral language, including a solid foundation in spelling and grammar; an appreciation of literature and the ability to respond to it; and skills in using oral language accurately and effectively. Students will also learn to use critical and analytical skills to respond to communications media, and will develop skills in using technology to search for and share information.

## **Reading**

### **Approach to Reading**

In reading, the curriculum will focus on developing the skills that will enable students to become effective readers. Students need to be able to read well during their school years, when they will be reading extensively for personal and academic purposes, and in their subsequent careers, when they will often rely on their reading skills to do a job successfully. An effective reader is one who not only grasps the essential ideas communicated in a piece of writing, but who is able to use and apply these ideas later in new contexts. Students must, therefore, develop the skills needed to process, analyze, and absorb information and to think clearly, creatively, and critically. They must also develop a rich and varied vocabulary, become skilled at using the conventions of written language in their reading, and read a wide variety of materials that illustrate the many uses of writing. Reading a wide range of materials in all areas of the curriculum will also help students discover what interests them most, and will enable them to develop their interests and abilities in ways that are suited to their needs. Important as they are, reading for information and reading for learning are not the only activities that should be emphasized as students develop their reading skills. A well-balanced reading program will provide students with many opportunities to read for pleasure, for self-discovery, and for self-enrichment. Such reading activities are particularly important in the elementary grades, when attitudes to and habits of reading are first formed. Reading experiences that invite students to discover new worlds and new experiences and to develop their own imaginative powers will go a long way towards convincing them that literature and other reading materials can be a rich source of pleasure and knowledge. Such experiences will also lead to a love of reading, which is among the most valuable resources students can take with them into adult life.

In the sections that follow, which describe expectations in reading for Grades 1 to 6, some repetition has been necessary to reflect the progressive nature of skill development. Expectations dealing with skills that continue to be of major importance as students progress from grade to grade are repeated for all relevant grades. Progression is indicated either by means of increasingly complex examples or by modifications in the expectations. It should also be noted that all the skills described in the expectations continue to be developed and refined as students move on through the grades, whether or not they are repeated.

Although the lists of expectations might suggest that the skills involved in reading are discrete skills, they are in fact aspects of one integrated process that is best applied in a context that students see as meaningful and that encourages them to think creatively and critically about what they are reading.

### **The Reading Process**

Reading is a complex process that involves understanding the relationship between written language and speech and relating ideas and information encountered in reading to one's store of knowledge and experience. It also involves using various strategies, or methods, to determine the meaning of what is being communicated – for example, rereading a passage if its meaning is not immediately clear. In order to become independent and fluent readers, students need to read frequently and to develop the skills used in reading for different purposes. Some essential aspects of the reading process are outlined below.

Students will:

- read for particular purposes, some determined by the teacher and some by the student (e.g., for information, enjoyment, practice, vocabulary building);
- examine a piece of writing or publication in preparation for reading (e.g., look at the cover, title, pictures; scan the table of contents and the index, and flip through the pages to find out something about its content and purpose);

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- use a range of reading strategies to understand what they read (e.g., use previous knowledge and experience of the topic and vocabulary; use familiar words and the context to understand unfamiliar words; reread; predict what may happen in a story, and confirm or revise predictions; use phonics and root words to determine the meaning of unfamiliar words; use pictures and illustrations; make inferences; record key points; skim text for specific details; scan written material to determine its purpose);
- examine the ideas critically (e.g., distinguish between fact and opinion; use other resources to verify facts);
- summarize and explain the main ideas and cite supporting details, draw conclusions, retell the story, or apply what they have read (e.g., follow a set of instructions).

## **Reading Materials**

The reading program should include a variety of materials, both fiction and non-fiction. Students should read both classic and contemporary literature of a high standard, including works produced by writers from various cultures. Frequent exposure to writing of high quality will inspire students to work towards high standards in their own writing and to develop an appreciation for the power and beauty of the written word.

In all grades, students should read texts of increasing complexity assigned by the teacher as well as materials chosen by themselves. They should also read an increasing variety of forms of both fiction and non-fiction (e.g., picture books, novels; poetry; myths, fables, folk tales; textbooks and books on science, history, mathematics, geography, and other disciplines; biography, autobiography, memoirs, journals; encyclopedias; graphs, charts, diagrams, instructions, manuals; newspapers, editorials, articles; essays, reports; plays; scripts for television or radio).

The following are suggested materials for the different grade levels. It should be noted that the listings are not exclusive and that the range of forms should include those introduced at previous grade levels.

In Grades 1-3, students should read: poetry (e.g., nursery rhymes, chants); folk tales; picture books, alphabet and counting books, pattern books, chapter books, stories such as adventure stories; humor; children's classics; and non-fiction (e.g., biography).

In Grades 4-6, students should read: poetry (lyric, narrative); folk tales, fables, myths, legends; fantasy, adventure stories, mystery stories, science fiction; humor; children's classics; and non-fiction forms such as biography, textbooks and other information materials, and editorials.

## **Reading: Grade 1**

### **Overall Expectations**

By the end of Grade 1, students will:

- read a variety of simple written materials (e.g., signs, pattern books, rhymes, children's reference books) for different purposes (e.g., for practice, information, vocabulary building, enjoyment);
- read aloud in a way that communicates the meaning;
- read independently, using reading strategies appropriate for this grade level;
- express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;
- independently select stories and other reading materials by a variety of authors;
- understand the vocabulary and language structures appropriate for this grade level;
- use some conventions of written materials (e.g., punctuation, title) to help them understand what they read.

## ***Reading: Grade 2***

### **Overall Expectations**

By the end of Grade 2, students will:

- read a variety of simple written materials (e.g., pattern books on specific themes, stories, chart stories, poems, interactive software) for different purposes;
- read aloud in a way that communicates the meaning;
- read independently, using reading strategies appropriate for this grade level;
- express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;
- independently select stories and other reading materials by a variety of authors;
- understand the vocabulary and language structures appropriate for this grade level;
- use some conventions of written materials to help them understand and use the materials.

## ***Reading: Grade 3***

### **Overall Expectations**

By the end of Grade 3, students will:

- read a variety of fiction and non-fiction materials (e.g., chapter books, children's reference books) for different purposes;
- read aloud, speaking clearly and with expression;
- read independently, using a variety of reading strategies;
- express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read;
- select material that they need from a variety of sources;
- understand the vocabulary and language structures appropriate for this grade level;
- use conventions of written materials to help them understand and use the materials.

## ***Reading: Grade 4***

### **Overall Expectations**

By the end of Grade 4, students will:

- read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;
- read aloud, speaking clearly and with expression;
- read independently, using a variety of reading strategies;
- state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;

## ***Reading: Grade 5***

### **Overall Expectations**

By the end of Grade 5, students will:

- read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;
- read aloud, adjusting speed according to purpose and audience;

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- read independently, selecting appropriate reading strategies;
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
- understand the vocabulary and language structures appropriate for this grade level;
- use conventions of written materials to help them understand and use the materials.

### **Reading: Grade 6**

#### **Overall Expectations**

By the end of Grade 6, students will:

- read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;
- read aloud, showing understanding of the material and awareness of the audience;
- read independently, selecting appropriate reading strategies;
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
- understand the vocabulary and language structures appropriate for this grade level;
- use conventions of written materials to help them understand and use the materials.

#### **The Writing Process**

Writing is a complex process that involves a range of skills and tasks. Although writing is often used to clarify and express personal thoughts and feelings, it is used primarily to communicate with others. Students need to become disciplined thinkers in order to communicate their ideas clearly and effectively. They need to learn to select and organize their ideas, keeping in mind the purpose for which they are writing and the audience they are addressing. They also need to learn to use standard written forms and other conventions of language.

Writing competence develops along with skills in other areas of language, especially reading. As students read a variety of written texts, they increase and gain command over their vocabulary, and learn to vary their sentence structure, organizational approach, and voice. To become good writers who are able to communicate ideas with ease and clarity, students need frequent opportunities to write for various purposes and audiences, and to master the skills involved in the various tasks of the writing process. These tasks are outlined below.

Students in Grades 1 to 6 will:

- through discussion and brainstorming, generate ideas for writing;
  - select a topic and determine the purpose for writing and the audience to be addressed;
  - draw up a writing plan (e.g., outline, diagram, story map);
  - write an initial draft;
  - decide whether the piece of writing is promising enough to be developed further and revised for "publishing" through the subsequent steps in the writing process;
  - discuss and revise the first draft to clarify ideas and improve their organization;
  - edit to improve writing style and to correct errors in grammar, spelling, and punctuation;
- use their knowledge of the visual elements of published texts to enhance their work (e.g., margins, headings, graphics, photographs).

## **Writing: Grade 1**

### **Overall Expectations**

By the end of Grade 1, students will:

- communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: *We went to see the dog. I liked him very much. We took him home on the bus*);
- write simple sentences using proper punctuation (i.e., periods);
- produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- use some materials from other media (e.g., computer clip-art) to enhance their writing;
- begin to revise written work, with the assistance of the teacher;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

## **Writing: Grade 2**

### **Overall Expectations**

By the end of Grade 2, students will:

- communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);
- organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);
- begin to write more elaborate sentences by using adjectives and adverbs;
- produce short pieces of writing using simple forms (e.g., narratives and poems based on familiar models);
- use some materials from other media (e.g., collage) to enhance their writing;
- revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

## **Writing: Grade 3**

### **Overall Expectations**

By the end of Grade 3, students will:

- communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
- write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);
- organize information into short paragraphs that contain a main idea and related details;



- begin to use compound sentences and use sentences of varying length;
- produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);
- use materials from other media (e.g., sketches) to enhance their writing;
- revise and edit their work, using feedback from the teacher and their peers;
- proofread and correct their final drafts;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

### **Writing: Grade 4**

#### **Overall Expectations**

By the end of Grade 4, students will:

- communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
- begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
- organize and develop ideas using paragraphs (e.g., to tell a story);
- use simple and compound sentences and vary their sentence structure;
- produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;
- produce media texts using writing and materials from other media (e.g., a cartoon);
- revise and edit their work, using feedback from the teacher and their peers;
- proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

### **Writing: Grade 5**

#### **Overall Expectations**

By the end of Grade 5, students will:

- communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);

use writing for various purposes and in a range of contexts, including schoolwork (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings.

- organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- use simple, compound, and complex sentences;
- produce pieces of writing using a variety of forms (e.g., stories, poems, reports), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations);
- produce media texts using writing and materials from other media (e.g., an advertisement for radio or television);
- revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;

- proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

## **Writing: Grade 6**

### **Overall Expectations**

By the end of Grade 6, students will:

- communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
  - use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);
  - organize information to convey a central idea, using well-linked paragraphs;
- use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes.
- produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
  - produce media texts using writing and materials from other media (e.g., create a web page publicizing a cycling club);
  - revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
  - proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
  - use and spell correctly the vocabulary appropriate for this grade level;
  - use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

## **Mathematics**

The mathematics curriculum will be organized into five areas. The five areas are **Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, and Data Management and Probability**. The program in all grades is designed to ensure that students build a solid foundation in mathematics; they should, for example, understand a range of mathematical concepts, memorize necessary mathematical facts (e.g., multiplication tables), learn and practice standard mathematical procedures, and apply mathematics in complex real-world situations.

### **Number Sense and Numeration**

It is important for students to develop the mathematical competence that comes from understanding numbers, number systems, and their related operations.

#### **Number Sense and Numeration: Grade 1**

### **Overall Expectations**

By the end of Grade 1, students will:

- understand whole numbers by exploring number relationships using concrete materials (e.g., demonstrate with blocks that 7 is one less than 8 or two more than 5);

- understand numerals, ordinals, and the corresponding words, and demonstrate the ability to print them;
- understand the concept of order by sequencing events (e.g., the steps in washing a dog);
- compare and order whole numbers using concrete materials and drawings to develop number meanings (e.g., to show place value, arrange 32 counters in groups of 3 tens and 2 ones);
- represent fractions (halves as part of a whole) using concrete materials;
- understand and explain basic operations (addition and subtraction) of whole numbers by modeling and discussing a variety of problem situations (e.g., show that addition involves joining);
- develop proficiency in adding one-digit whole numbers;
- solve simple problems involving counting, joining, and taking one group away from another (e.g., how many buttons are on the table?), and describe and explain the strategies used;
- estimate quantity in everyday life (e.g., guess, then count how many beans are in the jar);
- use a calculator to explore counting and to solve problems beyond the required pencil-and-paper skills.

### ***Number Sense and Numeration: Grade 2***

#### **Overall Expectations**

By the end of Grade 2, students will:

- represent whole numbers using concrete materials, drawings, numerals, and number words;
- compare and order whole numbers using concrete materials, drawings, numerals, and number words to develop an understanding of place value;
- compare proper fractions using concrete materials;
- understand and explain basic operations (addition, subtraction, multiplication, and division) of whole numbers by modeling and discussing a variety of problem situations (e.g., show that division is sharing, show addition and subtraction with money amounts);
- develop proficiency in adding and subtracting one- and two-digit whole numbers;
- solve number problems involving addition and subtraction, and describe and explain the strategies.
- use and describe an estimation strategy (e.g., grouping, comparing, rounding to the nearest ten), and check an answer for reasonableness using a defined procedure;
- use a calculator to skip count, explore number patterns, and solve problems beyond the required pencil-and-paper skills.

### ***Number Sense and Numeration: Grade 3***

#### **Overall Expectations**

By the end of Grade 3, students will:

- represent whole numbers using concrete materials, drawings, numerals, and number words;
- compare and order whole numbers using concrete materials, drawings, and ordinals;
- represent common fractions and mixed numbers using concrete materials;
- understand and explain basic operations (addition, subtraction, multiplication, division) involving whole numbers by modeling and discussing a variety of problem situations (e.g., show division as sharing, show multiplication as repeated addition);
- develop proficiency in adding and subtracting three-digit whole numbers;
- develop proficiency in multiplying and dividing one-digit whole numbers;

- select and perform computation techniques (addition, subtraction, multiplication, division) appropriate to specific problems and determine whether the results are reasonable;
- solve problems and describe and explain the variety of strategies used;
- justify in oral or written expression the method chosen for addition and subtraction, estimation, mental computation, concrete materials, algorithms, calculators;
- use a calculator to solve problems beyond the required pencil-and-paper skills.

### **Number Sense and Numeration: Grade 5**

#### **Overall Expectations**

By the end of Grade 5, students will:

- represent, and explore relationships between, decimals, mixed numbers, and fractions using concrete materials and drawings;
- compare, order, and represent whole numbers, decimals, and fractions using concrete materials and drawings;
- understand and explain basic operations (multiplication and division) of decimals by modeling and discussing a variety of problem situations;
- develop proficiency in multiplying by tenths and hundredths and dividing by tenths;
- understand the significance of numbers within the surrounding environment;
- compare and order, and represent the relationship between, fractions, improper fractions, and mixed numbers using concrete materials and drawings;
- select and perform computation techniques appropriate to specific problems involving whole numbers, decimals, and equivalent fractions, and determine whether the results are reasonable;
- solve problems involving decimals and fractions, and describe and explain the variety of strategies used;
- justify in oral and written expression the method chosen for calculations: estimation, mental computation, concrete materials, algorithms, or calculators.

For the following operations, students will be proficient at pencil-and-paper calculations. For computations that are more complex, students may use calculators and/or estimation.

*Addition:* 3 four-digit numbers

*Subtraction:* 2 four-digit numbers

*Multiplication:* a two-digit number by a two-digit number

*Division:* a four-digit number by a one-digit number

*Multiplication:* a three-digit number by a one-digit number

*Division:* a three-digit number by a one-digit number

### **Number Sense and Numeration: Grade 6**

#### **Overall Expectations**

By the end of Grade 6, students will:

- represent, and explore the relationships between, decimals, percents, rates, and ratios using concrete materials and drawings;
- compare, order, and represent decimals, percents, rates, and ratios using concrete materials and drawings;

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- develop proficiency in multiplying by tenths, hundredths, and thousandths, and in dividing by 100;
- understand and explain the characteristics of multiples and factors and of composite and prime numbers;
- compare and order, and represent the relationship between, fractions with unlike denominators using concrete materials and drawings;
- understand the significance of numbers in the greater world and evaluate the use of numbers in the media;
- select and perform computation techniques appropriate to specific problems involving unlike denominators in fractions and the multiplication and division of decimals, and determine whether the results are reasonable;
- solve and explain multi-step problems using the multiplication and division of decimals and percents;
- justify and verify the method chosen for calculations with whole numbers, fractions, decimals, and percents;
- use and verify estimation strategies (e.g., rounding) to determine the reasonableness of solutions to problems and justify the choice of strategy.

For the following operations, students will be proficient at pencil-and-paper calculations. For computations that are more complex, students may use calculators and/or estimation.

*Addition:* 4 three-digit numbers

*Subtraction:* a five-digit number subtract a four-digit number

*Multiplication:* a three-digit number by a two-digit number

*Division:* a four-digit number by a two-digit number

## **Measurement: Grade 1**

### **Overall Expectations**

By the end of Grade 1, students will:

- demonstrate an understanding of and ability to apply measurement terms: height, length, width, time (hour, half-hour), money (pennies, nickels, dimes), temperature;
- identify relationships between and among measurement concepts (e.g., winter time – colder temperatures);
- solve problems related to their day-to-day environment using concrete experiences of measurement and estimation;
- compare the areas of shapes using non-standard units;
- estimate, measure, and record the capacity of containers and the mass of familiar objects using non-standard units, and compare the measures.

## **Measurement: Grade 2**

### **Overall Expectations**

By the end of Grade 2, students will:

- demonstrate an understanding of and ability to apply measurement terms: inch, foot, yard, second, minute, hour, day, week, month, year, coins to \$1 value;
- identify relationships between and among measurement concepts (e.g., shorter time, longer length, colder temperatures);

- solve problems related to their day-to-day environment using concrete experiences of measurement and estimation;
  - estimate, measure, and record the perimeter and the area of two-dimensional shapes and compare the perimeters and areas;
- estimate, measure, and record the capacity of containers and the mass of familiar objects using non-standard units, and compare the measures.

### ***Measurement: Grade 2***

#### **Overall Expectations**

By the end of Grade 2, students will:

- demonstrate an understanding of and ability to apply measurement terms: inch, foot, yard, second, minute, hour, day, week, month, year, coins to \$1 value;
  - identify relationships between and among measurement concepts (e.g., shorter time, longer length, colder temperatures);
  - solve problems related to their day-to-day environment using concrete experiences of measurement and estimation;
  - estimate, measure, and record the perimeter and the area of two-dimensional shapes and compare the perimeters and areas;
- estimate, measure, and record the capacity of containers and the mass of familiar objects using non-standard units, and compare the measures.

### ***Measurement: Grade 3***

#### **Overall Expectations**

By the end of Grade 3, students will:

- demonstrate an understanding of and ability to apply measurement terms: inch, foot, yard, mile, ounce, pint, quart, gallon, ounce, pound, ton, degree F, week, month year.
- identify relationships between and among measurement concepts;
- solve problems related to their day-to-day environment using measurement and estimation (e.g., in finding the height of the school fence);
- estimate, measure, and record the perimeter and the area of two-dimensional shapes, and compare the perimeters and areas;
- estimate, measure, and record the capacity of containers and the mass of familiar objects, and compare the measures.

### ***Measurement: Grade 4***

#### **Overall Expectations**

By the end of Grade 4, students will:

- demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities;
- identify relationships between and among measurement concepts.
- solve problems related to their day-to-day environment using measurement and estimation;
- estimate, measure, and record the perimeter and the area of two-dimensional shapes, and compare the perimeters and areas;
- estimate, measure, and record the capacity of containers and the mass of familiar objects, compare the measures, and model the volume of three-dimensional figures.

## ***Measurement: Grade 5***

### **Overall Expectations**

By the end of Grade 5, students will:

- demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities;
  - identify relationships between and among measurement concepts (linear, temporal, monetary);
  - solve problems related to the calculation of the perimeter and the area of regular and irregular two-dimensional shapes;
- estimate, measure, and record the capacity of containers, the mass of familiar objects, and the volume of irregular three-dimensional figures, and compare the measures

## ***Measurement: Grade 6***

### **Overall Expectations**

By the end of Grade 6, students will:

- demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities;
- identify relationships between and among measurement concepts (linear, square, cubic, temporal, monetary);
- solve problems related to the calculation and comparison of the perimeter and the area of regular polygons;
- estimate, measure, and record the mass of objects and the volume of prisms, and compare the measures.

## ***Geometry and Spatial Sense: Grade 1***

### **Overall Expectations**

By the end of Grade 1, students will:

- describe and classify three-dimensional figures and two-dimensional shapes using concrete materials and drawings;
- build three-dimensional objects and models;
- understand basic concepts in transformational geometry using concrete materials and drawings.

## ***Geometry and Spatial Sense: Grade 2***

### **Overall Expectations**

By the end of Grade 2, students will:

- investigate the attributes of three-dimensional figures and two-dimensional shapes using concrete materials and drawings;
- build three-dimensional objects and models;
- understand key concepts in transformational geometry using concrete materials and drawings;
- describe location and movements on a grid;
- use language effectively to describe geometric concepts, reasoning, and investigations.

### ***Geometry and Spatial Sense: Grade 3***

#### **Overall Expectations**

By the end of Grade 3, students will:

- investigate the attributes of three-dimensional figures and two-dimensional shapes using concrete materials and drawings;
- draw and build three-dimensional objects and models;
- explore transformations of geometric figures;
- understand key concepts in transformational geometry using concrete materials and drawings;
- describe location and movements on a grid;
- use language effectively to describe geometric concepts, reasoning, and investigations.

### ***Geometry and Spatial Sense: Grade 4***

#### **Overall Expectations**

By the end of Grade 4, students will:

- solve problems using geometric models;
- investigate the attributes of three-dimensional figures and two-dimensional shapes using concrete materials and drawings;
- draw and build three-dimensional objects and models;
- explore transformations of geometric figures;
- understand key concepts in transformational geometry using concrete materials and drawings;
- describe location and movements on a grid;
- use language effectively to describe geometric concepts, reasoning, and investigations, and coordinate systems.

### ***Geometry and Spatial Sense: Grade 5***

#### **Overall Expectations**

By the end of Grade 5, students will:

- identify, describe, compare, and classify geometric figures;
- draw and build three-dimensional objects and models;
- explore transformations of geometric figures;
- understand key concepts in transformational geometry using concrete materials and drawings;
- identify congruent and similar figures using transformations;
- use mathematical language effectively to describe geometric concepts, reasoning, and investigations, and coordinate systems.

### ***Geometry and Spatial Sense: Grade 6***

#### **Overall Expectations**

By the end of Grade 6, students will:

- identify, describe, compare, and classify geometric figures;
- draw and construct three-dimensional geometric figures from nets;
- identify congruent and similar figures;
- explore transformations of geometric figures;



- understand, apply, and analyze key concepts in transformational geometry using concrete materials and drawings;
- use mathematical language effectively to describe geometric concepts, reasoning, and investigations, and coordinate systems.

### ***Patterning and Algebra: Grade 1***

#### **Overall Expectations**

By the end of Grade 1, students will:

- explore patterns and pattern rules;

### ***Patterning and Algebra: Grade 2***

#### **Overall Expectations**

By the end of Grade 2, students will:

- identify, extend, and create number, geometric, and measurement patterns, and patterns in their environment;
- explore patterns and pattern rules;
- identify relationships between and among patterns.

### ***Patterning and Algebra: Grade 3***

#### **Overall Expectations**

By the end of Grade 3, students will:

- recognize that patterning results from repetition;
  - identify, extend, and create linear and non-linear geometric patterns, number and measurement patterns, and patterns in their environment;
  - create charts to display patterns;
- identify relationships between and among patterns.

### ***Patterning and Algebra: Grade 4***

#### **Overall Expectations**

By the end of Grade 4, students will:

- demonstrate an understanding of mathematical relationships in patterns using concrete materials, drawings, and symbols;
- identify, extend, and create linear and non-linear geometric patterns, number and measurement patterns, and patterns in their environment;
- recognize and discuss patterning rules;
- apply patterning strategies to problem-solving situations.

### ***Patterning and Algebra: Grade 5***

#### **Overall Expectations**

By the end of Grade 5, students will:

- recognize and discuss the mathematical relationships between and among patterns;
- identify, extend, and create patterns in a variety of contexts;

- analyze and discuss patterning rules;
  - create tables to display patterns;
- apply patterning strategies to problem-solving situations.

### ***Patterning and Algebra: Grade 6***

#### **Overall Expectations**

By the end of Grade 6, students will:

- recognize and discuss the mathematical relationships between and among patterns;
- identify, extend, and create patterns in a variety of contexts;
- analyze and discuss patterning rules;
- display pattern relationships graphically and numerically;
- apply patterning strategies to problem-solving situations.

### ***Data Management and Probability: Grade 1***

#### **Overall Expectations**

By the end of Grade 1, students will:

- collect, organize, and describe data using concrete materials and drawings;
- interpret displays of data using concrete materials, and discuss the data;
- demonstrate an understanding of probability and demonstrate the ability to apply probability in familiar day-to-day situations.

### ***Data Management and Probability: Grade 2***

#### **Overall Expectations**

By the end of Grade 2, students will:

- sort and classify objects and data using concrete materials;
- collect and organize data;
- create and interpret displays of data, and present and discuss the information;
- demonstrate an understanding of probability and demonstrate the ability to apply probability in familiar day-to-day situations.

### ***Data Management and Probability: Grade 3***

#### **Overall Expectations**

By the end of Grade 3, students will:

- sort, classify, and cross-classify objects and data;
- collect and organize data;
- interpret displays of data, present the information, and discuss it using mathematical language;
- demonstrate an understanding of probability and demonstrate the ability to apply probability in familiar day-to-day situations;
- relate meaningful experiences about probability.

### ***Data Management and Probability: Grade 4***

#### **Overall Expectations**

By the end of Grade 4, students will:

- collect and organize data and identify their use;
- predict the results of data collected;

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- interpret displays of data and present the information using mathematical terms;
- demonstrate an understanding of probability and use language appropriate to situations involving probability experiments;
- solve simple problems involving the concept of probability.

### ***Data Management and Probability: Grade 5***

#### **Overall Expectations**

By the end of Grade 5, students will:

- use computer applications to record the results of data collected;
- predict the validity of the results of data collected;
- interpret displays of data and present the information using mathematical terms;
- evaluate and use data from graphic organizers;
- demonstrate an understanding of probability concepts and use mathematical symbols;
- pose and solve simple problems involving the concept of probability.

### ***Data Management and Probability: Grade 6***

#### **Overall Expectations**

By the end of Grade 6, students will:

- systematically collect, organize, and analyze data;
- use computer applications to examine data in a variety of ways;
- construct graphic organizers using computer applications;
- interpret displays of data and present the information using mathematical terms;
- evaluate data and make conclusions from the analysis of data;
- use a knowledge of probability to pose and solve problems;
- examine the concepts of possibility and probability;
- compare experimental probability results with theoretical results.
- 

### **Science and Technology**

***The science and technology curriculum will be organized into five areas. The five areas, which combine topics from science and technology, are:***

- Life Systems
- Matter and Materials
- Energy and Control
- Structures and Mechanisms
- Earth and Space Systems

#### **Life Systems**

#### ***Life Systems: Grade 1 – Characteristics and Needs of Living Things***

##### **Overview**

The study of Life Systems in Grade 1 focuses on an investigation of the characteristics and basic needs of living things. Students will explore aspects of movement and behavior in humans and other animals, and will learn about their nutritional requirements. Students will also explore some basic

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aspects of growth in animals and plants. In all their investigations, students will continually refine their ability to observe, using all five senses, and will attempt to describe their observations as accurately as possible.

### **Overall Expectations**

By the end of Grade 1, students will:

- demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food, air, and water);
- investigate the characteristics and needs of animals and plants;
- demonstrate awareness that animals and plants depend on their environment to meet their basic needs, and describe the requirements for good health for humans.

### ***Systems: Grade 2 – Growth and Changes in Animals***

#### **Overview**

The study of animals in Grade 2 focuses on patterns of growth and change. Since children are interested in the changes that take place in different types of animals, observing these changes can be a powerful learning experience for them. In their exploration of growth, students will also compare patterns of growth in different animals with their own growth, and they will learn about the conditions needed to support healthy development in an animal.

#### **Overall Expectations**

By the end of Grade 2, students will:

- demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions;
- investigate physical and behavioral characteristics and the process of growth of different types of animals;
- identify ways in which humans can affect other animals.

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#### **Overall Expectations**

By the end of Grade 2, students will:

- demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions;
- investigate physical and behavioral characteristics and the process of growth of different types of animals;
- identify ways in which humans can affect other animals.

### ***Life Systems: Grade 3 – Growth and Changes in Plants***

#### **Overview**

The study of plants in Grade 3 focuses on the characteristics and requirements of plants and their patterns of growth. Students will observe and investigate a wide variety of local plants, from trees to

mosses, in their natural environment. They will also learn about the importance of plants not only as sources of food and shelter for people and animals, but as suppliers of much of the world's oxygen.

### **Overall Expectations**

By the end of Grade 3, students will:

- demonstrate an understanding of the similarities and differences in the physical characteristics of different plant species and the changes that take place in different plants as they grow;
- investigate the requirements of plants and the effects of changes in environmental conditions on plants;
- describe ways in which plants are important to other living things, and the effects of human activities on plants.

## ***Life Systems: Grade 4 – Habitats and Communities***

### **Overview**

Students in Grade 4 will be familiar with the basic needs of plants and animals, and will begin to explore and compare ways in which communities of plants and animals satisfy their needs in specific habitats. In their investigations, they will also study some of the factors that affect various habitats, including changes that occur naturally and changes brought about by people.

### **Overall Expectations**

By the end of Grade 4, students will:

- demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals;
- investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat;

describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitat.

## ***Life Systems: Grade 5 – Human Organ Systems***

### **Overview**

In Grade 5, study of the human body focuses on five major organ systems – the respiratory, circulatory, digestive, excretory, and nervous systems. Using models and simulations, students will learn where the major internal organs are located and will explore the functions and interactions of organs within specific systems. In studying the structure of organs, students will learn that all living tissues are composed of different kinds of cells. Students will also develop an understanding of the importance of proper nutrition and exercise to the healthy functioning of organ systems.

### **Overall Expectations**

By the end of Grade 5, students will:

- demonstrate an understanding of the structure and function of the respiratory, circulatory, digestive, excretory, and nervous systems, and the interactions of organs within each system;
- investigate the structure and function of the major organs of the respiratory, circulatory, digestive, excretory, and nervous systems;
- demonstrate understanding of factors that contribute to good health.

Life Systems: Grade 6 – Diversity of Living Things

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## **Overview**

The study of living things in Grade 6 focuses on the use of classification systems as ways of learning about the great diversity of species and as ways of organizing the study of species. Particular attention is given to the classification of organisms in the animal kingdom. Classifying animals not only will enable students to learn about many different types of animals, from mammals to microscopic organisms, but will help them to observe and describe similarities and differences among species more precisely. To acquire first-hand experience in studying the diversity of living things, students will examine and classify organisms in a specific habitat – a pond, for example.

## **Overall Expectations**

By the end of Grade 6, students will:

- demonstrate an understanding of ways in which classification systems are used to understand the diversity of living things and the interrelationships among living things;
- investigate classification systems and some of the processes of life common to all animals (e.g., growth, reproduction, movement, response, and adaptation);
- describe ways in which classification systems can be used in everyday life.

## **Matter and Materials**

### ***Matter and Materials: Grade 1 – Characteristics of Objects and Properties of Materials***

#### **Overview**

In Grade 1, students are introduced to the concept of materials through exploration of various objects in their immediate surroundings. Students will use their senses to identify various materials and objects. In doing this, they will learn to make a clear distinction between objects and materials: they will learn that objects are made from materials and that materials have specific properties. They will also learn to describe

### **Matter and Materials: Grade 1 – Characteristics of Objects and Properties of Materials**

#### **Overview**

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these properties clearly and precisely. By making objects out of various materials, they will begin to understand that there is a connection between the properties of materials and the specific purposes for which the materials are used.

#### **Overall Expectations**

By the end of Grade 1, students will:

- distinguish between objects and materials (e.g., scissors are objects and they can be made of metal and/or plastic), and identify and describe the properties of some materials (e.g., flexibility of plastic, hardness of wood);
- investigate the properties of materials and make appropriate use of materials when designing and making objects;
- describe the function of specific materials in manufactured objects that they and others use in daily life.

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## ***Matter and Materials: Grade 2 – Properties of Liquids and Solids***

### **Overview**

When students examine materials in the world around them, they become aware of a wide variety of similarities and differences in the properties of those materials – for example, the way they look, feel, sound, or change. In Grade 2, students will develop their understanding of properties of materials through investigating liquid and solid materials. They will investigate ways in which solids and liquids interact, and will learn that some materials exist in both solid and liquid states. They will also learn that it is important to take into consideration the various properties of solids and liquids when designing and making or building objects for use.

### **Overall Expectations**

By the end of Grade 2, students will:

- demonstrate an understanding of the properties of familiar liquids (e.g., vinegar, detergent, water, oil) and solids (e.g., sugar, salt, sand), and of interactions between liquids and between liquids and solids;
- investigate the properties of and interactions between liquids and between liquids and solids, and identify the types of objects or materials that can be used to contain liquids and solids (e.g., a plastic bowl will hold a liquid or a solid but a paper towel will only hold a dry solid);
- identify and describe ways in which we use our knowledge of liquids and solids in making useful objects and in living in our environment.

## ***Matter and Materials: Grade 3 – Magnetic and Charged Materials***

### **Overview**

In previous grades, students have manipulated, observed, and investigated a wide variety of materials. Now, they will focus on materials that are magnetic or those that can hold an electric charge. Students will investigate the ways in which different materials affect magnetic strength and electric charge. They will learn that every magnet has two poles, and that the strength of a magnet depends on the types and combinations of the various materials from which it is made. Students will also describe their observations of static electricity and the conditions that affect it. Through these investigations, students will increase their knowledge about the properties of materials that make them useful for specific purposes.

*Note:* Investigations with static electricity best when the air is dry. On humid days, the moisture in the air reduces charge on a conductor.

### **Overall Expectations**

By the end of Grade 3, students will:

- demonstrate an understanding of the properties of materials that can be magnetized or charged and of how materials are affected by magnets or static electric charges;
- identify and describe, using their observations, ways in which static electric charges are made in everyday materials, as well as different types of interactions that take place both between charged materials and between magnetized materials;
- identify familiar uses of magnets and give examples of static electric charges that are created in the home or at school.

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## ***Matter and Materials: Grade 4 – Materials That Transmit, Reflect, or absorb Light or Sound***

### **Overview**

As they explore the properties of sound and light (see the Energy and Control strand for Grade 4), students will also encounter a wide variety of materials that transmit, reflect, or absorb energy. By focusing their investigations on the way these materials affect or are affected by sound and light, students will deepen their knowledge of the types of properties materials can have. They will also learn more about how the different properties of materials can help them to design products that are safe, useful, and creative.

### **Overall Expectations**

By the end of Grade 4, students will:

- demonstrate understanding that certain materials can transmit, reflect, or absorb light or sound;
- investigate materials that transmit, reflect, or absorb light or sound and use their findings in designing objects and choosing materials from which to construct them;

explain why materials that transmit, reflect, or absorb light and/or sound are used in a variety of consumer products.

## ***Matter and Materials: Grade 5 – Properties of and Changes in Matter***

### **Overview**

In earlier grades, students have learned about the properties (such as strength, flexibility, and buoyancy) of various materials and about how such properties determine what the materials are used for. Students now will begin to explore the underlying concept of matter. They will learn about the three states of matter (solid, liquid, and gas) and the characteristics of each. They will also explore changes of state, and investigate the difference between physical changes (which are usually reversible) and chemical changes (which may not be reversible). Students will already know about many of these changes from their previous investigations, but now they will begin to apply their knowledge in a systematic way, using inquiry and design processes to solve problems and to choose appropriate materials for the devices they design and make.

### **Overall Expectations**

By the end of Grade 5, students will:

- demonstrate an understanding of the three states of matter and of changes in state;
- investigate common changes of state (e.g., melting, freezing, condensing, evaporating) and make informed choices about materials when finding solutions to problems in designing and constructing objects;
- identify the properties that make different materials useful in everyday products and discuss the environmental impact of their use.

## ***Matter and Materials: Grade 6 – Properties of Air and Characteristics of Flight***

### **Overview**

Students will continue to broaden their understanding of the gaseous state of matter by focusing on the properties of air. Through investigations, observations, and experiments, students will discover that gases such as air take up space, have mass, and expand when heated. In addition, students will learn that to a large degree the ability to fly – of both living creatures and aircraft – depends on forces



related to air pressure. As students investigate the properties of air, they will begin to understand how it can be a means to achieve lift, movement, and control in flying devices.

### **Overall Expectations**

By the end of Grade 6, students will:

- demonstrate an understanding of the properties of air (e.g., air and other gases have mass) and explain how these can be applied to the principles of flight;
- investigate the principles of flight and determine the effect of the properties of air on materials when designing and constructing flying devices;
- identify design features (of products or structures) that make use of the properties of air, and give examples of technological innovations that have helped inventors to create or improve flying devices.

### **Energy and Control**

#### ***Energy and Control: Grade 1 – Energy in Our Lives***

##### **Overview**

Energy has many forms and is an integral part of our daily lives. Students need to become aware that they use many different forms of energy every day and to realize that, as the agents who activate and control the source of energy, they are responsible for the amount of energy they consume. This awareness will help students develop a better understanding of the importance of monitoring their energy use. Students should also come to realize that all living things depend on some form of energy for survival.

##### **Overall Expectations**

By the end of Grade 1, students will:

- demonstrate an understanding of ways in which energy is used in daily life;
- investigate some common devices and systems that use energy and ways in which these can be controlled manually;

describe different uses of energy at home, at school, and in the community, and suggest ways in which energy can be conserved

#### ***Energy and Control: Grade 2 – Energy from Wind and Moving Water***

##### **Overview**

The study of wind and water as sources of energy enables students to expand their understanding of different forms of energy and how they can be used. Through exploration and experimentation, students will actively investigate these two forms of energy. By designing their own wind- and water-propelled devices, students will learn to identify factors that affect the motion and control of such devices. The study of wind and moving water should also help students better understand the concept of energy. Integrating this aspect of the course with the Earth and Space Systems expectations for Grade 2 ("Air and Water in the Environment") will help students recognize the importance of air and water as two invaluable resources on earth.

##### **Overall Expectations**

By the end of Grade 2, students will:

- demonstrate an understanding of the movement of air and of water as sources of energy;
- design and construct devices that are propelled by moving air or moving water;

identify wind and moving water as renewable sources of energy and determine the advantages and disadvantages of using them.

### ***Energy and Control: Grade 3 – Forces and Movement***

#### **Overview**

The study of forces introduces students to two types of forces and their effects. The first type involves direct interaction – pushes and pulls between surfaces that are in direct contact. The second type, which includes magnetic and static electric forces, involves interaction at a distance, and students should be aware that these forces also exist. In exploring the effects of forces, students will learn about the ways in which forces create movement in objects – for example, that some movement results from an imbalance between forces, some from the release of stored energy, as with the release of a wound spring. In addition, the study of forces will enable students to expand their understanding of control by designing and making devices that use a form of energy and can apply a force to another object. These activities will help students begin to recognize that all systems share certain characteristics – for example, they are made of component parts that work together to perform a specific task.

The study of the effects of magnetic and static electric forces can be related to the study of materials that can carry a charge or be magnetized. See the Matter and Materials expectations for Grade 3 (“Magnetic and Charged Materials”).

#### **Overall Expectations**

By the end of Grade 3, students will:

- demonstrate an understanding of how movement is caused by forces and by energy that is stored and then released;
- investigate how different forces affect the operation of everyday devices, and design and construct devices that use a form of energy to create controlled movement;
- identify objects, devices, and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us.

### ***Energy and Control: Grade 4 – Light and Sound Energy***

#### **Overview**

Building on their previous learning about different forms of energy and their sources, students now begin to examine in more depth two forms of energy they encounter on a daily basis: light and sound. Students will become familiar with the properties of light by investigating and observing how light interacts with various objects in the environment. From these observations, students will come to realize that light travels in a straight line, and they will begin to use this knowledge in constructing simple optical devices. Similarly, through investigations students will learn how vibrations cause sound, how it travels, and how it can be sensed and measured. As well, by exploring the factors that affect the sounds that are produced, students will begin to discover ways in which sound can be controlled. To help students learn about the properties of light and sound, these expectations should be taught in conjunction with the Matter and Materials expectations for Grade 4 (“Materials That Transmit, Reflect, or Absorb Light or Sound”).

#### **Overall Expectations**

By the end of Grade 4, students will:

- demonstrate an understanding of the characteristics and properties of light and sound;

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- investigate different ways in which light and sound are produced and transmitted, and design and make devices that use these forms of energy;
- identify technological innovations related to light and sound energy and how they are used and controlled at home and in the community, and determine how the quality of life has been affected by these innovations

### ***Energy and Control: Grade 5 – Conservation of Energy***

#### **Overview**

Modern society places large demands on non-renewable sources of energy. It is essential that the energy from these sources be used wisely. In addition, alternative and renewable sources must be developed if we wish to sustain our present standard of living and ensure adequate energy supplies for future generations. Students need to understand the importance of this problem and learn how to conserve energy. Building on their previous learning about mechanisms and systems, students will deepen their understanding of how devices use energy. By designing, constructing, and operating their own devices, they will learn how energy is transferred from one system to another. In addition, students will expand their knowledge of the different sources of energy and classify them as renewable and non-renewable.

#### **Overall Expectations**

By the end of Grade 5, students will:

- demonstrate an understanding of the importance of conservation of energy in relation to the wise use of renewable and non-renewable energy sources;
- design and construct devices that use a form of energy to meet a specific need or want, and investigate how the energy is transferred to a specified output;
- evaluate the reasons for conserving natural resources and identify possible ways of conserving energy.

### ***Energy and Control: Grade 6 – Electricity***

#### **Overview**

Electricity is a versatile form of energy that students encounter every day. Although students will already know about many of the uses of this convenient source of energy, they need to develop a deeper understanding of how it can be used to send signals. It is important for students to learn about this specialized area of study called electronics, which has made a major impact on our lives through many products and devices. Building on previous learning, students will explore devices that use tiny electric currents to switch electric circuits on and off, in order to understand how electronic systems are able to control very complicated processes automatically. As students expand their knowledge of the significant role electricity has in their lives, they should strengthen their awareness that they have control over the amount of electricity they use in the home and at school, as well as their awareness of the potential impact of the over-consumption of energy on our electricity supply.

#### **Overall Expectations**

By the end of Grade 6, students will:

- demonstrate understanding that electrical energy can be transformed into other forms of energy;
- design and construct a variety of electrical circuits and investigate ways in which electrical energy is transformed into other forms of energy;

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- identify uses of electricity in the home and community and evaluate the impact of these uses on both our quality of life and the environment.

## **Earth and Space Systems**

The Earth and Space Systems area deals with the science and technology of our planet and of space. Students begin with aspects of the topic that are most familiar to them - the cycles of the days and seasons, the local soil and rocks, the particular features of their region, the observable constellations in the night sky - and progress towards those with which they are less familiar or that are more complex.

The topics covered in this area are:

- Grade 1: Daily and Seasonal Cycles
- Grade 2: Air and Water in the Environment
- Grade 3: Soils in the Environment
- Grade 4: Rocks, Minerals, and Erosion
- Grade 5: Weather
- Grade 6: Space
- Grade 7: The Earth's Crust
- Grade 8: Water Systems

## **Subject Areas in the Social Studies and Geography**

### **Social Studies, Grades 1 to 6**

The expectations for social studies for Grades 1 to 6 are organized into two areas:

#### ***Heritage and Citizenship***

- Grade 1: Relationships, Rules, and Responsibilities
- Grade 2: Traditions and Celebrations
- Grade 3: Pioneer Life
- Grade 4: Medieval Times
- Grade 5: Early Civilizations
- Grade 6: Native Americans and European Explorers.

#### ***The United States and World Connections***

- Grade 1: The Local Community
- Grade 2: Features of Communities Around the World
- Grade 3: Urban and Rural Communities
- Grade 4: Texas, other states and territories of the United States
- Grade 5: Aspects of Government in the United States and Texas
- Grade 6: The United States and its Trading Partners

### ***Heritage and Citizenship: Grade 1 – Relationships, Rules, and Responsibilities***

#### **Overview**

Students need a sense of the past in order to understand the present and think about the future. In Grade 1, students identify significant people, places, and events in their lives and link them to past experiences. They describe changes over time in the form of simple patterns that influence their daily lives. They also identify the rules and responsibilities in their homes, school, and neighborhood.

## **Overall Expectations**

By the end of Grade 1, students will:

- identify significant people, places, and events in their lives, and some significant people in the past and present;
- create simple timelines to describe changes over time;
- Describe the roles and responsibilities of various family members, as well as of other people in their school and neighborhood.

## ***Heritage and Citizenship: Grade 2 – Traditions and Celebrations***

### **Overview**

In Grade 2, study of Heritage and Citizenship focuses on the wide variety of cultures and traditions in the United States. Using either their own or well-known families, contemporary or historical, students identify various family origins and discover important events in family histories and cultures. They describe the ways in which cultural traditions are shared, and learn how different cultures and traditions contribute to society.

### **Overall Expectations**

By the end of Grade 2, students will:

- demonstrate an understanding that the United States is a country of many cultures;
- describe family history and traditions as they relate to being a citizen of the United States.
- describe contributions made by individuals and groups to the local community.

## ***Heritage and Citizenship: Grade 3 – Pioneer Life***

### **Overview**

The study of Heritage and Citizenship in Grade 3 focuses on the pioneers. Students examine the lifestyles of pioneer settlers and their contributions to early communities. They compare the life of the pioneers to their own lives. They also investigate the contributions of Native Americans to pioneer communities.

### **Overall Expectations**

By the end of Grade 3, students will:

- identify early settlers and their origins, and describe their lives and contributions;
- identify the contributions of Native Americans to early settlement;
- describe changes that have occurred in their communities since the time of the early settlers.

## ***Heritage and Citizenship: Grade 4 – Medieval Times***

### **Overview**

The study of Heritage and Citizenship in Grade 4 focuses on medieval times. Students examine the basic features of medieval society, such as trade, transportation, design and technology, government, culture, and beliefs. They describe the impact of Christianity, the Crusades, Islamic culture, and the Magna Carta on medieval society. They also examine the influence of medieval society on the world today.

### **Overall Expectations**

By the end of Grade 4, students will:

- identify the distinguishing features of medieval society;

- describe the impact of Christianity, the Crusades, Islamic culture, and the Magna Carta on medieval society;
- describe the ways in which medieval society has influenced modern Western society.

### ***Heritage and Citizenship: Grade 5 – Early Civilizations***

#### **Overview**

The study of Heritage and Citizenship in Grade 5 focuses on early civilizations. Students investigate the importance of the environment in shaping these civilizations and identify how various human needs (e.g., food, shelter) were met. They investigate and describe the influence of early civilizations on modern society (e.g., with respect to science, technology, language, art, and government).

#### **Overall Expectations**

By the end of Grade 5, students will:

- identify ways in which the natural environment shaped the cultures of various early civilizations;
- identify physical and social needs of people in early civilizations and compare the ways in which these needs were met;
- describe how the knowledge developed by early civilizations has affected modern society.

### ***Heritage and European Explorers Citizenship: Grade 6 –Native Americans***

#### **Overview**

The study of Heritage and Citizenship in Grade 6 focuses on the distinct cultures, both past and present, of Native Americans in the United States, and on the early European explorers. Students describe the role of the environment in shaping Native American cultures. They examine the interactions between Native Americans and European explorers at the time of their first contact, and they learn how the early explorers contributed to the development of the United States. They also study the origins of concerns related to Native Americans and determine their present social, political, and economic conditions.

#### **Overall Expectations**

By the end of Grade 6, students will:

- identify ways in which the environment molded Native American cultures;
- identify early explorers and describe their impact on the development of the United States;
- demonstrate an understanding of the social, political, and economic issues facing Native Americans in the United States today.

#### **The United States and World Connections**

This strand focuses on the United States and its relationships with the rest of the world. Students begin their studies with the familiar (i.e., their local community) and gradually move on to study other communities, Texas, other states and territories and the connections the United States has with other countries around the world. Students are also introduced in this strand to the study of government. The study of the topics in Grades 1 to 6 prepares students for the study of geography in Grades 7 and 8.

The topics covered in this strand are:

Grade 1: The Local Community

Grade 2: Features of Communities Around the World

- Grade 3: Urban and Rural Communities
- Grade 4: Texas, other States and territories
- Grade 5: The United States and
- Grade 6: The United States and its Trading Partners

### ***The United States and World Connections: Grade 2 – Features of Communities around the World***

#### **Overview**

Students in Grade 2 begin to develop awareness of physical and human geography by comparing their lives in their communities to the lives of other families in other communities around the world. They use maps and globes to locate places and countries of interest from different continents around the world. They compare the climate, animals, food, clothing, homes, recreation, culture, transportation, language, and land use in these countries, and investigate environmental influences on people's lives.

#### **Overall Expectations**

By the end of Grade 2, students will:

- demonstrate an understanding that the world is made up of countries where people have both similar and different lifestyles;
- use maps and globes to locate countries as part of a comparative study of families from countries from different continents;
- describe how the environment affects the ways in which needs are met (e.g., influences of climate on food, clothing, and shelter).

### ***The United States and World Connections: Grade 3 – Urban and Rural Communities***

#### **Overview**

In comparing urban and rural communities in the United States, students in Grade 3 focus on human and environmental interactions. They compare the communities' cultural backgrounds, as well as their use of space and services. They also investigate the various interdependencies between the environment and meeting the needs of diverse populations in urban and rural communities.

#### **Overall Expectations**

By the end of Grade 3, students will:

- identify distinguishing features of urban and rural communities;
- describe some possible relationships between communities and natural environments;
- demonstrate awareness of the possible similarities and differences among people, places, and environments.

### ***The United States and World Connections: Grade 4 – Texas, Other States and Territories***

#### **Overview**

In studying Texas, other States and the territories of the United States, students in Grade 4 identify, locate, and label the major physical regions, and investigate the exchange of goods and resources among them. They compare the physical environments of regions and examine specific examples of cause-and-effect relationships. They also examine the structure and function of provincial government.

## **Overall Expectations**

By the end of Grade 4, students will:

- describe the distinguishing physical features of regions within Texas, other states and territories;
- identify how different regions are interdependent (e.g., with respect to their economies or governments);
- demonstrate an awareness of the various relationships (e.g., economic, cultural) within and between regions.

### ***The United States and World Connections: Grade 5 – Aspects of Government in Texas and the United States***

#### **Overview**

In Grade 5 the study of government in the United States focuses on the federal government and introduces Texas Government. Students explore and compare the functions and interactions of the three levels of government in the United States and they compare the United States' form of government to other types of government. As they investigate the electoral process, they broaden their understanding of life in a democratic society. Students also explore the reasons why immigrants choose to make their new home in the United States, and learn how immigrants become United States citizens.

#### **Overall Expectations**

By the end of Grade 5, students will:

- describe the functions and interactions of different levels of government in Texas and the United States.
- identify and describe the electoral process;
- describe how immigrants become United States citizens.

### ***The United States and World Connections: Grade 6 – The United States and Its Trading Partners***

#### **Overview**

In studying the relationship between the United States and its trading partners, students in Grade 6 identify the United States major trading partners. They investigate how these countries affect the United States through trade, media, immigration, culture, technology, tourism, history, and geography. They also describe connections to at least one trading partner, through an in-depth investigation of a country from one of the following regions: Europe, Pacific Rim, Central America, or South America.

#### **Overall Expectations**

By the end of Grade 6, students will:

- describe the ways in which the United States is connected to the rest of the world through trade;
- identify current distinguishing features (e.g., physical, political, economic, social) of trading partners from another region of the world;
- describe the United States' connection to the least one country from another region of the world.

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**F. What teaching methods will be used? How will the pedagogy enhance student learning?**  
In 1994, a significant study of public school teaching methods printed its results. This study, begun in 1968 and costing nearly a billion dollars produced a mountain of data and showed us which are the most effective instructional tools. The study was called Project Follow Through.

Follow Through was intended to help the Head Start children continue their progress. It was also an opportunity for the federal government to find out which instructional methods delivered the most bang for the bucks. They funded 22 vastly different educational programs in 51 school districts. Standardized test results were collected from almost 10,000 Follow Through children, as well as from children not in the Follow Through program.

ABT Associates in Cambridge analyzed the numbers and issued the results. Children who participated in the Direct Instruction method scored higher than their peers. Even more importantly, later evaluations of 1000 Direct Instruction graduates showed that they were still ahead of their peers in their senior year of high school.

Direct Instruction stresses basic skills, breaking them down into mini-components. Children learn to read, for example, by learning the sounds of the letters before the letter names. They master each skill before moving onto the next one. Teachers track each student's progress on daily charts. They also track behavior, encouraging good conduct with praise, while ignoring bad behavior for the most part. In short, if you can't measure it, you probably shouldn't teach it. This kind of micro-management is almost unheard of in most classrooms.

Direct Instruction's most controversial feature is a script from which teachers conduct lessons. For example, a first-grade teacher, reading from her script, makes the "m" sound. The pupils respond in unison. After a word of praise, the teacher, prompted by her script, tells them to repeat the sound. This may sound too structured (the method is based on B.F. Skinner's work), but Direct Instruction has had stunning success at scores of schools.

One of the original sites in the early '70s was P.S. 77 in the South Bronx. After five years, DI "significantly raised the reading, writing and arithmetic performance and scores of the participating children," said one report. Federal budget cuts eventually gutted the program but, interestingly, P.S. 77 old-timers still cling lovingly to the teaching methods.

It may come as a shock to the layperson, but school policymakers haven't adopted Direct Instruction because they have an aversion to scientific research. Educators throw their weight behind the latest fad, then refuse to abandon it when it doesn't work. In fact, the federal oversight panel for Follow Through cut the Direct Instruction program even as it outperformed other models that were spectacular flops. Eschewing basic skills, the failed programs tried to teach kids how to learn on their own, or tried to raise students' self-esteem (both categories, by the way, in which Direct Instruction students excelled). In these failed programs, students had even lower reading and math scores than the control groups that had no Follow Through program. Yet these failed programs have spread through America like fire through dry corn.

The founders of Cedars International Academy have had their own instruction, often in other countries, based on the Direct Instruction method. One of the founders, herself an educator, once an advocate of a less structured methodology, became a believer, when she began teaching at Lackland

AFB English Language Institute. It used the Direct Instruction approach and it takes foreign officers and enlisted men from zero English to fully fluent in a series of structured one-week lessons. The results are astonishing. Foreign governments pay our government \$700 per week to train each person. The results speak for themselves.

Our goal at CIA is to have school with a reputation for excellence. We believe that, basing our methodology on a billion dollar study, we can achieve that goal. This will mean that the teachers and staff must have a firm grasp of the curriculum. It is our plan to have the curriculum in place in time to give the teachers thorough training. Teachers will be required to do weekly evaluations for each student and these evaluations will be reviewed by the Principal every week. If a student is not meeting expectations, they will be assigned to a teacher aide to do re-teaching until they are able to go ahead with their class. This will in no way be punitive. Teachers will be trained in methods for assuring students that re-teaching means success and success leads to increased self esteem.

**G. What professional development opportunities will be available to teachers and other staff?  
How do these opportunities support the mission of the school?**

A training plan will be made for each type of employee. Each employee will be given a copy of the training plan upon hiring. The teacher will be responsible for completing each section of the training. Training will be given at pre-service and several training days will be made available throughout the year. This is a very high priority at CIA. Training and training materials are available from the International Baccalaureate Programme, Project 2061, and other sources. Training can be costly, but we feel it is vital for an excellent program. Following is a list of the staff which will receive specialized training:

Principal	Secretary
Business Manager	Clerks
Teachers	Librarian
Teacher Aides	Social Worker
Counselor	
Nurse	
Certified Special Education Teacher	

**H. Admissions Policy**

**1. Describe the admissions methods/process you will follow.**

The Cedars International Academy admits students of any race, color, national and ethnic origin, religion and gender. Students may make application for the 2001-2002 academic year beginning March 15<sup>th</sup> through May 31<sup>st</sup>. All applications will be time/date stamped upon receipt. Applications for subsequent academic years will be accepted beginning the first Monday of March in each calendar year for the following academic year. Enrollment for the 2001-2002 academic year will be on a "first come, first served" basis and a waiting list will be maintained should applications exceed enrollment capacity. Beginning with the 2002-2003 academic year, students currently enrolled in the CIA Charter School and their siblings will fill openings. Any remaining openings will be filled on a "first come, first served" basis.

**2. Describe the timeline to be used for admitting students, including a plan for the admission lottery for students.**

Projected estimated enrollment is between 25 and 500 students. The maximum enrollment for the first five years will be 500 students. K through 5 will be served during the first year of operation. The school will reserve the right to add one grade level for every year of operation thereafter as needs arise. The class size is expected to have a maximum of 15 students.

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

Upon receipt of the application and before enrollment, the student and parent/guardian will participate in at least one orientation meeting with members of the CIA faculty. The meeting will be to review the purposes of the school, to discuss the educational history, desires, and needs of the student.

In the initial charter, we are choosing not to enroll students with a documented history of criminal offense, juvenile court adjudication, or other serious discipline problems listed under TEC, Chapter 37, Subchapter A. We believe that our program might benefit children in these circumstances and will review this policy at a later date when we have the opportunity and resources to provide for their needs specifically (i.e., crisis counselor, space, etc.).

#### **1. Describe in detail how your school will accommodate students with SPECIAL EDUCATION needs.**

The CIA will provide services to any student eligible to participate in a regular or special education program as provided by section 29.003 of the Education Code.

Eligible students with disability will enjoy the right to appropriate education, which may include instruction through special teaching or instruction through contracts approved by the Governing Council.

#### **1. Child Find**

CIA will establish an ongoing system for identifying, locating, and evaluating individuals with disabilities (birth through 21 years of age) residing within our jurisdiction who are in need of special education and related services. CIA will notify the appropriate early childhood intervention (ECI) program of all children birth through seven years of age suspected of having a disability. This notification will be made within two working days of referral. CIA will comply with the ECI and the TEA policies and guidelines to be followed when children are referred for services. CIA will maintain documentation of all related guidelines, procedures and operating guidelines to ensure that all identified students with disabilities are located, evaluated and served.

#### **2. Confidentiality**

- CIA will have available for public inspection a list of the names and positions of those employees who have access to personally identifiable information.
- CIA will identify an individual to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- CIA will provide and conduct training regarding state's policies and procedures to all individuals using or collecting personally identifiable information.
- CIA will inform parents when personally identifiable information is no longer needed to provide educational services to the child and destroys records at parents' requests.
- Notice of confidentiality rights is given to the parents on an annual basis.
- Parents and their representatives will be given the opportunity to inspect and review any education records relating to their child that are collected, maintained, or used by the school.

- CIA will provide the parents with explanations and interpretations of the records requested. CIA will also provide copies of those records upon request.

### **3. Procedural Safeguards**

The procedural safeguards notice will include a full explanation of all of the procedures relating to:

- Independent educational evaluation
- Prior written notice
- Parental consent
- Access to educational records
- Opportunity to present complaints to initiate due process hearings
- A child's placement during pending outcome of due process proceedings
- Procedures for students who are subject to placement in an interim alternative educational setting
- Requirements for unilateral placement by parents of children in private schools at public expense
- Mediation
- Due process hearing, including requirement for disclosure or evaluation results and recommendations
- State-level appeals
- Civil actions
- Attorney's fees, and
- The state complaint procedures under Sec. 300.660-300.662.

A copy of the procedural safeguards will be given to the parents of a child with a disability at minimum:

- Upon initial referral for evaluation
- Upon each notification of an ARD committee meeting
- Upon reevaluation of the child
- Upon receipt of a request for due process under Sec. 300.507
- Upon a manifestation determination review, or if a removal is contemplated that constitutes a change of placement

The procedural safeguards notice will be written in language understandable to the general public provided in the native language of the parents unless it is clearly not feasible to do so.

### **4. Notice of Admission, Review and Dismissal (ARD) Committee Meetings**

The notice of the ARD committee will include:

- The date of the meeting
- The time of the meeting
- The place of the meeting
- Who will be in attendance
- Notice of ARD will be given in the native language of the parents.
- Notice of ARD to a parent will be provided at least five school days prior to the holding of the meeting.

The notice of the ARD form will include:

- A description of the action proposed
- An explanation of why CIA proposes to take the action
- Any options CIA has considered

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- A description of each evaluation procedure, test, record, or report CIA has used as a basis for the proposal
- A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and the means by which a copy of a description of the procedural safeguards can be obtained
- Sources for parents to contact to obtain assistance in understanding the notice of ARD committee meeting provisions
- The opportunity for the parents to reschedule the meeting
- A statement that ARD committee members will discuss, at the parent's request, the provision of any educational or related service not proposed for discussion by the school
- Other factors relevant to the school's proposal if applicable

#### **5. Assessment of Children to determine eligibility**

CIA will conduct appropriate disability eligibility assessment for students receiving special education services (i.e., auditory impairment, autism, deaf-blindness, emotional disturbance, learning disability, mental retardation, multiple disabilities, non-categorical early childhood, orthopedic impairment, other health impairment, speech impairment, traumatic brain injury, visual impairment)

#### **Auditory Impairment Eligibility**

CIA will obtain the following documents to determine the eligibility to students with Auditory Impairment:

- The otologist's report to indicate the seriousness of the hearing loss even after corrective medical treatment or use of amplification.
- The audiologist's report that includes a description of the implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended amplification.
- A communication assessment report provided by a certified speech-language pathologist. The communication assessment should determine the student's ability to use a variety of avenues of communication such as sign language, speech, speech-reading, or finger-spelling.

#### **Autism Eligibility**

CIA will obtain the following documents to determine the eligibility to students with Autism:

- Assessment of the student meeting criteria for autism in 34 CFR §300.7(b)(1), or other pervasive developmental disorder(s)
- Specialists' recommendation for behavior supports and interventions.

#### **Deaf-Blindness Eligibility**

CIA will determine the eligibility to students with Deaf-Blindness based on:

- Meeting the eligibility criteria for auditory impairment and visual impairment. or
- Meeting the eligibility criteria for a student with a visual impairment and has a suspected hearing loss that cannot be demonstrated conclusively, and if a speech/language therapist, certified speech and language therapist, or licensed speech language pathologist indicates there is no speech at an age when speech would normally be expected.

#### **Emotional Disturbance Eligibility**

CIA will obtain the following documents to determine the eligibility to students with Emotional Disturbance:

- Diagnosis as indicated in the *Diagnostic and Statistical Manual of Mental Disorders*. An assessment will be conducted to determine by the Manual the specific type(s) of disorder(s) and

severity over a long period of time and to a marked degree the exhibition of one or more of the following characteristics which adversely affects educational performance:

- an inability to learn which cannot be explained by intellectual, sensory, or health factors
- an inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- inappropriate types of behavior or feelings under normal circumstances
- a general pervasive mood of unhappiness or depression
- a tendency to develop physical symptoms or fears associated with personal or school problems.
- Specialist's recommendations for behavioral management.

### **Learning Disability Eligibility**

CIA will obtain the following documents to determine the eligibility to students with learning disability:

- Intellectual functioning will be based on a standardized intelligence test which shows the student to be functioning above the mental retardation range. If the intelligence quotient (IQ) score is above 70, the student is functioning above the mental retardation range. If the IQ score is 69 or 70, the student is functioning above the mental retardation range. If the IQ score is 68 or below, the student is not functioning above the mental retardation range.
- The discrepancy between the student's assessed intellectual ability and assessed educational achievement will be computed either by comparing standardized test scores or reviewing other assessment data.
- A severe discrepancy of more than one standard deviation between achievement and ability is found in **one or more** of the following areas:
  - oral expression
  - listening comprehension
  - written expression
  - basic reading skill
  - reading comprehension
  - math calculations
  - math reasoning.
- An observation of the student's academic performance in the regular classroom setting will be completed by a person other than the student's regular education teacher.
- Relevant behaviors will be noted during the observation according to their relationship to the student's academic functioning.
- Educationally relevant medical findings will be noted when appropriate.
- The eligibility report will state any severe discrepancy which is not correctable without special education and related services and that the student has a learning disability.
- The eligibility report will contain an assurance that the discrepancy between achievement and ability is not primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.
- A multidisciplinary team will consist of the student's regular education teacher or if the student does not have a regular education teacher, a regular classroom teacher qualified to teach a student of his or her age; or for a child of less than school age, an individual certified by the Texas Education Agency to teach a child of his or her age; and at least one person qualified to conduct individual diagnostic examinations of children such as a school psychologist, psychological associate, nationally certified school psychologist, educational diagnostician, speech-language pathologist, or remedial reading teacher.
- Provision for the team members' agreement or disagreement with the written report.

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### **Mental Retardation Eligibility**

CIA will determine the eligibility to students with mental retardation based on:

- An eligibility report indicating that the student is functioning two or more standard deviations below the mean on individually administered scales of verbal ability and either performance or nonverbal ability.
- A report indicating a deficiency in adaptive behavior.

### **Multiple Disabilities Eligibility**

CIA will determine the eligibility to students with multiple disabilities based on:

- Student's eligibility report meeting criteria for two or more specific disabilities (not including multiple disabilities)
- Documents that the student's disability is expected to continue indefinitely
- An indication that the disabilities severely impair performance in two or more of the following areas: psychomotor skills, self-care skills, communication, social and emotional development, or cognition.

### **Orthopedic Impairment Eligibility**

CIA will obtain the following documents to determine the eligibility to students with Orthopedic Impairment:

- A licensed physician's statement indicating that a severe orthopedic impairment exists that adversely affects educational performance.

### **Other Health Impairment Eligibility**

CIA will obtain the following documents to determine the eligibility to students with other health impairment:

- A licensed physician's statement addressing the limited strength, vitality, or alertness due to a chronic or acute health problem that adversely affects educational performance.

### **Speech Impairment Eligibility**

CIA will obtain the following documents to determine the eligibility to students with speech impairment:

- A report of the licensed speech-language pathologist, certified speech and language therapist, or certified speech and hearing therapist specifies that the student has a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects the student's educational performance.

### **Traumatic Brain Injury Eligibility**

CIA will obtain the following documents to determine the eligibility to students with traumatic brain injury:

- A report of the licensed physician determining the injury to the brain was caused by external physical force resulting in total or partial functional disability or psycho-social impairment.
- The injury to the brain adversely affects a child's educational performance which results in impairments in one or more of the following areas: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psycho social behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

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## **Visual Impairment Eligibility**

CIA will obtain the following documents to determine the eligibility to students with visual impairment:

- A report from the licensed ophthalmologist or optometrist indicates the student has no vision or a serious visual loss after correction, or
- A medical diagnosis for a progressive condition that will result in no vision or a serious visual loss after correction.
- A report of the licensed ophthalmologist or optometrist indicates visual loss stated in exact measures of visual field and corrected visual acuity at distance and near in each eye.
- A report of the licensed ophthalmologist or optometrist indicates prognosis when possible.
- an evaluation of performance of tasks in a variety of environments requiring the use of both near and distance vision
- a recommendation concerning the need for a clinical low vision evaluation
- a recommendation concerning the need for an orientation and mobility evaluation
- an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in Braille or the use of Braille
- recommendations for appropriate learning media or a statement of need for ongoing assessment to determine appropriate learning media
- a determination of whether or not the student is "functionally blind"
- For students who are "functionally blind," the student's assessment report which documents strengths and weaknesses in Braille skills.

## **6. Development and Implementation of the Individual Educational Plan (IEP)**

An Admission, review, and dismissal (ARD) committee will hold meetings by appropriate personnel and other members to decide within federal time lines the student's educational program and to document placement and service decisions agreed upon in the ARD meeting. The committee will abide by the following items:

- CIA will initiate and conduct ARD/IEP meetings periodically, at least once every twelve months, to determine whether the annual goals for the child are being achieved, and to revise the IEP as appropriate.
- For students referred for the first time, the ARD committee will meet within 30 calendar days of the date the written assessment report is completed.
- Each student will have a current ARD/IEP committee report.
- The date of the ARD/IEP committee meeting will be within 30 calendar days of the date of the initial assessment report.
- The date of the second ARD/IEP committee meeting for transfer students will be within 30 school days of the first (transfer ARD) meeting held when the student first enrolled.
- For parents who are deaf or whose native language is other than English, an interpreter will be used as required.

## **ARD/IEP: ASSESSMENTS**

For all evaluations:

- The ARD/IEP committee will review existing assessment reports (including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and observations by teachers and related services providers).
- The ARD committee will determine whether the student has a disability condition consistent with Part B of IDEA.

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- As part of an initial evaluation (if appropriate) and as part of any reevaluation the ARD/IEP committee will review existing evaluation data, and on the basis of the review, will determine whether additional data are needed to determine whether the child continues to be a child with a disability.
- If the ARD/IEP committee determines no additional data were needed, CIA will notify the child's parent(s) of the determination and the reasons for no additional data being needed or of the right of the parents to request an assessment to determine whether the child continues to be a child with a disability

## **ARD/IEP: SPECIAL EDUCATION AND RELATED SERVICES**

### **Special Education and Related Services:**

- the ARD/IEP committee determined special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child
- the ARD/IEP committee established the child's present levels of educational performance. to include how the child's disability affects the child's involvement and progress in the general curriculum or for preschool children, how the disability affects the child's participation in appropriate activities.

## **ARD/IEP: GOALS, OBJECTIVES, AND PLACEMENT**

The IEP will include a statement of measurable annual goals, including benchmarks or short-term objectives, related to:

- meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum
- meeting each of the child's other educational needs that result from the child's disability.
- If extended year services are included in the IEP, goals and objectives from the current IEP are specified.
- how the child's progress toward IEP annual goals will be measured.
- Documenting the amount of time in regular education, special education, and related services.
- Indication of the projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.
- Implications for assistive technology devices and/or services as part of a student's special education, related services, or supplementary aids and services considered by the ARD/IEP committee.
- Assistive technology devices and/or services required to implement the student's IEP.
- Documenting the consideration of the communication needs of the child
- In the case of a child with limited English proficiency, the ARD/IEP report documents consideration of the language needs of the child as these needs relate to the child's IEP.
- In the case of a child whose behavior impedes his or her learning or that of others, the ARD/IEP report documents consideration of, if appropriate, strategies, including positive behavioral interventions and supports to address that behavior.
- The ARD/IEP will show evidence that the placement is based on the student's IEP.
- The ARD/IEP will show evidence that the placement is designated by campus and type of instructional arrangement.
- The ARD/IEP report will contain signatures, positions, and an indication of agreement or disagreement and the basis for any disagreement of all required members.
- The ARD/IEP report will contain evidence that the parent or adult student was provided a full explanation of all procedural safeguards that are available.

- When mutual agreement about all required elements of the IEP is not achieved, a documentation will indicate that the parent(s) or adult student who disagrees was offered the opportunity to have the committee recess for a period of time not to exceed 10 school days.

## **ARD/IEP: TRANSITION**

If an invited student does not attend the ARD meeting in which the meeting's purpose is to discuss transition issues:

- CIA will document the steps taken to ensure that the student's preferences and interests are considered.

For each student beginning at age 14 (or younger, if determined appropriate by the ARD committee):

- the IEP will include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program)
- The statement of transition service needs will be updated annually.

The ARD/IEP report will contain a statement of needed transition services for students age 16 (or younger, if determined appropriate by the ARD committee) based on individual student needs, taking into account the student's preferences, that includes:

- instruction
- needed related services
- community experience opportunities
- development of post-secondary employment objectives
- development of other post-secondary adult living objectives
- when appropriate, acquisition of daily living skills and functional vocational evaluation

If a participating agency failed to provide an agreed-upon transition service contained in the IEP, the school;

- will initiate a meeting as soon as possible for the purposes of identifying strategies to meet the transition objectives for the student set out in the IEP.

Beginning at least one year before a student reaches the age of majority under State law, a student's IEP will include a statement that the student has been informed of his or her rights under Part B of IDEA, if any, that will transfer to the student on reaching the age of majority.

### **7. Least Restrictive Environment (LRE) Placement**

For students receiving special education services outside the regular classroom, the removal will occur only when the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

For students who will receive special education services outside the regular classroom, the ARD committee will address the student's placement at least annually (beginning with a discussion of placement in the regular classroom for the entire school day) and will document all of the following:

- a description of previous efforts to educate the student in a regular classroom with supplementary aids and services and the reason(s) those efforts were not successful;
- a description of the ARD committee's consideration of educating the student in a regular education environment with supplementary aids and services and the reason(s) these options were rejected;

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- if applicable, a description of the behavior management program needed by the student and the reason(s) it cannot be implemented in a regular classroom;
- a description of the instructional methods or the curriculum which the student needs and the reason(s) it cannot be implemented in a regular classroom;
- a description of the student's disability conditions and educational needs and an explanation of why those disability conditions and educational needs require placement other than in a regular classroom.

A special consideration will be given to any potential harmful effects on the student or quality of services which he or she needs when placement is determined based on the following criteria:

- any potential harmful effects on the student with disabilities if the student is removed from regular classes
- any potential harmful effects on the quality of services provided to the student with disabilities if the student is removed from regular classes.

The admission, review, and dismissal (ARD) committee will document the opportunity for all students with disabilities to participate with students without disabilities to the maximum extent appropriate in nonacademic or extracurricular activities on a regular basis.

The documentation will include an assurance that the student with disabilities has the opportunity to participate in all nonacademic and extracurricular activities available to students without disabilities to the maximum extent appropriate.

If the student is excluded from having the opportunity to participate in nonacademic or extracurricular activities, the ARD committee will

- list the activities considered for the student

explain why the student is being excluded based on his or her individual needs and abilities.

## **8. Transition Planning**

CIA will develop and implement individual transition plans (ITP) annually for students with disabilities. The ITP identifies:

- the student's expectations after exiting public school, including post-secondary education, integrated employment, vocational education, continuing and adult education, adult services, independent living, community participation, recreation and leisure, as well as other important life considerations
- a network of support that is needed to achieve the student's desired goals
- when and how support services shall be provided
- time lines with projected beginning and ending dates for all activities
- needed transition services
- for students who are incarcerated, the transition services needed to facilitate the transition to the home community and the receiving district.
- The components of the ITP which are the responsibility of CIA have been incorporated into the IEP.
- There is evidence that the student and parent(s) or guardian(s) were invited to participate in the development and annual review of the ITP.

When appropriate, local adult service agencies were invited to participate in the development of the ITP.

## **9. Certified Personnel for the provision of services to children with special needs**

CIA will select qualified faculty and staff for the provision of services to children with special needs.

As follow:

- Select personnel who are certified/licensed appropriately for their actual assignment. Qualified personnel are personnel who have met SEA-approved or SEA-recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the individuals are providing special education or related services.
- Orientation and mobility (O&M) instruction will be provided by a professional who holds at least a bachelor's degree with a major in the field of orientation and mobility instruction and who is certified by the Association for Education and Rehabilitation of the Blind and Visually Impaired. The O&M training will include aids, methods, services, and skills which enable students with visual impairments to move from one place to another with confidence, safety, and purpose.

Interpreting services for students who are deaf shall be provided by an interpreter who is certified by the Registry of Interpreters for the Deaf (RID) or the Texas Commission for the Deaf and Hard of Hearing (TCDHH) or who has a permit from the commissioner of education for not more than three consecutive years.

## **10. Services to Expelled Students**

CIA will develop and implement procedures for disciplinary removals of students with disabilities which will include:

- Short term removals totaling more than 10 school days in a school year which do not constitute a change of placement
- Short term removals totaling more than 10 school days in a school year which do constitute a change of placement
- Long term removals of more than 10 consecutive school days.

## **J. Describe how your school will meet the needs of children who qualify for other federal programs such as: Title I Part A; Title I Part C; Title I Part D, subpart 1; Title I Part D, subpart 2; Title II part B; Title IV; Title VI; Migrant Education; and Section 504.**

### **Title I Part A**

In accordance with Title I, Part A statute, CIA will conduct the following activities:

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.
2. School-wide reform strategies that:
  - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student performance.
  - b. Are based on effective means of improving children's achievement.
  - c. Use effective instructional strategies that:
    - i. Increase the amount and quality of learning time, such as extended school year, before- and after-school, and summer school programs.
    - ii. Help provide an enriched and accelerated curriculum.
    - iii. Meet the educational needs of historically underserved populations.
  - d. Address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the school-wide program, and address how the school will determine if these needs are met. These programs may include counseling and mentoring services, college and career preparation, and the incorporation of gender equitable methods and practices.

- e. Are consistent with, and are designed to implement, the state and local improvement plans.
- 3. Instruction by highly qualified professional staff.
- 4. Professional development for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the schoolwide program to meet the state's student performance standards.
- 5. Strategies to increase parental involvement, such as family literacy services.
- 6. Strategies for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to CIA.
- 7. Steps to include teachers in the decisions regarding the use of assessments.
- 8. Activities to ensure that students who experience difficulty mastering any of the state's standards during the school year will be provided with effective, timely additional assistance. The assistance must include:
  - a. Measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - b. To the extent the school determines it to be feasible using Part A funds, periodic training for teachers in how to identify difficulties and to provide assistance to individual students.

**Title I Part C:**

Since, unlike most educational programs, MEP services often take place outside the regular school day, in the summer or through distance learning and correspondence programs. MEP services are geared to meet the needs of out-of-school, working youths. The MEP also provides support services that link migrant children and their families to community resources. In the initial charter, we are choosing not to offer MEP services to eligible students. We will review our decision at a later date when we have the opportunity and resources to provide for their needs.

**Title I Part D, subpart 1 and subpart 2:**

The purpose of Title I, Part D, Subpart 1 and 2 is to provide federal financial assistance to educational programs for children and youth in institutions or community programs for neglected or delinquent children and youth in adult correctional facilities. Initially, CIA chooses not to provide services to students who are in correctional facilities. This decision will be reviewed at a later date when we have the opportunity and resources to provide for these students' needs.

**Title II part B:**

CIA will conduct the following activities in managing federal funds received under this part:

(1) We will use not less than 80 percent of such funds for professional development of teachers, and, where appropriate, administrators, and, where appropriate, pupil services personnel, parents, and other staff of individual schools in a manner that:

- (A) is determined by such teachers and staff;
- (B) to the extent practicable, takes place at the individual school site; and
- (C) is consistent with the local educational agency's application under section 2208, any school plan under part A of title I, and any other plan for professional development carried out with Federal, State, or local funds that emphasizes sustained, ongoing activities; and

(2) We will not use more than 20 percent of such funds for school district-level professional development activities, including, where appropriate, the participation of administrators, policymakers, and parents, if such activities directly support instructional personnel.

Examples of Activities to be conducted:

- II. to increase the numbers of women and members of other underrepresented groups who are science and mathematics teachers, through such programs as career ladder programs that assist educational paraprofessionals to obtain teaching credentials in the core academic subjects;
- (I) providing financial or other incentives for teachers to become certified by nationally recognized professional teacher enhancement programs;
- (J) support and time for teachers, and, where appropriate, pupil services personnel, and other school staff to learn and implement effective collaboration for the instruction of children with disabilities in the core academic subject areas;
- (K) preparing teachers, and, where appropriate, pupil services personnel to work with parents and families on fostering student achievement in the core academic subjects;
- (L) professional development activities and other support for new teachers as such teachers move into the classroom to provide such teachers with practical support and to increase the retention of such teachers;
- (M) professional development for teachers, parents, early childhood educators, administrators, and other staff to support activities and services related to preschool transition programs to raise student performance in the core academic subjects;
- (N) professional development activities to train teachers in innovative instructional methodologies designed to meet the diverse learning needs of individual students, including methodologies which integrate academic and vocational learning and applied learning, interactive and interdisciplinary team teaching, and other alternative teaching strategies such as service learning, experiential learning, career-related education, and environmental education, that integrate real world applications into the core academic subjects;
- (O) developing professional development strategies and programs to more effectively involve parents in helping their children achieve in the core academic subjects;
- (P) professional development activities designed to increase the number of women and other underrepresented groups in the administration of schools; and
- (Q) release time with pay for teachers.

#### **Title IV.**

Described below are the Principles of Effectiveness which CIA will use as a framework for program planning, implementation, and evaluation under Title IV:

1. **Conducting Needs Assessments:** Programs will be based on a thorough assessment of objective data concerning the drug and violence problems in the schools and communities served.
2. **Setting Measurable Goals and Objectives:** CIA will include community representatives in establishing a set of measurable goals and objectives and design its SDFSC activities to meet these goals and objectives.
3. **Effective Research-Based Programs:** CIA will design and implement its SDFSC activities for youth based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior.
4. **Program Evaluation:** CIA will evaluate its drug prevention and violence prevention program periodically to assess progress toward achieving its established goals and objectives. The evaluation results shall be used to refine, improve, and strengthen its program and to refine its goals and objectives, as appropriate.

#### **Implications:**

CIA will annually re-examine our SDFSC Program to verify that the program activities and strategies are consistent with each of the Principles. We will identify any need to collect or analyze additional data, develop or modify existing goals and objectives. As needed, we will redirect existing efforts to

ensure programs for youth are based on research, or adjust the mechanism used for determining program success.

#### Documentation and Evaluation:

As required CIA will carefully review our SDFSC drug use and violence prevention programs for youth to ensure that these programs are based on research or evaluation results that show effectiveness or promise of effectiveness. Documentation will be maintained by CIA that supports the research-based effectiveness of the program.

The evaluation report will require evidence that SDFSC Programs implemented directly with students, including delivery of curriculum or skill-building lessons either:

1. have demonstrated effectiveness in preventing or reducing drug use, violence, or disruptive behavior, or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence; or
2. show promise in preventing or reducing drug use, violence, or disruptive behavior, or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence.

#### **Title VI: Migrant Education; and Section 504.**

The Department embraces the view that educators closest to schools--school superintendents, principals, teachers and school support personnel--know what is needed and how best to meet the educational needs of their students. In keeping with this view, and as indicated earlier, LEAs have the primary responsibility for deciding how to allocate funds among the eight innovative assistance programs listed in section 6301(b) of Title VI, and for designing and implementing programs.

The innovative assistance programs include:

- Technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials regarding how to use effectively such equipment and software.
- Programs for the acquisition and use of instructional and educational materials, including library services and materials (including media materials), assessments, reference materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards that will be used to improve student achievement and which are part of an overall education reform program.
- Promising education reform projects, including effective schools and magnet schools.
- Programs to improve higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school.
- Programs to combat illiteracy in the student and adult populations, including parent illiteracy.
- Programs to provide for the educational needs of gifted and talented children.
- School reform activities that are consistent with the Goals 2000: Educate America Act.
- School improvement programs.

CIA will use Title VI funds for a program that provides disadvantaged elementary and secondary students with experiences in problem solving and reasoning skills in literature. CIA will also conduct programs to combat illiteracy among students and parents. In order to assist this program, the LEA might use Title VI funds to provide professional development activities designed to enhance the effectiveness of teacher personnel who will be working with the students and parents in the program. And, CIA will implement a hands-on science program to help students achieve to high standards.

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

CIA addresses all required elements in its bilingual education program provided students in Grades kindergarten-elementary. Our language program will include the following elements:

- full-time program of multi-language instruction that provides for learning basic skills in the primary language and the home language is used for instruction of content subjects and not just for clarification
- program design that considers students' learning experiences and incorporates cultural aspects of the students' backgrounds
- instruction in both languages that is structured to ensure that the students master the required Texas Essential Knowledge and Skills (TEKS) and higher-order thinking skills in all subjects
- the bilingual education program will address the affective, linguistic, and cognitive needs of all students

**Bilingual/English as a Second Language (ESL)**

- **All students have a Home Language Survey in their permanent record folders signed by their parents (for students in Grades prekindergarten-8)**
- The Home Language Survey will include the two questions in the block below. The Home Language Survey is provided and administered in English and is translated into the home language whenever possible. TEC §29.056, 19 TAC §89.1215 **The Two essential questions are:**
  1. What language is spoken in your home most of the time?
  2. What language does your child (do you) speak most of the time?
- CIA will use an Agency-approved oral language proficiency test (OLPT) to identify limited English proficient (LEP) students for whom a language other than English is identified on the Home Language Survey in Grades prekindergarten-12. TEC §29.056, 19 TAC §89.1225
- The oral language proficiency test (OLPT) is administered in English to limited English proficient (LEP) students whose Home Language Survey reflects a language other than English. TEC §29.056, 19 TAC §89.1225
- The staff receives training in administering the oral language proficiency test (OLPT). TEC §29.056, 19 TAC §89.1225
- CIA will administer the English reading and language arts sections of an approved norm-referenced test or another Agency-approved test for Grades 2-12 for all students with a language other than English. TEC §29.056, 19 TAC §89.1225
- If the district has an enrollment of 20 or more limited English proficient (LEP) students at the same grade level and with the same language classification districtwide, it offers a bilingual education program in prekindergarten through elementary grades or an English as a second language (ESL) program if at least one but fewer than 20 LEP students are identified in Grades prekindergarten-12. (ESL is required in middle school through Grade 12). TEC §29.053, 19 TAC §89.1205
- The district addresses all required elements in its bilingual education program provided to limited English proficient (LEP) students in Grades prekindergarten-elementary. TEC §29.053, §29.055; 19 TAC §89.1210; and Civil Action 5281 Sources of Documentation/Information will include:
  - teacher schedules
  - teacher-made tests and end-of-chapter exams
  - district curriculum guides
  - evidence of cultural awareness being taught



student schedules  
materials, including state-adopted textbooks

- CIA will design the instruction of English as a second language (ESL) to be an intensive program of instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. TEC §29.055, 19 TAC §89.1210
- CIA will use state-adopted textbooks in the bilingual education and special language programs. TEC §31.029, 19 TAC §89.1210, Civil Action 5281
- The assigned teachers in the bilingual education and English as a second language (ESL) programs are certified as bilingual or ESL as required. TEC §29.061, 19 TAC §89.1245
- The language proficiency assessment committee (LPAC) uses the required criteria for identification and placement of LEP students. TEC §29.056, §29.063; 19 TAC §89.1220, §89.1225
- Within four weeks of enrollment, the language proficiency assessment committee (LPAC) places limited English proficient (LEP) students in the program for which they have been recommended. TEC §29.053, 19 TAC §89.1220
- The board policy adopted by the district to establish and operate a language proficiency assessment committee (LPAC) provides for the selection, appointment, and training of committee members. TEC §29.063, 19 TAC §89.1220
- The language proficiency assessment committee (LPAC) is composed of the required members. TEC §29.063, 19 TAC §89.1220
- Minimum required membership on the LPAC for a bilingual education program includes a bilingual education teacher, a professional transitional language educator, a parent of a current LEP student, and a campus administrator. For ESL programs, the LPAC consists of one or more professional personnel and a parent of a current LEP. The parent may not be employed by the school district. In all cases, the LEP student's parent(s) or guardian(s) is (are) encouraged to attend.
- For limited English proficient (LEP) students who qualify for services in the special education program, a professional member of the language proficiency assessment committee (LPAC) serves on the admission, review, and dismissal (ARD) committee. 19 TAC §89.1230
- CIA will provide language proficiency assessment committee (LPAC) training of all members, including the parents. 19 TAC §89.1220(f)
- Upon initial enrollment and at the end of each school year, the Language Proficiency Assessment Committee (LPAC) reviews all pertinent information on all limited English proficient (LEP) students. TEC §29.056, §29.063; 19 TAC §89.1220
- The language proficiency assessment committee (LPAC) uses required criteria to exit limited English proficient (LEP) students from the bilingual education or English as a second language (ESL) programs. TEC §29.056, 19 TAC §89.1225, Civil Action 5281
- The language proficiency assessment committee (LPAC) promptly notifies the parent of the student's reclassification as English proficient and exit from the bilingual education/English as a second language (BE/ESL) program and acquires approval. TEC §29.056, 19 TAC §89.1240(b)
- The language proficiency assessment committee (LPAC) monitors the academic progress of each student who has exited from a bilingual education or English as a second language (ESL) program within two years of exiting to determine whether the student is academically successful. 19 TAC §89.1220(m)
- Former limited English proficient (LEP) students participate in all statewide mandated assessment measures. TEC §39.024, 19 TAC §89.1265

- Based on capacity, CIA will offer a bilingual education or English as a second language (ESL) program offers a summer program that addresses the affective, linguistic, and cognitive needs of limited English proficient (LEP) students for children eligible for admission to kindergarten or first grade at the beginning of the next school year. TEC §29.060, TAC §89.1210, and TAC §89.1250(4)(B)
- CIA will implement the required summer school for Grades K-1 or extended-year program and provides the necessary resources to conduct the program effectively. TEC §29.060, 19 TAC §89.125
- Records relating to identification of limited English proficient (LEP) students that impact their educational programs are maintained properly. TEC §29.056, 19 TAC §89.1220
- For limited English proficient (LEP) students who are exempted from the Texas Assessment of Academic Skills (TAAS), the district provides valid and reliable alternative assessments in the primary language and/or in English. TEC §39.027; 19 TAC §101.3, §89.1220
- The annual evaluation report developed by the district includes information on student academic progress and other information necessary to evaluate the quality of the program. 19 TAC §89.1265
- CIA will ensure that limited English proficient (LEP) students are neither overrepresented in special education and career and technology education (CATE) nor underrepresented in gifted/talented (G/T) education. Civil Action 5281-Order 1/9/81
- CIA will make an effort to reduce the number of parental denials. Civil Action 5281, TAC §89.1220(I)
- If the district has an exception to the bilingual education program and approval to offer an alternative program or a waiver of certification requirements for the teachers who will provide the instruction in English as a second language (ESL), it expends at least 10 percent of the bilingual education allotment to improve the skills of the staff assigned to implement the program. 19 TAC §89.1205
- CIA expends at least 85 percent of the bilingual education allotment (program code 25) to supplement the bilingual education/English as a second language (BE/ESL) instructional program. TEC §42.153
- CIA will use an effective process to identify limited English proficient (LEP) students served with Title I, Part A funds on targeted assistance campuses. P.L. 103-382, §1115(b)

### **State Compensatory Education**

As stated in the Texas Education Code in Section 11.252(a) CIA shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251.

A comprehensive needs assessment; measurable district performance objectives; strategies for improvement of student performance; resources needed to implement identified strategies; staff responsible for ensuring the accomplishment of each strategy; timelines for ongoing monitoring of the implementation of each improvement strategy; and formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

CIA shall ensure that supplemental direct costs and personnel attributed to compensatory education and accelerated instruction are identified in district and/or campus improvement plans at the summary level for financial units or campuses. Each district shall maintain documentation that supports the

attribution of supplemental costs and personnel to compensatory education. Districts must also maintain sufficient documentation supporting the appropriate identification of students in at-risk situation, under criteria established in Texas Education Code (TEC), Section 29.081.

CIA will use "The Resource Guide for Integrated District and Campus Planning and Decision Making" guide, updated by the Division of Accountability outlining current state and federal requirements pertaining to district and/or campus planning responsibilities, as a resource to assist in implementing and maintaining effective district- and campus-level planning and decision making.

CIA will ensure and demonstrate that the uses of state compensatory education funds are supplemental. Payroll costs attributed to state compensatory education must be shown at the summary level in the district and/or campus improvement plan.

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

The criteria used to identify students in at-risk situations are defined in Section 29.081 of the Texas Education Code. Each student in grades 7 through 12 who is under 21 years of the age and who: A) was not advanced from one grade level to the next for two or more school years; B) has mathematics or reading skills that are two or more years below grade level; C) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins ninth grade; D) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or E) is pregnant or a parent. Additionally, each student in prekindergarten through grade 6 who: A) did not perform satisfactorily on an readiness test or assessment instrument administered at the beginning of the school year; B) did not perform satisfactorily on assessment instrument administered under Subchapter B, Chapter 39; C) is a student of limited English proficiency, as defined by Section 29.052; D) is sexually, physically, or psychologically abused; or E) engages in conduct described by Section 51.03(a), Family Code.

Additionally, students in any grade are identified as students in at-risk situations if they are not disabled and reside in a residential placement facility in a district in which the student's parent or legal guardian does not reside, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group home.

CIA will design a district improvement plan. The plan must identify measurable district performance objectives for all student populations; strategies to improve student performance; resource allocations; staff responsible for ensuring the accomplishments of each strategy; timelines for ongoing

monitoring of the implementation of each strategy and the formative evaluation criteria for determining periodically whether strategies are resulting in the intended student performance.

### **Dyslexia**

Approximately 3% to 6% of all school-aged children are believed to have developmental reading disabilities, or dyslexia. In fact, almost 50% of children receiving special education have learning disabilities, and dyslexia is the most prevalent form. Consequently dyslexia has been given considerable attention by researchers and extensive literature exists on instruction and remediation methods.

Dyslexia is a neurocognitive deficit that is specifically related to the reading and spelling processes. Typically, children classified as dyslexic are reported to be bright and capable in other intellectual domains. Current research indicates that the vast majority of children with dyslexia have phonological core deficits. The severity of the phonological deficits varies across individuals, and children with these deficits have been shown to make significantly less progress in basic word reading skills compared to children with equivalent IQs. For example, some experts report that between ages 9 and 19, children with dyslexia who have phonological deficits improve slightly more than one grade level in reading, while other children with learning disabilities (LD) in the same classroom improve about six grade levels.

Without direct instruction in phonemic awareness and sound-symbol correspondences, these children generally fail to attain adequate reading levels.

### **DEFINITION**

Phonological core deficits entail difficulty making use of phonological information when processing written and oral language. The major components of phonological deficits involve phonemic awareness, sound-symbol relations, and storage and retrieval of phonological information in memory. Problems with phonemic awareness are most prevalent and can coexist with difficulties in storage and retrieval among children with dyslexia who have phonological deficits.

Phonemic awareness refers to one's understanding of and access to the sound structure of language. For example, children with dyslexia have difficulty segmenting words into individual syllables or phonemes and have trouble blending speech sounds into words.

Storage of phonological information during reading involves creating a sound-based representation of written words in working memory. Deficits in the storage of phonological information result in faulty representations in memory that lead to inaccurate applications of sound rules during reading tasks.

Retrieval of phonological information from long-term memory refers to how the child remembers pronunciations of letters, word segments, or entire words. Children with dyslexia may have difficulty in this area, which leads to slow and inaccurate recall of phonological codes from memory.

### **CLASSIFICATION AND IDENTIFICATION**

Historically, classification criteria for developmental dyslexia have been vague and, consequently, open to interpretation. For example, according to the "Diagnostic and Statistical Manual of Mental Disorders," revised 3rd edition (DSM-III-R), developmental reading disorder (dyslexia) may be diagnosed if reading achievement is "markedly below" expected level;

interferes with academic achievement or daily living skills; and is not due to a defect in vision, hearing, or a neurological disorder. Because of such imprecise guidelines, educators and clinicians use a wide variety of criteria when defining dyslexia.

School psychologists classify children based on federal and state learning disability placement criteria. The federal guidelines for LD placement are as follows:

1. Disorder in one or more of the basic psychological processes (memory, auditory perception, visual perception, oral language, and thinking).
2. Difficulty in learning (speaking, listening, writing, reading, and mathematics).
3. Problem is not primarily due to other causes (visual or hearing impairment, motor disabilities, mental retardation, emotional disturbance, or economic environment or cultural disadvantage).
4. Severe discrepancy between apparent potential and actual achievement.

Fortunately, there is some general agreement among educators, clinicians, and researchers in terms of identifying phonological deficits in children with dyslexia. Phonological processing impairment is generally identified by significantly impaired performance (generally, a standard score less than 85) on phonological processing tasks. The following include some assessment measures that may be used to identify these phonological core deficits:

**FEATURE:**

General reading ability

**ASSESSMENT TECHNIQUES**

Metropolitan Achievement Tests - Reading

Gray Oral Reading Tests, 3rd Ed.

WRAT-R-Reading

WRMT-Word Identification

**FEATURE:**

Storage and Retrieval

**ASSESSMENT TECHNIQUES**

SB-4-Memory for Sentences

Verbal Selective Reminding Test

Rapid Automatized Naming Test

Boston Naming Test

**FEATURE:**

Phonological awareness

**ASSESSMENT TECHNIQUES**

WRMT-Word Attack

Test of Awareness of Language Segments (TALS)

Test of Auditory Analysis Skills (TAAS)

Lindamood Auditory Conceptualization Test

Decoding Skills Test

**INTERVENTION MEASURES THAT CIA WILL FOLLOW:**

- Teach metacognitive strategies. Teach children similarities and differences between speech sounds and visual patterns across words.
- Provide direct instruction in language analysis and the alphabetic code. Give explicit instruction in segmenting and blending speech sounds. Teach children to process progressively larger chunks of words.
- Use techniques that make phonemes more concrete. For example, phonemes and syllables can be represented with blocks where children can be taught how to add, omit, substitute, and rearrange phonemes in words.
- Make the usefulness of metacognitive skills explicit in reading. Have children practice them. Try modeling skills in various reading contexts. Review previous reading lessons and relate to current lessons.
- Discuss the specific purposes and goals of each reading lesson. Teach children how metacognitive skills should be applied.
- Provide regular practice with reading materials that are contextually meaningful. Include many words that children can decode. Using books that contain many words children cannot decode may lead to frustration and guessing, which is counterproductive.
- Teach for automaticity. As basic decoding skills are mastered, regularly expose children to decodable words so that these words become automatically accessible.
- As a core sight vocabulary is acquired, expose children to more irregular words to increase reading accuracy. Reading-while-listening and repeated reading are useful techniques for developing fluency.
- Teach for comprehension. Try introducing conceptually important vocabulary prior to initial reading and have children retell the story and answer questions regarding implicit and explicit content. Teach children the main components of most stories (i.e., character, setting, etc.) and how to identify and use these components to help them remember the story.
- Teach reading and spelling in conjunction. Teach children the relationship between spelling and reading and how to correctly spell the words they read.
- Provide positive explicit and corrective feedback. Reinforce attempts as well as successes. Direct instruction and teacher-child interactions should be emphasized.

Almost everyone knows a story about the nice little youngster (or sometimes, a grownup) who works hard but can't seem to learn to read and to write. The child's mother works with him or her at home, reading to the child and reading with the child. The child has a tutor at school. The youngster tries with all his/her might, even to the point of tears, but the symbols and the words won't stick. Though apparently learned today at great pain, tomorrow they will be gone. The question is: what do we know about problem readers that will help us guide them? This digest will discuss children with reading difficulties and how these children can be helped to read and learn more effectively.

## HELPING THE PROBLEM READER

There is growing evidence that it might be more appropriate to refer to the amount of time a learner takes to complete a reading task rather than using qualitative labels, such as good, best, or poor reader (Smith, 1990). If we accept the premise that all individuals are capable of learning to read but some need to stretch their learning time, then we can search for adjustments. Slow readers could read shorter passages. In this way, they could finish a story and experience the success of sharing it with a parent or friend.

CIA will examine some other conditions that will help improve comprehension for those learners sometimes labeled reading disabled. Besides reading more slowly, the person with reading difficulties can be asked to find specific kinds of information in a story, or can be paired with a more capable reader who will help in summarizing the essential points of the reading or in identifying the main ideas of a story.

One of the reasons that these learners read more slowly is that they seem less able to identify the organization of a passage of text (Wong and Wilson, 1984). Since efficient comprehension relies on the reader's ability to see the pattern or the direction that the writer is taking, parents and teachers can help these readers by spending more time on building background for the reading selection, both in the general sense of concept building and in the specific sense of creating a mental scheme for the text organization. Many times, drawing a simple diagram can help these readers greatly.

Direct intervention of parent or teacher or tutor in the comprehension process increases reading comprehension in slower readers (Bos, 1982). These readers often need help with vocabulary and need reminders to summarize as they proceed. They also need to ask themselves questions about what they are reading. The parent can prompt thinking or can provide an insight into the language that may otherwise elude the reader.

One effective strategy for slower readers is to generate visual images of what is being read (Carnine and Kinder, 1985). For the reader to generate images, he or she must first be able to recognize the word. Assuming the reader knows how to recognize words, he or she needs concepts to visualize the flow of action represented on the page. The same kind of concept building techniques that work for average readers also work for slower readers. The slower reader, however, gains more from concrete experiences and images than from abstract discussions. It is not enough for the parent to simply tell the slower reader to use visual images--the parent has to describe the images that occur in his or her own mind as he or she reads a particular passage, thus giving the child a concrete sense of what visual imagery means. Pictures, physical action, demonstrations, practice using words in interviews or in an exchange of views among peers are only a few of the ways that parents, tutors, or teachers can make the key vocabulary take root in the reader's mind.

#### HELPFUL READING MATERIALS

As is the case with most learners, slower readers learn most comfortably with materials that are written on their ability level (Clark et al., 1984). The reading level is of primary concern, but parents can help their reader select helpful materials in other ways. Choose stories or books with (1) a reduced number of difficult words; (2) direct, non-convoluted syntax; (3) short passages that deliver clear messages; (4) subheads that organize the flow of ideas; and (5) helpful illustrations. Older problem readers often find that the newspaper is a good choice for improving reading comprehension (Monda, et al., 1988). Slow readers can succeed with the same frequency as faster readers as long as the parent or tutor maintains a positive attitude and selects materials and approaches that accommodate the child's learning speeds.

#### IMPORTANCE OF A POSITIVE ATTITUDE

A positive attitude on the part of the child is also crucial to the treatment of difficulties in reading and learning. Tutors who have worked consistently with problem learners are very aware of the role of the self in energizing learning, and the potential damage to the sense of self-worth that comes from labeling. Teachers and parents should appreciate children's thinking as the foundation of their language abilities, and maintain some flexibility in their

expectations regarding their children's development of decoding skills such as reading. For children to feel successful, they need to become aware of their unique learning strengths, so that they may apply them effectively while working to strengthen the lagging areas (Webb, 1992). The child needs to feel loved and appreciated as an individual, whatever his or her difficulties in school.

### **Gifted and Talented**

CIA shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies will:

1. include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
2. include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students;
3. include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
4. provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
5. include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

Professional Development: CIA will ensure that:

1. teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
3. administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

### **Students Services**

CIA shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options will include:

1. instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
2. a continuum of learning experiences that leads to the development of advanced-level products and performances;
3. in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
4. opportunities to accelerate in areas of strength.



## Fiscal Responsibility

CIA shall ensure that no more than 15% of state funds allocated for gifted/talented education are spent on indirect costs.

## Program Accountability

CIA shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in The Texas State Plan for the Education of the Gifted/Talented.

CIA will offer multilingual education program from kindergarten through elementary grades. We are choosing not to enroll students with limited English Proficiency in the initial charter. However, we believe that our program will benefit children from multi-lingual background. Therefore, we will offer elective languages to include: Arabic, French and Spanish.

CIA addresses all required elements in its bilingual education program provided students in Grades kindergarten-elementary. Our language program will include the following elements:

- full-time program of multi-language instruction that provides for learning basic skills in the primary language and the home language is used for instruction of content subjects and not just for clarification
- program design that considers students' learning experiences and incorporates cultural aspects of the students' backgrounds
- instruction in both languages that is structured to ensure that the students master the required Texas Essential Knowledge and Skills (TEKS) and higher-order thinking skills in all subjects
- the bilingual education program will address the affective, linguistic, and cognitive needs of all students

## **L. Describe how your school will identify and provide educational support for students who are identified as being "at risk of dropping out of school" as defined in TEC §29.081(d) (see Appendix I).**

CIA will follow the TEA Dropout Prevention plan in identifying and providing education support for students who are "at risk of dropping out of school" as follows:

- (1) Review and evaluate criteria and procedures used to identify students at-risk of dropping out.
- (2) Strengthen family support systems and parent involvement.
- (3) Provide opportunities for parents to become involved in their children's education and participate in dropout prevention and intervention efforts.
- (4) Develop an early quality career and technology programs with emphasis on academic and technical instruction integration and contextual learning.
- (5) Provide a comprehensive developmental guidance and counseling program that provides students with the necessary life skills to be successful in school and to become productive citizens.
- (6) Collaborate with other schools, businesses and community organizations in providing dropout prevention and intervention programs.
- (7) Teach personnel to recognize signs of possible substance abuse and the procedures to follow if there is a suspicion of abuse, and train specific personnel to deal with those concerns.
- (8) Provide professional development opportunities for teachers and support staff in early identification, intervention and effective instructional techniques for students at-risk of dropping out of school.

(9) Implement alternative academic education programs for students in at-risk situations such as evening/weekend classes, and credit-by-examination as needed.

**M. Describe how your school will identify and provide educational support for students who are identified as being "at risk of dropping out of school" as defined in TEC §29.081(d) (see Appendix I).**

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- (9) Implement alternative academic education programs for students in at-risk situations such as evening/weekend classes, and credit-by-examination as needed.

**N. Other Student Activities**

**1. Describe the programs planned for the charter school.**

French Club	Spanish Club	Girl and Boy Scouts	Student Council	Main Menu
Arabic Club	Music	Drama Club	Art Shows	Book Club
Math Pentathlon	Athletics	Community Service	Investment Club	

**French Club, Arabic Club and Spanish Club:** The activities will be an extension of the classroom instruction. They include interacting with native speakers in such activities as guest speakers and visits to ethnic shops to conduct business in the native tongue.

**Community Service:** The activities will be coordinated with the activities in Social Studies, specifically in lessons covering the characteristics and influence of the community.

**Athletics:** Physical Education classes will provide aerobic exercise, basic skill development and knowledge of game rules, with an emphasis on physical fitness. Fifth and sixth graders may participate in the Austin -area schools in sports.

**Main Menu:** This club will be designed to allow students the opportunity for supervised web chat and research. Assistance will be given to complete class assignments.

**Investment Club:** It is widely known that children leave our traditional schools with little, if any knowledge of stocks, bonds or mutual funds. This club will allow students an opportunity to actually use information recently acquired in math class.

Other extracurricular activities that will expand and enrich the elementary curriculum are numerous field trips.

**2. Describe whether any agreements have been entered into or plans developed with other public or private agencies.**

CIA plans to cooperate with AISD, PISD, RRISD and the other surrounding districts. We plan to participate in and feed into the surrounding middle and high school vertical teams. An additional study will be conducted to review opportunities for collaboration and agreements.

**O. Student Assessment**

**1. Describe your plan to assess individual student performance in the core academic areas. Include the process to determine the baseline of achievement levels of students, the results to be achieved and the methods of measurement to be used.**

**Measures of Achievement**

Following are brief descriptions of four possible levels of student achievement. These descriptions, which are used along with more traditional indicators like letter grades and percentage marks, are among a number of tools that teachers will use to assess students' learning. When teachers use the achievement levels in reporting to parents and speaking with students, they can discuss with them what is required for students to achieve the expectations set for their grade. Levels 1 and 2 identify achievement that falls below the expectations specified for a given grade; level 3, achievement that meets the expectations and that is considered to be the standard; and level 4, achievement that surpasses the expectations. For example, a student who is currently able to solve problems only with constant assistance from the teacher would be described as achieving at level 1 in the category of problem solving. A reasonable goal for improvement for that student in this category would be to attain level 2 or 3 by improving the ability to work independently.

**Achievement Levels:**

Knowledge/ Skills	Level 1	Level 2	Level 3	Level 4
	with assistance using a few simple ideas inconsistently and with limited understanding	with limited assistance using a variety of simple and related ideas consistently and with limited understanding	independently using ideas of some complexity consistently and with general understanding	independently using complex ideas consistently and with thorough understanding

**Description of Assessment Methods**

**Standardized Tests:** Annually, students in grades 3-6, will take the Texas Assessment of Academic Skills (TAAS). We will use the prior year's results, if available, as a baseline and plan for incremental improvements for each student until the student achieves at least 90% in Reading, Writing and Math. For grades K through 2<sup>nd</sup>, standardized measures will be used to ensure that student progress is

accurately tracked on an annual basis. The results will be used to identify strengths and weaknesses within the curriculum.

We will achieve an Exemplary Rating as measured by the standards set by the State Board of Education. These are:

1. TAAS: (Reading, Writing, Math) At least 90% passing each subject area for all students and each student group.
2. Drop-out Rate: 1% or less
3. Attendance Rate: At least 94%

**Teacher-made Tests:** Using the stated objectives in the Educational Plan above, teachers will develop tests to be used as needed. Numerical and letter grades will be used.

**Tests that accompany State approved textbooks:** To be used as required. Numerical and letter grades will be used.

**Portfolios:** These are compendia of a student's work and assessments, collected and collated throughout the year. The principal and teachers will develop and evaluate the forms and content of the portfolios. One of the components of the portfolio will be an evaluation based on the four achievement levels described earlier. The student will be evaluated weekly, and the principal will review the resulting lesson plans weekly.

**Parent Interviews:** These are interviews with parents conducted by the principal and board members. The parent will be asked specific questions about the quality of the child's educational experience and its adequacy as preparation for the next grade level.

CIA will adopt the The Colorado League of Charter Schools' Accountability Plan. In essence, the Accountability Plan we propose has two stages:

Stage One, during the application stage, as the charter school and the district negotiate a contract, agree (in writing) to an accountability process for the school's first five years;

Stage Two, during those first five years, take a series of steps to achieve accountability, culminating in the charter renewal process during the fifth year. We have described these components as happening on a year by year basis. We understand that the individual circumstances of charter schools might alter this progression. One key consideration affecting this timeline is the school's plan for growth.

Please see attached description of the accountability plan.  
[http://www.uscharterschools.org/doclib/co\\_acc\\_plan.htm](http://www.uscharterschools.org/doclib/co_acc_plan.htm)

## **2. Describe the methods to identify the educational strengths and needs of individual students and the extent to which educational goals and performance standards are being met.**

A weekly assessment will be made and individual lesson plans will be written based on the specific objectives. Extensive teacher training will be given on these objectives. Additionally and based on the findings of the FairTest organization, CIA will follow it recommendations in:

- 1) Basing all assessments of student achievement on clear standards.

- 2) Employing multiple methods of assessment, limiting multiple-choice to no more than one quarter of test-takers' scores.
- 3) Relying on methods that allow students to demonstrate understanding by applying knowledge and constructing responses while ensuring assessment of complex and critical thinking in and across subject areas.
- 4) Not using norm-referenced tests, or limit their use to very light sampling.
- 5) Not making high-stakes decisions, such as high school graduation, using single exams as a hurdle. Rely on multiple sources of information instead.
- 6) Employing sampling procedures to collect information on large populations, using performance and portfolio assessments, including sampling from classroom-based measures. This should include work which allows individual choices and expressions of knowledge and provides students the opportunity to evaluate their own work.
- 8) Enhancing efforts to appropriately include all IEP and LEP students in assessments and reporting, along with reporting disaggregated data by important population groups.
- 9) Ensuring adequate professional development in assessment, particularly in classroom and performance assessment, for in-service teachers and students in education schools.
- 10) Systematically involving teachers and other educators in developing and scoring performance assessments and portfolios.
- 11) Instituting comprehensive reviews of assessment systems and use the results to improve assessments.

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

A plan will be developed and followed that contains the following components:

- (a) The results of the assessments listed above will be compiled.
- (b) A review will be made of the objectives being used and a determination will be made as to whether they match the evaluation results.
- (c) A determination will be made as to what resources are needed to implement and improve the plan.
- (d) Goals will be developed and timelines set.
- (e) Goals and methods for violence prevention and intervention on campus will also be set.
- (f) Parent participation will be required.

CIA will comply with all elements mentioned in the Chapter 150. Commissioner's Rules Concerning Educator Appraisal Subchapter AA. Teacher Appraisal

The superintendent of CIA with the approval of the school district board of trustees, will select the PDAS. Assessment of Teacher Performance:

(a) The teacher proficiencies described in Learner-Centered Schools for Texas: A Vision of Texas Educators, approved by the State Board of Education on February 11, 1994, will be the foundation for the Professional Development and Appraisal System (PDAS).

(b) Each teacher shall be appraised on the following domains:

- (1) Domain I: Active, successful student participation in the learning process;
- (2) Domain II: Learner-centered instruction;

- (3) Domain III: Evaluation and feedback on student progress;
- (4) Domain IV: Management of student discipline, instructional strategies, time and materials;
- (5) Domain V: Professional communication;
- (6) Domain VI: Professional development;
- (7) Domain VII: Compliance with policies, operating procedures and requirements; and
- (8) Domain VIII: Improvement of academic performance of all students on the campus (based on indicators included in the Academic Excellence Indicator System (AEIS)).

(c) Each domain shall be scored independently. The evaluation of each of the domains shall consider all data generated in the appraisal process. The data for the appraisal of each domain shall be gathered from observations, the Teacher Self-Report Form, and other documented sources. The data shall describe teacher contributions in increasing student achievement, making the whole school safe and orderly, and creating a stimulating learning environment for children.

(d) Each teacher shall be evaluated on Domains I through VIII using the following categories:

- (1) exceeds expectations;
- (2) proficient;
- (3) below expectations; and
- (4) unsatisfactory.

(e) The teacher evaluation in Domain VIII shall include the following areas:

- (1) efforts to enhance academic performance;
- (2) efforts to enhance student attendance;
- (3) efforts to identify and assist students in at-risk situations; and
- (4) campus performance rating.

(f) Campus performance rating data for Domain VIII shall be reported (not scored) by a campus or district for the first year of the PDAS implementation and/or during the first year for new teachers to a campus.

#### Appraisals, Data Sources, and Conferences.

(a) Each teacher must be appraised each school year. Whenever possible, an appraisal shall be based on the teacher's performance in fields and teaching assignments for which he or she is certified.

(b) The annual teacher appraisal shall include:

- (1) at least one classroom observation of a minimum of 45 minutes as identified in subsection (g) of this section, with additional walk-throughs and observations conducted at the discretion of the appraiser;
- (2) a written summary of each observation, which shall be given to teachers within 10 working days after the completion of an observation, with a pre- and post-observation conference conducted at the request of the teacher or appraiser;
- (3) completion of Section I of the Teacher Self-Report Form that shall be presented to the principal within the first three weeks after the Professional Development and Appraisal System (PDAS) orientation as described in §150.1007 of this title (relating to Teacher Orientation);
- (4) revision of Section I (if necessary) and completion of Sections II and III of the Teacher Self-Report Form that shall be presented to the principal at least two weeks prior to the summative annual conference;

(5) cumulative data of written documentation collected regarding job-related teacher performance, in addition to formal classroom observations;

(6) a written summative annual appraisal report; and

(7) a summative annual conference.

(c) A teacher may be given advance notice of the date or time of an observation, but advance notice is not required.

(d) CIA shall establish a calendar for the appraisal of teachers. The appraisal period for each teacher must include all of the days of a teacher's contract. Observations during the appraisal period must be conducted during the required days of instruction for students during one school year.

(e) During the appraisal period, the appraiser shall evaluate and document teacher performance specifically related to the domain criteria as identified in §150.1002(b) of this title (relating to Assessment of Teacher Performance).

(f) The appraiser is responsible for documentation of the cumulative data identified in subsection (b) (5) of this section. Any third-party information from a source other than the teacher's supervisor that the appraiser wishes to include as cumulative data shall be verified and documented by the appraiser. Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within ten working days of the appraiser's knowledge of the occurrence. The principal shall also be notified in writing when the appraiser is not the teacher's principal.

(g) By mutual consent of the teacher and the appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

#### Teacher Orientation.

(a) CIA shall ensure that all teachers are provided with an orientation of the Professional Development and Appraisal System (PDAS) no later than the final day of the first three weeks of school and at least three weeks before the first observation.

(1) Additional orientations shall be provided any time substantial changes occur in the PDAS.

(2) A teacher new to the district shall be provided with an orientation of the PDAS at least three weeks before the teacher's first observation.

(b) Teachers' orientation shall include materials approved by the commissioner of education. These materials shall include all state and local appraisal policies, the local appraisal calendar, and information on the requirements for the completion of the Teacher Self-Report Form. In addition to the orientation, campuses may hold other sessions sufficient in length allowing teachers to actively participate in a discussion of the PDAS specifics and to have their questions answered.

Teacher's self report form would comply with the state standards and will look as such:

00111

*Cedar  
Ant file*

EPARCHY OF OUR LADY OF LEBANON  
OF LOS ANGELES  
THE CHANCERY  
P. O. Box 16397  
Beverly Hills, California 90209  
Tel. No. (310)-247-8322  
Fax. No. (310)-247-9297

TO: Joseph Mezher

FROM: Chorbishop Gregory Mansour

RE: \_\_\_\_\_

DATE: \_\_\_\_\_

FAX NO.: 512-463-9233

NUMBER OF PAGES (including cover sheet): 6

SUBJECT/MESSAGE

Dear Joseph,

as you requested, enclosed is proof of the  
Eparchy's 501(c)(3) status. Likewise, each  
parish is also exempt. Peace,

*Jr. Gregory*

00112



Internal Revenue Service

Department of the Treasury

District  
Director

Delaware-Maryland District 31 Hopkins Plaza, Baltimore, MD 21201

June 3, 1998

Telephone: (410) 962-6038

Ms. Deidre Halloran  
Associate General Counsel  
United States Catholic Conference  
3211 4th Street, N.E.  
Washington D.C. 20017-1194

Dear Ms. Halloran:

In a ruling dated March 25, 1946, we held that the agencies and instrumentalities and all educational, charitable and religious institutions operated, supervised, or controlled by or in connection with the Roman Catholic Church in the United States, its territories or possessions appearing in *The Official Catholic Directory* for 1946, are entitled to exemption from federal income tax under the provisions of section 101(6) of the Internal Revenue Code of 1939, which corresponds to section 501(c)(3) of the 1986 Code. This ruling has been updated annually to cover the activities added to or deleted from the Directory.

*The Official Catholic Directory* for 1998 shows the names and addresses of all agencies and instrumentalities and all educational, charitable, and religious institutions operated by the Roman Catholic Church in the United States, its territories and possessions in existence at the time the Directory was published. It is understood that each of these is a non-profit organization, that no part of the net earnings thereof inures to the benefit of any individual, that no substantial part of their activities is for promotion of legislation, and that none are private foundations under section 509(a) of the Code.

Based on all information submitted, we conclude that the agencies and instrumentalities and educational, charitable, and religious institutions operated, supervised or controlled by or in connection with the Roman Catholic Church in the United States, its territories or possessions appearing in *The Official Catholic Directory* for 1998 are exempt from federal income tax under section 501(c)(3) of the Code.

Donors may deduct contributions to the agencies, instrumentalities and institutions referred to above, as provided by section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to them or for their use are deductible for federal estate and gift tax purposes under sections 2055, 2106, and 2522 of the Code.

00113

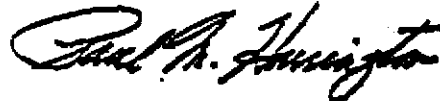
Ms Deidre Halloran

Beginning January 1, 1984, unless specifically excepted, you and your subordinates must pay tax under the Federal Insurance Contributions Act (Social Security taxes) for each employee who is paid \$100 or more in a calendar year. You and your subordinates are not liable for tax under the Federal Unemployment Tax Act (FUTA).

Next year, within 90 days before the close of your annual accounting period or by May 31, the date established by our letter of April 28, 1975, which gave an extension of time to file the information, please send one copy of *The Official Catholic Directory* of 1999 to the IRS EP/EO Division in Cincinnati, two copies to the IRS EP/EO Divisions in Baltimore, Brooklyn, Dallas and Los Angeles, six copies to the IRS National Office, and one copy to this office.

The conditions concerning the retention of your group exemption as set forth in our previous determination letter of August 17, 1983 remain in full force and effect.

Sincerely yours,



Paul M. Harrington  
District Director

00114

Maronite Catholic Community, Rev. Magr. Richard Saad, Contact Person.  
Mailing Address: St. Elias Church, 836 9th St. S., 35205. Tel: 205-251-5057; Fax: 205-251-5028.

STATE OF ARIZONA

Phoenix, Maricopa Co., Maronite Catholic Community, Rev. Nabil Noussahas, Admin.

STATE OF COLORADO

Denver, Denver Co., Maronite Catholic Community, Rev. Abdallah E. Zaidan, M.L.M., Protopresbyter & Admin.

STATE OF ILLINOIS

Hillside, Cook Co., Our Lady of Lebanon Church (1952) (Lebanese), Rev. Victor Kayrouz, in res., Rev. Magr. John Nefah, (Retired).  
Res., 425 N. Hillside Ave., 60162. Tel: 708-449-5558; Fax: 708-449-9513.

Mission—Michigan City, La Porte Co., Maronite Catholic Community, Sacred Heart Church, Eighth St., Michigan City, IN 46360. Tel: 219-874-3491.  
Rev. Victor Kayrouz; Rev. Magr. John Abdo Kawak, Syrian Catholic Mission.

Peoria, Peoria Co., St. Sharbel (1973), Rev. Faouzi Y. Elia; Deacon James Siedietzki; Subdeacon Bechara Awada.  
Res., 2914 W. Scenic Dr., 61615. Tel: 209-688-5555; Fax: 209-686-0431. [JC]

STATE OF KENTUCKY

Louisville, Jefferson Co., Maronite Catholic Community (1933), Rev. Ghassias Khoury.  
Mailing Address: 2530 Victory Pkwy., Cincinnati, OH 45206. Tel: 513-961-0120; Fax: 513-961-5075.

STATE OF LOUISIANA

Baton Rouge, East Baton Rouge Parish, Maronite Catholic Community, Rev. Don Sawyer, Admin.  
Tel: 512-456-3692; Fax: 512-461-9354.

Lafayette, Lafayette Parish, Maronite Catholic Community, Rev. Kenneth Morvant, Admin.

Lake Charles, Maronite Catholic Community, Rev. Don Sawyer, Admin.  
Tel: 512-456-3692; Fax: 512-451-9354.

New Orleans, Orleans Civil Parish, Maronite Catholic Community, Rev. Magr. Richard Saad, Admin.  
Tel: 205-251-5057; Fax: 205-251-5028.

STATE OF MICHIGAN

Detroit, Wayne Co., St. Maron/St. Sharbel (1908) (Lebanese), Rev. Louis Baz, St. Maron; Rev. Magr. Kenneth A. Michael, St. Sharbel.  
Res., 11466 Karsheral, 48215. Tel: 313-824-0196; Fax: 313-824-6418. [CEM]  
Res., 21601 Schoenherr Rd., Warren, 48093. Tel: 810-826-9666; Fax: 810-826-5521.  
Catechesis/Religious Programs—Students 182.

Int. Genesee Co., Our Lady of Lebanon (1973), Rev. Anthony S. Spinosa; Subdeacon Earl Marra; Charles Bosse; Martin Rasid, in res., Rev. Bartholomew Leon, O.S.B.  
Res., 4123 Calkins Rd., 48532. Tel: 810-733-1259; Fax: 810-732-2760.  
Catechesis/Religious Programs—Students 72.

STATE OF MINNESOTA

Minneapolis, Hennepin Co., St. Maron (1948) (Lebanese), Rev. Sharbel G. Maroun.  
Res., 219 Sixth Ave. N.E., 55413. Tel: 612-379-2758; Fax: 612-379-7647. [CEM]  
Catechesis/Religious Programs—Tel: 612-631-3182.  
Students 66.

St. Paul, Ramsey Co., Holy Family Church (1918), Rev. Bakhos Chidiac.  
Res., 203 E. Robie St., 55107. Tel: 651-291-1116; Fax: 651-291-7009.

STATE OF MISSOURI

Columbia, Boone Co., Maronite Catholic Community, Chorbishop Robert J. Shabeen, Admin.  
Tel: 314-621-0036; Fax: 314-231-9057.

St. Louis, St. Louis City Co., St. Raymond (1913) (Lebanese), Chorbishop Robert J. Shabeen; Subdeacon Louis Peters; George Simon.  
Res., 931 Lebanon Dr., 63104. Tel: 314-621-0056; Fax: 314-231-9057.  
Catechesis/Religious Programs—Students 102.

STATE OF NEVADA

Las Vegas, Clark Co., St. Sharbel Mission, Rev. Toufik Nassr, Admin., Tel: 650-375-1536; Fax: 650-866-3091.

STATE OF OKLAHOMA

Tulsa, Tulsa Co., Maronite Catholic Community, Rev. Stephen Bonian, S.J., Admin.  
Res., 6812 S. Toledo Ave., No. 312, OK 74136. Tel: 918-492-4534.

STATE OF OHIO

Cincinnati, Hamilton Co., St. Anthony of Padua (1910) (Lebanese), Rev. Ghassias Khoury; Subdeacon Joseph Mousie; Arthur Evans.  
Res., 2530 Victory Pkwy., 45206. Tel: 513-961-0120; Fax: 513-961-6058.

Cleveland, Cuyahoga Co., St. Maron (1915), Chorbishop Bernard C. Khachari; Deacon George M. Khoury; Subdeacon James Peters.  
Res., 1245 Carnegie Ave., 44113. Tel: 216-781-8161; Fax: 216-781-6162. [JC]  
Catechesis/Religious Programs—Students 66.

Columbus, Franklin Co., Maronite Catholic Community, Rev. Magr. Michael J. Kail, Protopresbyter & Admin.

Dayton, Montgomery Co., Saint Ignatius Mission (1993), Rev. Alfred Al-Badvi.  
Mailing Address: 727 Beckman St., 45410. Tel: 937-256-5134.

Fairlawn, Summit Co., Our Lady of the Cedars of Mt. Lebanon (1937), Rev. Magr. Michael J. Kail; Deacons Robert Foster; Fred Brown.  
Res., 507 S. Cleveland-Massillon Rd., 44333-3019. Tel: 330-666-3596; Fax: 330-666-3897.  
Catechesis/Religious Programs—Students 53.

Youngstown, Mahoning Co., St. Maron (1902), Rev. Anthony J. Sallim; Deacon Joseph Nohra; Subdeacon Thomas Craven.  
Res., 1655 S. Meridian Rd., 44511-1198. Tel: 330-792-2371; 792-7671 (Center); Fax: 330-792-3026.  
Catechesis/Religious Programs—Tel: 330-538-2567; Fax: 330-638-9620.  
Students 120.

STATE OF OREGON

Portland, Multnomah Co., Saint Sharbel (1970), Rev. William Jonathan Decker.  
Res., 1804 S.E. 18th Ave., 97214. Tel: 503-231-3663.  
Mission—Seattle, Maronite Catholic Community, 97214. Rev. William Jonathan Decker, Admin.

STATE OF TEXAS

Austin, Travis Co., Our Lady's Maronite Parish (1982), Rev. Donald Sawyer, D.Min.; Deacon Joseph Crowley.  
Mailing Address: (Church) 1320 E. 51st St., 78722. Tel: 512-456-3692; Fax: 512-451-9554.  
Res., 8010 Caswell Ave., 76751. Tel: 512-464-6342.

El Paso, El Paso Co., St. Anthony of the Desert Mission (1997) (Lebanese), Rev. Georges Bou-Maallim, Admin.  
Res., 3617 Breckenridge St., 79936. Tel: 915-583-3121; Fax: 915-594-6515.

Houston, Harris Co., Our Lady of the Cedars Maronite Mission (1990), Rev. Milad T. Yaghi, M.L.M. in res., Rev. Ghassan Mastar, M.L.M.  
Res., 11925 Belfort Village, 77031. Tel: 713-666-6800; Fax: 713-564-6961.

Lewisville, Denton Co., Our Lady of Lebanon Mission (1990) (Lebanese), Rev. Andre S. Estephan, M.L.M. in res., Rev. Assad El-Bacha, M.L.M. (Lebanon).  
Res., 719 University Pl., 75067. Tel: 972-436-7617; Fax: 972-221-3430.  
Catechesis/Religious Programs—Students 80.

San Antonio, Bexar Co., St. George Maronite (1925) (Maronite), Rev. Jean Al-Nabel, M.L.M., Admin.; Subdeacon Raymond E. Casillas.  
Res., 6070 Baccock Rd., 78240. Tel: 210-690-9669; Fax: 210-690-5093. [JC]  
Catechesis/Religious Programs—Students 50.

STATE OF UTAH

Murray, Salt Lake Co., Saint Jude Church (1973), Rev. Gebran Bou-Merini; Subdeacon Roger Danna.  
Res., 4892 Wasatch St., 84107. Tel: 801-266-2820.  
Church—4900 Wasatch St., 84107. Tel: 801-265-2198; Fax: 801-265-2820.

STATE OF WEST VIRGINIA

Wheeling, Ohio Co., Our Lady of Lebanon (1906) (Lebanese), Rev. Georges Channine.  
Res., 2216 EdF St., 26003. Tel: 304-233-1698; Fax: 304-233-4714. [JC]

Special Assignment

Reverend Fathers—  
Fisher, David, Adjunct; Prof. of Theology, Marianist University of Dayton

Educational Leave of Absence

Reverend Fathers—  
Karim, Peter, Doctoral Studies

Retired:

Chorbishop—  
Feghail, Joseph  
Trad, John  
Reverend Monsignors—  
Nafak, John  
Reverend Fathers—  
Hiri, Michael

INSTITUTIONS LOCATED IN THE DIOCESE

(A) MONASTERIES AND RESIDENCES OF PRIESTS AND BROTHERS

ARBOR, MI, Maronite Order of Blessed Virgin Mary, 4405 Earhart Rd., 48108. Tel: 313-662-4522; Fax: 313-662-4802. Revs. Roger Chikri, O.M.M.; Naji Khalil, O.M.M.; Weid Noussa, O.M.M.; Ziad Anton, O.M.M. Total in Residence 4.

ANTONIO, TX, The Congregation of Maronite Lebanese Missionaries, Saint George Maronite Church, 6070 Babcock Rd., 78240. Tel: 210-690-9569; Fax: 210-690-5092.

E-mail: st.georgeaa@stgeorgeaa.org

Web site: www.stgeorgeaa.org

Revs. Abdallah E. Zaidan, M.L.M., Supr.; Milad T. Yaghi, M.L.M.; Andre S. Estephan, M.L.M.; John Al-Nabati, M.L.M.; Assad El-Bacha, M.L.M.; Ghassan Mastar, M.L.M.; George Bou-Salim, M.L.M.

(B) CONVENTS AND RESIDENCES FOR SISTERS

IN JACKSON, OH, Antonine Maronite Sisters of Youngstown, Inc., 2691 N. Lipkey Rd., 44451. Tel: 330-538-2367.  
E-mail: antc9ers@aol.com

Sisters 5. Antonine Sisters Adult Day Care, Inc., 2875 N. Lipkey Rd., 44451. Tel: 330-538-9822; Fax: 330-538-9820. Total Staff 12; Total Assisted 53.

(C) NATIONAL SHRINES

NORTH JACKSON, OH, National Shrine of Our Lady of Lebanon, 2759 N. Lipkey Rd., 44451. Tel: 330-538-3351.  
E-mail: nsh@cisnet.com  
Web site: www.nationalshrines.org  
Rev. Magr. William D. Banczewski.

(D) RELIGIOUS COMMUNITIES OF MEN  
PHILIPPI, WV, Our Lady of Solitude, Inc., 334 S. Main St., 26416. Tel: 304-457-3330. Rev. Bernard Grunewald, E.R.O.L.S., Supr. Total in Residence 1; Total Staff 2.

(E) RESIDENCES FOR CLERGY  
NORTH JACKSON, OH, Father Toubia Retirement Home, 2759 N. Lipkey Rd., 44451. Tel: 330-538-3351.  
E-mail: nsh@cisnet.com  
Web site: www.nationalshrines.org

(F) MISCELLANEOUS  
LOS ANGELES, Bishop's Retirement Trust Fund, c/o Eparchy of Our Lady of Lebanon of Los Angeles, 331 S. San Vicente Blvd., 90048. Tel: 310-247-9297; Fax: 310-247-9297. Chorbishop Gregory J. Mansour, S.T.L.

Eparchy of Our Lady of Lebanon of Los Angeles, 331 S. San Vicente Blvd., 90048. Tel: 310-247-9297; Fax: 310-247-9297. Chorbishop Gregory J. Mansour, S.T.L.  
Priest's Retirement Fund, 333 S. San Vicente Blvd., 90048. Tel: 310-247-8222; Fax: 310-247-9297.

RELIGIOUS INSTITUTES OF MEN REPRESENTED IN THE DIOCESE

For further details refer to the corresponding bracketed number in the Religious Institutes of Men section.  
[0785]—The Congregation of Maronite Lebanese Missionaries (San Antonio, TX)—M.L.M.  
[0782]—Maronite Order of Blessed Virgin Mary, Ann Arbor, MI.—O.M.M.

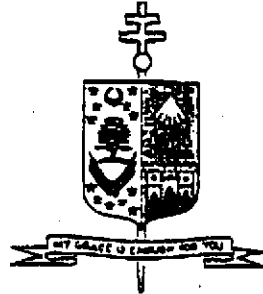
NECROLOGY  
(No Deaths)

# Eparchy of Our Lady of Lebanon of Los Angeles

Most Reverend

**JOHN GEORGE CHEDID, D.D.**

Bishop of the Eparchy of Our Lady of Lebanon of Los Angeles; ordained December 21, 1951; appointed Titular Bishop of Callinicum and Auxiliary Bishop of St. Maron of Brooklyn October 28, 1980; consecrated January 25, 1981. *Res., Our Lady of Mt. Lebanon, 333 S. San Vicente Blvd., Los Angeles, CA, 90048. Tel: 310-247-8322.*



Chancery Office: P.O. Box 16397, Beverly Hills, CA, 90209. Mailing Address: 331 S. San Vicente Blvd., Los Angeles, CA, 90048. Tel: 310-247-8322; Fax: 310-247-8297.

Web site address: [www.eparchyla.org](http://www.eparchyla.org)

E-mail address: [eparchy@aol.com](mailto:eparchy@aol.com)

*Comprises the States of Ohio, West Virginia, Minn., Alabama, Michigan, Minnesota, Missouri, Texas, Arizona, Nevada, Oregon, California, Alaska, Hawaii, Indiana, Kentucky, Tennessee, Mississippi, Wisconsin, Iowa, Arkansas, Louisiana, North Dakota, South Dakota, Kansas, Oklahoma, Nebraska, Montana, Wyoming, Colorado, New Mexico, Idaho and Washington.*

## STATISTICAL OVERVIEW

<b>Personnel</b>		<b>Resident Religious Priests</b> . . . . .	5	<b>Adult Baptism Totals</b> . . . . .	
Bishop . . . . .	1	Without: Resident Pastor:		Received into Full Communion . . . . .	
Priests: Diocesan Active in Diocese . . . . .	27	Administered by Priests . . . . .	3	First Communions . . . . .	2
Priests: Active Outside Diocese . . . . .	1	Missions . . . . .	10	Confirmations . . . . .	4
Priests: Retired, Sick or Absent . . . . .	2	New Parishes Created . . . . .	1	Marriages:	
Number of Diocesan Priests . . . . .	30	<b>Welfare</b>		Catholic . . . . .	11
Religious Priests in Diocese . . . . .	9	Homes for the Aged . . . . .	1	Interfaith . . . . .	
<b>Ordinations:</b>		Total Assisted . . . . .	65	Total Marriages . . . . .	11
Diocesan Priests . . . . .	1	<b>Educational</b>		Deaths . . . . .	11
Permanent: Deacons in Diocese . . . . .	7	Diocesan Students in Other Seminaries . . . . .	9	Total Catholic Population . . . . .	23,7
Total Sisters . . . . .	8	Total Seminarians . . . . .	9		
<b>Parishes</b>		Vital Statistics			
Parishes . . . . .	27	Receptions into the Church:			
With Resident Pastor:		Infant Baptism Totals . . . . .	458		
Resident Diocesan Priests . . . . .	22				

Chancery—Chorbishop GREGORY J. MANSOUR, S.T.L., Protosyncellus and Chancellor 331 S. San Vicente Blvd., Los Angeles, CA, 90048. Tel: 310-247-8322; Fax: 310-247-9297. P.O. Box 16397, Beverly Hills, CA, 90209.

Advisor for Priests—Chorbishop ROBERT SHARREN.

College of Consultors—Chorbishop ROBERT SHARREN; Rev. Msgr. MICHAEL KAIL; Revs. ABDALLAH Z Aidan, M.L.M.; DONALD SAWYER; FAOUZI ELIA; Chorbishop BERNARD KRACSIAN; Chorbishop GREGORY J. MANSOUR.

Commission for Lebanon—Rev. ABDALLAH Z Aidan, M.L.M.

Tribunal—

Defender of the Bond—Rev. ROBERT BISHOP, C.F.M.  
Judicial Vicar—Chorbishop WILLIAM LEBER, S.T.B.  
Moderator of the Tribunal—Bishop JOHN CHEDID, J.C.D., S.T.L.

Prosecutor/Advocate—Rev. ABDALLAH E. Z Aidan, M.L.M.; Chorbishop GREGORY J. MANSOUR, S.T.L.  
Promoter of Justice—Rev. ROBERT BISHOP, C.F.M.  
Notary—Miss BRUN MORRIST

Eparchial Newsletter—"Maronites Today"; Rev. DONALD J. SAWYER, Editor, P.O. Box 1891, Austin, TX, 78767.

Office for Immigration—Rev. FAOUZI ELIA.

Office for Missions—Revs. DONALD J. SAWYER; ANTHONY SPINOSA.

Office for Pastoral Leadership and Stewardship—Rev. Msgr. MICHAEL KAIL.

Office of Communications—Rev. Msgr. RICHARD SAAD.

Office of Inter-faith / Ecumenical Affairs—Rev. ANTHONY SPINOSA.

Office of Liturgy—Rev. Msgr. MICHAEL KAIL.

Office of Ministries—Rev. Msgr. RICHARD SAAD.

Office of Priestly Vocations—Rev. SHARREL MAROUN.

Office of Religious Education—Rev. ANTHONY SALIM.

Office of Youth Ministries—Rev. SHARREL MAROUN.

Presbyteral Council—Rev. Msgr. MICHAEL KAIL, Exec. Dir.; Rev. Msgr. RICHARD SAAD, Sec.; Chorbishop ROBERT SHARREN; Revs. ABDALLAH Z Aidan, M.L.M.; DONALD SAWYER; Rev. Msgr. WILLIAM BONCEVESH.

Revs. FAOUZI ELIA; GHATTAS KHOURY; Chorbishop BERNARD KRACSIAN; Chorbishop GREGORY J. MANSOUR, Ex Officio.

Pro-Life Office—Rev. ANTOINE BAKI.  
Family Life Office—Chorbishop ROBERT SHARREN.  
Office for the Third Millennium—Rev. ANTHONY SPINOSA.  
Eparchial Webmaster—Rev. JEAN AL NAHAL, M.L.M.  
Properties Owned—

St. Maron Office Building—Detroit, MI.  
Father Toubia Retirement Home—North Jackson, OH.

Bishop's Residence—Bel Air, CA.  
Protosyncellars—Chorbishop ROBERT SHARREN, Md. America Region; Rev. Msgr. MICHAEL KAIL, Md. West Region; Revs. ABDALLAH Z Aidan, M.L.M. Southwest Region; DONALD SAWYER, Southern Region.

Spiritual Director for the National Apostolate of Maronites—Rev. Msgr. MICHAEL KAIL.

Order of St. Sharbel—PHILIP BARBAD, Pres.; NDI BEMANT, Vice Pres., Eparchy of Our Lady of Lebanon of Los Angeles, P.O. Box 16397, Beverly Hills, CA, 90209. Chorbishop ROBERT SHARREN, Spiritual Dir.

## CLERGY, PARISHES, MISSIONS AND PAROCHIAL SCHOOLS

### STATE OF CALIFORNIA

Los Angeles, Los Angeles Co., Our Lady of Mt. Lebanon-St. Peter Cathedral (1923), Most Rev. John Chedid, D.D., S.T.L., J.C.D.; Rev. Abdallah E. Z Aidan, M.L.M., Rector; Subdeacon Edward Corey. In res., Chorbishop Gregory J. Mansour, S.T.L., Chancellor; Rev. Pierre Bassil.  
Res., 333 S. San Vicente Blvd., 90048. Tel: 310-275-8634; Fax: 310-868-0864.  
Catechists/Religious Programs—Students 64.  
Maronite Catholic Community, Rev. Abdallah Z Aidan, M.L.M., Contact Person.  
Res., 333 S. San Vicente Blvd., 90048. Tel: 310-275-8634; Fax: 310-868-0864.

Anaheim, Orange Co., St. John Maron Mission (1988), Rev. Antoine Baki; Subdeacon Alfred Harb. Mailing & Church Address: 1546 E. La Palma Ave., 92803. Tel: 714-520-3303; Fax: 714-520-4273.  
Res., 601 N. Woods Ave., Fullerton, 92632. Tel: 714-525-4216.

Millbrae, San Mateo Co., Our Lady of Lebanon (1979) (Lebanese), Rev. Toufic Nasr, Admin.  
Res., 600 El Camino Real N.W., P.O. Box 296, 94030. Tel: 415-849-9653; Fax: 415-848-3091.

San Diego, San Diego Co., Saint Ephrem Mission (1989), Rev. Nabil Mouannas, Admin.  
Mailing Address: P.O. Box 130, Del Mar, 92014-0130.

Res., 3075 Broadway, 92014-0134. Tel: 619-231-1386; Fax: 619-231-1385.

Stockton, San Joaquin Co., Maronite Catholic Community, Rev. Toufic Nasr.

### STATE OF ALABAMA

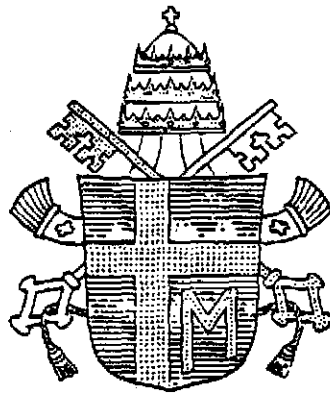
Birmingham, Jefferson Co., St. Elias (1910) (Lebanese), Rev. Msgr. Richard D. Saad; Subdeacon Joseph Stephens; Samuel Wehby.

Res., 826 Eighth St. S., 35206-4887. Tel: 205-251-5057; 252-3967; Fax: 205-281-5028.

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1817



1999

# The Official Catholic Directory

Anno  
 Domini

1999

Published Annually by  
 P. J. Kennedy & Sons

Name: \_\_\_\_\_

Appraisal Year: \_\_\_\_\_

Appraiser: \_\_\_\_\_

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

Campus: \_\_\_\_\_

Assignment/Grade: \_\_\_\_\_

## PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

### TEACHER SELF-REPORT FORM

Contributions to The Improvement of Academic Performance  
of All Students on Campus

*The following are general rules for use of the Teacher Self-Report (TSR):*

- (1) *Based upon the nature of the teaching assignment, TAAS-related objectives may vary in content and level of difficulty.*
- (2) *Context for the objectives include (1) teaching field, (2) assignment and/or (3) varying characteristics of the teacher's students.*
- (3) *Depending upon the classroom context, objectives may be identified for:*
  - (a) *a subset of the TAAS-related objectives.*
  - (b) *a subset of classes assigned to the teacher.*
  - (c) *a subset of the teacher's students.*
- (4) *The TSR requires the least amount of writing necessary to communicate the point or make the example (limited to one-half page per item).*

### Section I\*

*The data requested in Section I must be presented to the principal within the first three weeks after the orientation. The teacher may elect to revise this section prior to the annual summative conference.*

1. Which academic skills (TAAS-related objectives) do you directly teach or reinforce in your classes?

Check all that apply.

#### READING (Six Objectives)

##### *Reading Comprehension*

ALL OBJECTIVES..... \_\_\_\_\_

- Objective 1: The student will determine the meaning of words in a variety of contexts. \_\_\_\_\_
- Objective 2: The student will identify supporting ideas in a variety of written texts. \_\_\_\_\_
- Objective 3: The student will summarize a variety of written texts. \_\_\_\_\_
- Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts. \_\_\_\_\_
- Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations. \_\_\_\_\_
- Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts. \_\_\_\_\_

#### WRITING (Seven Objectives)

##### *Written Communication*

ALL OBJECTIVES..... \_\_\_\_\_

- Objective 1: The student will respond appropriately in a written composition to the purpose/audience specified in a given topic. \_\_\_\_\_
- Objective 2: The student will organize ideas in a written composition on a given topic. \_\_\_\_\_
- Objective 3: The student will demonstrate control of the English language in a written composition on a given topic. \_\_\_\_\_
- Objective 4: The student will generate a written composition that develops/supports/elaborates the central idea stated on a given topic. \_\_\_\_\_
- Objective 5: The student will recognize appropriate sentence construction within the context of a written passage. \_\_\_\_\_
- Objective 6: The student will recognize appropriate English usage within the context of a written passage. \_\_\_\_\_
- Objective 7: The student will recognize appropriate spelling, capitalization, and punctuation within the context of a written passage. \_\_\_\_\_

#### MATHEMATICS (Thirteen Objectives)

##### *Mathematics Concepts*

ALL OBJECTIVES..... \_\_\_\_\_

- Objective 1: The student will demonstrate an understanding of number concepts. \_\_\_\_\_
- Objective 2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts. \_\_\_\_\_
- Objective 3: The student will demonstrate an understanding of geometric properties and relationships. \_\_\_\_\_
- Objective 4: The student will demonstrate an understanding of measurement concepts using metric and customary units. \_\_\_\_\_
- Objective 5: The student will demonstrate an understanding of probability and statistics. \_\_\_\_\_

*Mathematical Operations*

ALL OBJECTIVES..... \_\_\_\_\_

- Objective 6: The student will use the operation of addition to solve problems. \_\_\_\_\_
- Objective 7: The student will use the operation of subtraction to solve problems. \_\_\_\_\_
- Objective 8: The student will use the operation of multiplication to solve problems. \_\_\_\_\_
- Objective 9: The student will use the operation of division to solve problems. \_\_\_\_\_

*Problem Solving*

ALL OBJECTIVES..... \_\_\_\_\_

- Objective 10: The student will estimate solutions to a problem situation. \_\_\_\_\_
- Objective 11: The student will determine solution strategies and will analyze or solve problems. \_\_\_\_\_
- Objective 12: The student will express or solve problems using mathematical representation. \_\_\_\_\_
- Objective 13: The student will evaluate the reasonableness of a solution to a problem situation. \_\_\_\_\_

**OTHER OBJECTIVES** \_\_\_\_\_

With the approval of the principal, certain high school teachers may substitute other standardized measures and related objectives which are addressed in the AEIS system. This may include SAT/ACT, AP, TASP, and end-of-course examinations. Specify below.

2. What process do you use to assess the needs of your students with regard to academic skills (TAAS-related objectives)?

- Disaggregated TAAS data \_\_\_\_\_
- Curriculum-correlated assessment materials \_\_\_\_\_
- Teacher-designed assessment process/materials \_\_\_\_\_
- Diagnostic observations \_\_\_\_\_
- Other standardized test results \_\_\_\_\_
- Cumulative classroom performance data \_\_\_\_\_
- Other(describe) \_\_\_\_\_

CIA Application

Name: \_\_\_\_\_

Appraiser: \_\_\_\_\_

Campus: \_\_\_\_\_

Appraisal Year: \_\_\_\_\_

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

Assignment/Grade: \_\_\_\_\_

## PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

### TEACHER SELF-REPORT FORM

Contributions to the Improvement of Academic Performance  
of All Students on Campus

#### Section II\*\*

*The data requested in Sections II and III must be presented to the principal at least two weeks before the annual summative conference. Limit all responses to one-half page per response.*

3. Describe a specific instructional adjustment (e.g., materials, sequencing, etc.) which you have made based on the needs assessment of your students.
4. Describe the approaches you have used to monitor classroom performance and to provide feedback to students regarding their progress in academic skills (TAAS-related objectives).
5. Describe how you assisted your students who were experiencing serious attendance problems.
6. Describe your approach in working with students who were failing or in danger of failing.



### **Section III\*\*\***

***Provide the information requested in the space below.***

7. List or describe your professional development activities for the past year related to campus/district goals, assigned subject/content, needs of students, or prior appraisal performance in the following areas: staff development, team planning, mentoring, collaboration with colleagues, self-study, video coursework or distance learning, university-level coursework, professional conferences, and other non-traditional activities.

8. As a result of your professional development activities described above, what have you been able to use in your classroom that has positively impacted the learning or students?

9. Be prepared to discuss the following in the summative annual conference: Identify three target areas for continued professional growth. In order to organize your thoughts, you may wish to make notes below, but it is not required.

### **D. ATTACHMENTS**

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## **Attachment A**

### **Bylaws of the Cedars International Academy, Inc.**

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#### Article I Names, Address and Place of Business

- Section 1.01 Name
- Section 1.02 Mailing Address
- Section 1.03 Site

#### Article II Purposes

- Section 2.01 Purposes

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- Section 3.01 Membership

#### Article IV Governance

- Section 4.01 Governing Body
- Section 4.02 Principal
- Section 4.03 Teacher Members
- Section 4.04 Parent Members
- Section 4.05 Community/Business Members
- Section 4.06 School Management
- Section 4.07 Role of Council Members
- Section 4.08 Purpose of Council
- Section 4.09 Role of the Principal
- Section 4.10 Training
- Section 4.11 Employment of Council Members

#### Article V Operation of the Council

- Section 5.01 Scope
- Section 5.02 Accountability to the Texas Education Agency
- Section 5.03 Meetings
- Section 5.04 Emergency Meetings
- Section 5.05 Executive Sessions
- Section 5.06 Public Attendance at Meetings
- Section 5.07 Employees at Meetings
- Section 5.08 Quorum
- Section 5.09 Compensation

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Section 5.10 Vacancies, Unexpired Terms  
Section 5.11 Decisions of the Council

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Section 6.02 Duties of Officers  
Section 6.03 Committees  
Section 6.04 Attendance

Article VII Nominations and Election

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Section 7.02 Slate of Nominees, Ballots  
Section 7.03 Election, Voting  
Section 7.04 Vote Counting  
Section 7.05 Election Results  
Section 7.06 Seating of New Council Members  
Section 7.07 Term of Office  
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Section 8.02 Budget Input  
Section 8.03 Budget  
Section 8.04 Modifications to an Adopted Budget  
Section 8.05 Financial Audit

Article IX Conflict of Interest

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Section 9.02 Disclosed Interests

Article X Books and Records

Section 10.01 Maintenance of Books and Records  
Section 10.02 Examination of Books and Records

Article XI Amendments of Bylaws

Section 11.01 Amendments

Article XII Dissolution

Section 12.01 Dissolution

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## **Bylaws**

### **ARTICLE I NAME, ADDRESS AND PLACE OF BUSINESS**

1.01 Name. This non-profit corporation shall be known as The Cedars International Academy, Inc. (hereinafter sometimes referred to as the "School" or the "CIA").

1.02 Mailing address. The mailing address of the School shall be 1320 E 51<sup>st</sup> Street, Austin, Texas 78723.

1.03 Site. The interim School site shall be 1320 E 51<sup>st</sup> Street, Austin, Texas 78723, and the school will seek property in the Austin area on which to build a permanent site.

### **ARTICLE II PURPOSES**

2.01 Purposes. The purposes of the Cedars International Academy shall be to:

1. Create an exceptional educational center for children in grades K-12, including an Early Childhood program.
2. Operate the educational center solely in the interest of children.
3. Develop and conduct a fine arts/science program.
4. Support projects and activities directly or indirectly related to the CIA
5. Conduct or oversee any fund raising activities aimed at providing funds for any of the above-listed endeavors.
6. Develop an After School Care program for children attending the CIA.

### **ARTICLE III MEMBERSHIP**

3.01 Members. The School's members shall consist of the entire faculty, staff, and parents or legal guardians of any student enrolled at the School.

### **ARTICLE IV GOVERNANCE**

4.01 Governing Body. The School shall be governed by a Governing Council (hereinafter known as the "Council"). The Council shall consist of the Principal,

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three (3) Teachers, three (3) Parents, and two (2) Community/Business members.

4.02 Principal. The Principal shall be the Chair of the Governing Council, and shall refrain from voting until such a time that a tie-breaking vote shall be required.

4.03 Teacher members. The Teacher members of the Council shall be elected by the teaching staff of the School. A CIA teacher who is also a parent shall be permitted to vote for both the Teacher members and the Parent members. A CIA teacher may only serve as a Teacher member.

4.04 Parent members. The Parent members of the Council shall be elected by the parents or legal guardians of the students in the school. Each parent or guardian shall have one vote, regardless of the number of children they have enrolled at the School. Each family will have a maximum of two votes. Voting members must be listed at the time of enrollment, and may be changed if legal guardianship of the student changes.

4.05 Community/Business members. The Community/Business members shall be representatives of the business and/or community, exclusive of the school membership. Community/Business members shall be elected by the school membership.

4.06 School Management. The School management reports to the Council and has no voting rights on the Council's actions. The School management shall consist of:

1.A Business Administrator responsible for overseeing the business operations of the School. The Business Administrator shall fulfill the responsibilities of the School's Chief Operating Officer as defined by the Texas State Board of Education.

2.Future positions as needed; to be approved by the Council.

4.07 Role of the Council Members. Council members shall represent the students, parents, staff, and community/cultural segments of the community as a whole. Each member shall bring their own expertise, their own experience, and their collective wisdom to benefit the Council and School as a whole.

4.08 Purpose of Council. The Council shall define the school's direction in accordance with these by-laws. Activities of the Council shall include, but not be limited to the following:

- 1.Hiring and removal of the Principal;
- 2.Development of goals and objectives;

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3. Establishment of school policy;
4. Review and approval of the budget;
5. Negotiations with and accountability to the Texas Education Agency; and
6. Attending to the needs of the school community.

4.09 Role of the Principal. The Principal shall implement the following as directed and approved by the Governing Council:

1. Educational program;
2. School management;
3. Budget, and;
4. Personnel matters, including employment and compensation of the Business Administrator and faculty.

4.10 Training. The Council officers will ensure that each newly elected Council member is provided with an orientation to the history, principles, goals, programs, and operations of the School within sixty (60) days of their election.

4.11 Employment of Council Members. No Parent member of the Council shall become an employee of the School for a period of not less than 180 days following the end of their service on the Council.

## **ARTICLE V OPERATION OF THE COUNCIL**

5.01 Scope. The scope of the Council is to provide oversight and vision for the School, including its foremost responsibility of hiring the school's Principal.

5.02 Accountability to the Texas Education Agency. The Council shall be accountable to the Texas Education Agency in accordance with the charter license. The Council shall adopt bylaws consistent with the charter policies and laws of the State of Texas, except where waivers have been granted. In the event a discrepancy exists and no waiver has been granted, these bylaws shall be reviewed and the policies of the Texas Education Agency shall prevail.

5.03 Meetings. The Council shall meet regularly, at least eight (8) times per year, at such place and time as determined by the Council. Additional meetings may be scheduled as needed. A meeting notice shall be posted at the School at least three (3) days prior to any regularly scheduled meeting. All meetings shall be open meetings, except that executive sessions may be held as noted below.

5.04 Emergency meetings. If, in the opinion of at least three (3) members of the Council, a situation arises which requires an immediate meeting of the Council (i.e., a matter that can not wait for the next regularly scheduled meeting), the members may call for an emergency meeting of the Council as long as a notice is posted at the school at least 24 hours in advance and the members make a

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reasonable attempt to notify all Council members and other parties known to have interest in the agenda items.

To convene an emergency meeting, a quorum must be present.

5.05 Executive sessions. All School business must be transacted in public meetings, except that the Council may meet in executive session, limiting attendance to its members and those persons invited to participate, to consider any of the matters permitted under the Open Meetings Act. Those matters to be discussed in executive session include:

1. Personnel matters, including matters related to employment and compensation;
2. Claims against the School, whether in litigation or otherwise;
3. Discussion of any individual student where public disclosure would adversely affect the person or persons involved;
4. Legal consultations and advice;
5. Negotiations concerning the purchase, sale, lease or other acquisition of real or personal property, or interests therein, or concerning any contracts; and
6. Other matters as permitted by law.

5.06 Public attendance at meetings. All meetings of the Council, except executive sessions, shall be open to the public provided that no member of the public shall be allowed to interfere with the orderly conduct of the meeting. A decision of the Chair, not subject to discussion, is sufficient to require that such disorderly person be removed from the place of meeting.

5.07 Employees at meetings. The Business Administrator, or in his or her absence, his or her designee, shall attend all regular session meetings of the Council. The Business Administrator shall make reports as required by the Council and recommend to the Council such measures as are necessary to operate the School.

The Principal, or in his or her absence, his or her designee, shall attend all regular sessions of the Council. The Principal shall make reports as required by the Council and recommend to the Council such measures as are necessary to ensure the educational goals of the School are being met. The Principal, as a member of the Council shall refrain from voting except in the cases of a tie vote, where a deciding vote must be cast. At no time may a Principal vote on any personnel issues directly affecting his or her employment terms or conditions, or any other matter that may be a conflict of interest.

The Principal is the Chair of the Council by virtue of employment and is accountable to the other members of the Council. In the event that the School Principal resigns or is removed, he or she will immediately cease to be the Council Chair and a Council Member.

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The Teacher members of the Council are expected to perform all required duties of an elected member of the Council, but shall refrain from voting on any personnel issue that directly affects their individual employment terms and conditions and other items that may be construed as conflict of interest. Any Teacher member shall participate in discussion and voting on issues affecting the staff at large, including but not limited to general salary and benefits issues, general employment conditions, and personnel policies.

In the event a Teacher member resigns or is removed, he or she will immediately cease to be a member of the school's Governing Council.

5.08 Quorum. A quorum shall consist of two-thirds of the members of the Council.

5.09 Compensation. Members of the Council, other than by virtue of School employment, shall not receive any compensation for their services as Council members. Members of the Council may receive direct reimbursement for actual expenditures on behalf of the Council if such expenditure is approved by the Council.

5.10 Vacancies, unexpired terms. Vacancies on the Council occurs when a Principal, or teacher resigns or is removed; these positions are contingent on employment. The Parent member positions are contingent on the member having an enrolled child at the CIA. A vacancy on the Council may be filled by appointment of the Council for a period of up to ninety (90) days to allow time to hold an orderly election to fill the remainder of the term. If the remaining period is less than one hundred twenty (120) days, the Council may choose to wait until the regular election is held rather than holding a special election. In this case only the appointee may be re-appointed to serve out the remaining period of the term after the expiration of the first ninety (90) days. The appointee shall be eligible to stand for election to the vacant seat.

In the event of the loss of a Principal, an interim Chair of the Council and an interim Principal will be selected. The interim Chair shall be elected from the sitting members of the Council. The interim Principal will be appointed by the Council from the faculty of the School. A Principal search will be instituted immediately. The interim Chair will retain their voting rights.

5.11 Decisions of the Council. The Council may approve any action or decision by a majority vote of the members present at each meeting. All votes shall be recorded in the minutes of the meetings. Any member of the School may request a role call on any vote. The Chair shall refrain from voting unless a tie vote is to be broken.

**ARTICLE VI  
DUTIES OF OFFICER AND COMMITTEES**

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6.01 Officers. The Principal of the School shall be Chair of the Council. The Council shall elect from among its members a Secretary and Parliamentarian. The Secretary and Parliamentarian will be elected at the first Council meeting following the seating of the new members after a regularly scheduled election.

6.02 Duties of Officers.

1.The Chair shall facilitate meetings of the Council; maintain order during Council meetings; and sign documents on behalf of the Council.

2.The Secretary shall ensure that minutes are taken of all Council meetings; ensure that notices of meetings and elections are posted and distributed as required, and co-sign documents on behalf of the Council.

3.The Parliamentarian shall ensure that school business is conducted in accordance with these by-laws and the rules contained in the current edition of Robert's Rules of Order, Newly Revised.

6.03 Committees. The Council shall appoint the following committees.

1.Nomination committee. The nominations committee shall be appointed no less than 60 days before a regular election, and shall have the responsibility of identifying a slate of eligible persons for the available positions for Parent and Business/Community members for the next governing council.

2.Election Committee. The Council shall appoint five (5) members of the School community who are not currently on the Council or seeking office, to serve as the Election Committee and Election Judges. The committee Chair shall be selected from among the committee members.

3.Other committees as necessary.

6.04 Attendance. The term of any member who misses more than two (2) regular, consecutive Council meetings without a valid excuse as determined by the remaining members shall automatically terminate.

## **ARTICLE VII NOMINATIONS AND ELECTIONS**

7.01 Nominees. Persons eligible for an elected position may be nominated by any parent, staff, or community member, including themselves. Persons nominated by others shall be required to state their willingness to stand for election, and to serve if elected. Nominations shall open forty-five (45) days and close fourteen (14) days before the election. A schedule of filing dates shall be posted in the School and sent to the households of students prior to the first date on the schedule.

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7.2 Slate of nominees, Ballots. All eligible nominees shall be included in the slate of nominees for the election. Separate ballots shall be prepared for the staff and the parents, each showing only those candidates who may voted upon by the recipient of the ballot. A staff member who is also a parent may elect to vote in both capacities, however they may only vote once on issues that appear on both ballots. Sample ballots shall be available at the School ten (10) days in advance of the election shall be sent home with the students the week before elections.

7.3 Election, Voting. Elections shall be held from 7:00 a.m. to 7:00 p.m. on the fourth Tuesday of April each calendar year. Official ballots shall be available at the School during the election day.

7.04 Vote Counting. All ballots will be placed into a locked ballot box before 7:00 p.m. on the last day of the election period. The Business Administrator or his or her designee shall maintain custody of the ballot box during the election period. Within two days of the end of the election, the election committee will count and verify the voting. The results of the voting will be posted in the School as soon as possible and in no case longer than three (3) days following the close of the election, and entered into the minutes the following Council meeting.

7.05 Election Results. The candidates with the most votes shall be elected to the available seats. In the case of a tie, the winner of the election shall be determined by a run-off election between the two candidates with the most votes, to be held within two weeks. In the case where one or more seats are for partial terms, the seats shall be filled in order of full-term seats first, then partial term seats in order of longest remaining term.

7.06 Seating of new Council members. Newly elected members will take office at the first regularly scheduled Council meeting in June of their election year.

7.07 Term of office. Each elected member of the Council shall serve for a period of two (2) years. A Council member may not serve more than 2 consecutive elected terms in the same capacity. (Elected members are all members of the Council other than the Principal.) All terms of office except the Chair shall be staggered. The term of office shall be from June 1st until May 31st.

7.08 Resignation, Removal. Any member of the Council, including the Chair, may resign at any time by delivering a written resignation to the Council. The acceptance of this resignation is not necessary to make it effective.

The Chair may be removed at any time for cause, including conduct injurious to the best interests of the school, by an affirmative vote of two thirds (2/3) of all the Council members, provided that the notice of the meeting where such action is

taken specifies that one of the items of the agenda for said meeting shall be the proposed removal of the Chair.

Council members may be removed from the Council (recalled) by a petition procedure leading to a special election. The petition may be generated from the staff, parents, or community members.

Petitions for removal of a Council member will not be accepted within 90 days of a regularly scheduled election in which the member stands for re-election.

A petition for recall shall have valid signatures representing at least twenty five percent (25%) of the qualified voters within the School. Petitions for recall must be submitted in their completed form to a Council member with a copy to the Business Administrator, who will validate the petition. The Council must accept or reject the petition within two (2) weeks from the date of submission and must accept it if it meets the terms and requirements of this section. The Council must hold a special election within sixty (60) days of the petition submission date. The ballot of the election will be solely to determine if the subject of the recall shall be removed from the Council. A successful recall requires a minimum of fifty one percent (51%) of the voters who vote in the election to cast ballots in favor of removing the Council member.

## **ARTICLE VIII FINANCIAL AFFAIRS**

8.01 Fiscal Year. The School shall adopt a fiscal year which shall coincide with that of the Texas Education Agency. The fiscal year of the School shall begin on the first day of September and end on the thirty-first day of August of each year.

8.02 Budget Input. The Business Administrator shall notify all members of the school of the upcoming budget preparation. A budget request form will be available in the school office for any teacher, parent, community member, or student to submit budget requests. All budget requests are due March 30th of each year. Two (2) public meetings will be held where individuals can present their budget requests and expected results in the quality of schooling if the request were to be approved.

8.03 Budget. The final budget shall be prepared by the Business Administrator and the Principal and submitted to the Council no later than four months prior to the start of the fiscal year covered by the budget. Council meetings will allow opportunity for any member of the school to voice support or concern for the budget. The Council shall work with the Business Administrator to make any modifications necessary to:

1. Include suggestions agreed to by the Council;
2. Align the budget with the contract with the Texas Education Agency; and

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3. Take into consideration changes in student body size, facility rents, and
4. Other items as determined by the Council.

The Council shall approve the budget no later than two (2) months prior to the school year covered by the budget or otherwise as established by the contract.

The Business Administrator shall present any modifications of the budget to the Council at least once each month, and all significant modifications of the budget at the next meeting following such modification. The Business Administrator shall also present a record of expenditures to date against the current budget at least once a month.

8.04 Modifications to an adopted budget. The movement of amounts of less than twenty-five hundred dollars (\$2,500.00) between similar parts of an adopted budget, the movement of amounts less than one thousand (\$1,000.00) between dissimilar parts of the budget, and the assignment of moneys received in an amount less than twenty-five hundred dollars (\$2,500.00) shall be done by the Business Administrator with notification to the Council within one month. All other modifications to the budget shall be done only after consultation and agreement from the Council. If time is of the essence, the Business Administrator may request the Council Chair to call an emergency meeting of the Council.

8.05 Financial audit. An audit of the financial records will be conducted annually by an independent accounting firm selected by the Governing Council.

## **ARTICLE IX CONFLICT OF INTEREST**

9.01 No undisclosed interests. No member of the Council shall be interested, directly or indirectly, in any contract relating to the operations conducted by the School, nor any contract for furnishing services or supplies to the School, unless such contract is authorized by a majority of the Council members at a meeting in which the presence of such interested Council member is not necessary for the purposes of a quorum or for the purposes of such majority, and the fact and nature of such interest is fully disclosed or known to the Council members present at the meeting at which such contract shall be authorized.

9.02 Disclosed interests. No member of the Council shall vote on any questions in which they have a financial interest, other than the common public interest, or on any question concerning their conduct, but on all other questions each member who is present shall vote. In instances where the Council member has interests other than the common public interest, the member shall disclose this interest to the Council. Any member refusing to vote, except when prohibited by this paragraph, shall be deemed delinquent in their duties. Application to abstain from voting must be made before the votes are cast. Upon application to abstain from voting, the Council member having briefly stated their reason to abstain, the

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decision from voting under this section shall not be counted in determining either a quorum or a majority of the Council.

## **ARTICLE X**

### **BOOKS AND RECORDS**

10.01 Maintenance of books and records. The School shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Council and any committees having any of the authority of the Council. These documents shall reside in the executive offices of the School. All books and records, (including signature authority), shall be turned over to the School within ten (10) days of the end of the term of office. The Business Administrator shall keep and make available upon request a record listing the names and addresses of the Council members.

10.02 Examination of books and records. All books and records of the School may be inspected by any Council member, his agent or attorney, for any proper purpose at any reasonable time during customary hours of operation of the principle office of the School.

## **ARTICLE XI AMENDMENTS OF BYLAWS**

11.01 Amendments. Proposals for amendments to these bylaws may be brought by any member of the School community. Proposals approved by the Council will be circulated to all parents and staff at least two (2) weeks prior to an election on the proposal. Proposals not accepted by the Council may be forced to election by submission to the Council of a petition containing signatures equal in number to at least twenty-five (25) percent of qualified voters within the School. Qualified voters will include faculty, staff, and parent members. An election shall be conducted not later than thirty (30) school days after the presentation of the petition of the Council, unless a waiver is agreed to by the presenters of the petition. All elections conducted on amendments to these bylaws shall be conducted among all those eligible to vote for Council members and in the same manner.

## **ARTICLE XII DISSOLUTION**

12.01 Dissolution. The Cedars International Academy, Inc. may be dissolved at a meeting of the Council called for that purpose. On dissolution of the Corporation, any funds remaining after all contractual obligations have been satisfied, specifically the Texas Education Agency, shall be distributed to the one or more regularly organized and qualified charitable, educational or philanthropic organizations to be selected by the Council.

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**Attachment B – Statement of Impact**

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**Statement of Impact  
Open-Enrollment Charter School**

**Purpose of this form:** The sponsoring entity entered below is submitting an application to the State Board of Education for approval to operate or amend an open-enrollment charter school. The name and location of the proposed charter school is provided. In accordance with Texas Education Code, Section 12.110(d)(2), this form must be provided to any school district likely to be affected by the open-enrollment charter school. That school district **may** then submit his form to the State Board of Education information relating to any financial difficulty that a loss in enrollment may have on the district, information pertaining to any impact on student enrollment that may impair a district's ability to comply with a court order affecting the district, and any other information it wishes to share with the board. For more detailed information about the proposed charter, contact the sponsoring entity indicated below.

**Note:** Under Texas Education Code §12.106, an approved open-enrollment charter school is entitled to the distribution of the available school fund for a student attending the charter school to which the district in which the student resides would be entitled. This would include any benefits and any transportation allotment for which the student is eligible under Chapter 42. An approved open-enrollment charter is also entitled to a portion of the tax revenue collected by the school district for maintenance and operations as provided in Texas Education Code §12.107.

**Instructions:** Submit the completed form signed by the district superintendent and board president to:

The Texas Education Agency  
Division of Charter Schools  
1701 North Congress Avenue  
Austin, Texas 78701

**The form should be received by the agency by March 1, 2000 for consideration by the State Board of Education with respect to approval of the proposed open-enrollment charter school. For information about the procedures for approval of open-enrollment charter schools, please contact Division of Charter Schools at (512) 463-9575.**

Cedars International Academy  
1320 E. 51<sup>st</sup> Street  
Austin, Texas 78652  
Contact Person: Kenneth Vargas, Public Relations  
(512)280-2637 FAX (512)280-2637

**Statement of Impact**

Name of Proposed Charter School: Cedars International Academy

*Check the appropriate response below:*

\_\_\_\_\_ The proposed open-enrollment charter school is not expected to adversely impact the school district to a significant degree.

\_\_\_\_\_ The proposed open-enrollment charter school (amendment) is expected to impact the school district in the following manner:  
*(Describe the impact in the space below and/or attach any supporting documentation.)*

\_\_\_\_\_  
(District Name)

\_\_\_\_\_  
(County-District Identification Number)

\_\_\_\_\_  
(District Address)

\_\_\_\_\_  
(Signature of Board President)

\_\_\_\_\_  
(Print Board President's Name)

\_\_\_\_\_  
(Signature of Superintendent)

\_\_\_\_\_  
(Print Superintendent's Name)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Phone Number)



Z 191 874 855

US Postal Service  
**Receipt for Certified Mail**  
No Insurance Coverage Provided.  
Do not use for International Mail (See reverse)

Sent to <b>Debra Farst</b>	
Street & Number <b>Box 218</b>	
Post Office, State, & ZIP Code <b>Leander, TX 78646</b>	
Postage	\$ .33
Certified Fee	1.40
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	1.25
Return Receipt Showing to Whom, Date, & Addressee's Address	
<b>TOTAL Postage &amp; Fees</b>	<b>\$ 2.98</b>
Postmark or Date	

PS Form 3800, April 1995

Z 191 874 857

US Postal Service  
**Receipt for Certified Mail**  
No Insurance Coverage Provided.  
Do not use for International Mail (See reverse)

Sent to <b>Dr. Jeffrey Burnett</b>	
Street & Number <b>1401 W Pecan St</b>	
Post Office, State, & ZIP Code <b>Hugerville, TX 78660</b>	
Postage	\$ .33
Certified Fee	1.40
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	1.25
Return Receipt Showing to Whom, Date, & Addressee's Address	
<b>TOTAL Postage &amp; Fees</b>	<b>\$ 2.98</b>
Postmark or Date	

Form 3800, April 1995

Z 191 874 868

US Postal Service  
**Receipt for Certified Mail**  
No Insurance Coverage Provided.  
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Sent to <b>Bill Rogers</b>	
Street & Number <b>Georgetown ISD</b>	
Post Office, State, & ZIP Code <b>Georgetown TX 78628</b>	
Postage	\$ .33
Certified Fee	1.40
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	1.25
Return Receipt Showing to Whom, Date, & Addressee's Address	
<b>TOTAL Postage &amp; Fees</b>	<b>\$ 2.98</b>
Postmark or Date	

PS Form 3800, April 1995

Z 191 874 859

US Postal Service  
**Receipt for Certified Mail**  
No Insurance Coverage Provided.  
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Sent to <b>Kathy Rider</b>	
Street & Number <b>111 W. 6th St</b>	
Post Office, State, & ZIP Code <b>Austin, TX 78703</b>	
Postage	\$ .33
Certified Fee	1.40
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	1.25
Return Receipt Showing to Whom, Date, & Addressee's Address	
<b>TOTAL Postage &amp; Fees</b>	<b>\$ 2.98</b>
Postmark or Date	

Form 3800, April 1995


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Z 191 874 858

US Postal Service  
**Receipt for Certified Mail**  
No Insurance Coverage Provided.  
Do not use for International Mail (See reverse)

Sent to	
Dr. Jeffrey Weaver	
Street & Number	
601 Camp Graf Rd	
Post Office, State, & ZIP Code	
Austin, TX 78746	
Postage	\$ .33
Certified Fee	1.40
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	1.25
Return Receipt Showing to Whom, Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 2.98
Postmark or Date	

PS Form 3800, April 1995

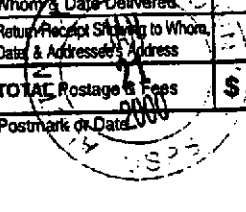


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No Insurance Coverage Provided.  
Do not use for International Mail (See reverse)

Sent to	
Jim Cummings	
Street & Number	
3322 RR 6205	
Post Office, State, & ZIP Code	
Austin, TX 78734	
Postage	\$ .33
Certified Fee	1.40
Special Delivery Fee	
Restricted Delivery Fee	
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Postmark or Date	

PS Form 3800, April 1995

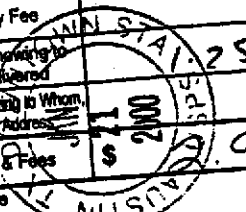


Z 191 874 850

US Postal Service  
**Receipt for Certified Mail**  
No Insurance Coverage Provided.  
Do not use for International Mail (See reverse)

Sent to	
Tom Glenn	
Street & Number	
Box 218	
Post Office, State, & ZIP Code	
Leander, TX 78646	
Postage	\$ .33
Certified Fee	1.40
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	1.25
Return Receipt Showing to Whom, Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 2.98
Postmark or Date	

PS Form 3800, April 1995

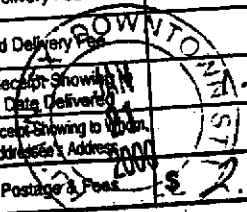


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No Insurance Coverage Provided.  
Do not use for International Mail (See reverse)

Sent to	
Dr. Thomas Gaul	
Street & Number	
1311 Round Rock Ave	
Post Office, State, & ZIP Code	
Round Rock, TX 78681	
Postage	\$ .33
Certified Fee	1.40
Special Delivery Fee	
Restricted Delivery Fee	
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Return Receipt Showing to Whom, Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 2.98
Postmark or Date	

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Z 191 874 854

US Postal Service  
**Receipt for Certified Mail**  
No Insurance Coverage Provided.  
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Sent to <b>Dr. Jim Gunn</b>	
Street & Number <b>603 Lakeway Dr.</b>	
Post Office, State, & ZIP Code <b>Georgetown, TX 78628</b>	
Postage	\$ .33
Certified Fee	1.40
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	1.25
Return Receipt Showing to Whom, Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 2.98
Postmark or Date	

PS Form 3800, April 1995

Z 191 874 860

US Postal Service  
**Receipt for Certified Mail**  
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Sent to <b>Dr. Pat Fargione</b>	
Street & Number <b>111 W. 64th St</b>	
Post Office, State, & ZIP Code <b>Austin, TX 78703</b>	
Postage	\$ .33
Certified Fee	1.40
Special Delivery Fee	
Restricted Delivery Fee	
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Return Receipt Showing to Whom, Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 2.98
Postmark or Date	

PS Form 3800, April 1995

Z 191 874 865

US Postal Service  
**Receipt for Certified Mail**  
No Insurance Coverage Provided.  
Do not use for International Mail (See reverse)

Sent to <b>Gary Arnold</b>	
Street & Number <b>1311 Round Rock Ave</b>	
Post Office, State, & ZIP Code <b>Round Rock, TX 78681</b>	
Postage	\$ .33
Certified Fee	1.40
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	1.25
Return Receipt Showing to Whom, Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 2.98
Postmark or Date	

PS Form 3800, April 1995

Z 191 874 852

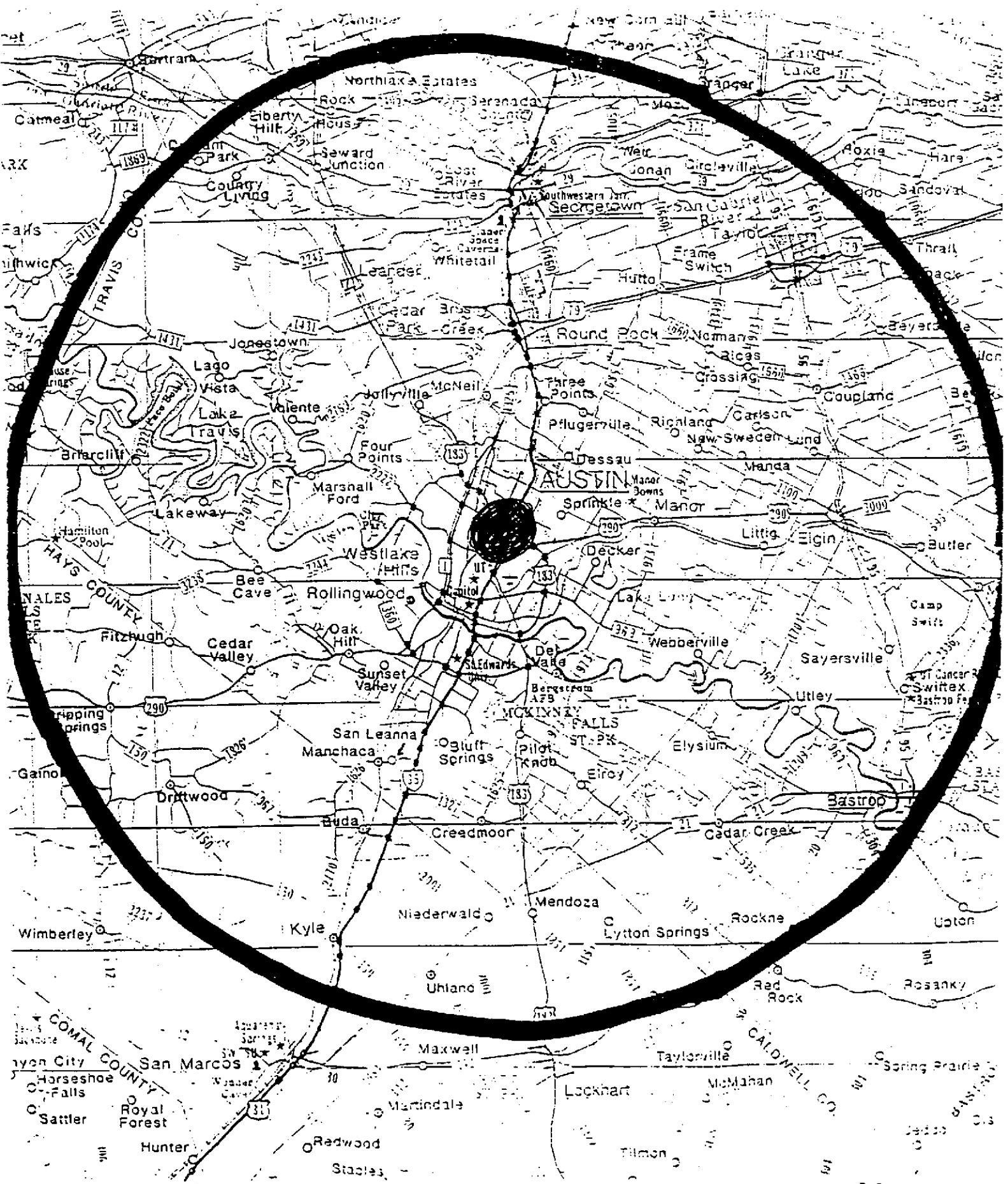
US Postal Service  
**Receipt for Certified Mail**  
No Insurance Coverage Provided.  
Do not use for International Mail (See reverse)

Sent to <b>Dr. Gloria Berry</b>	
Street & Number <b>3322 RR 6205</b>	
Post Office, State, & ZIP Code <b>Austin, TX 78734</b>	
Postage	\$ .33
Certified Fee	1.40
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt Showing to Whom & Date Delivered	1.25
Return Receipt Showing to Whom, Date, & Addressee's Address	
TOTAL Postage & Fees	\$ 2.98
Postmark or Date	

PS Form 3800, April 1995

**Attachment C – Map of geographical area served by the CIA**

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**Attachment D**

**Survey from public hearing held on March 26, 2000 at 11:00 am.**

**00142**

# ***NOTICE OF PUBLIC HEARING***

*Location of Hearing: Our Lady's Maronite Catholic Parish  
1320 East 51<sup>st</sup> Street  
Austin, Texas 78723*

*Date and Time of Hearing: Sunday, 26<sup>th</sup> of March, 2000  
11:00 A.M.*

*Purpose of Hearing: To receive community  
Comments concerning the  
Proposed Charter School  
Cedars International  
Academy, Inc. (CIA)  
Located at 1320 East 51<sup>st</sup> Street  
Austin, Texas 78723*





# SURVEY


**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, [REDACTED], parent(s) of, [REDACTED],  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

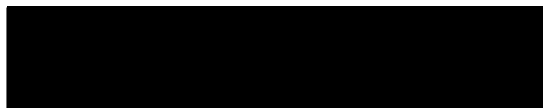
[REDACTED]  
Parent(s) Signature(s),

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned,  \_\_\_\_\_, parent(s) of, 3,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s),



# SURVEY


**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, [REDACTED] parent(s) of [REDACTED] age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) Signature(s) \_\_\_\_\_  
[REDACTED]

# SURVEY

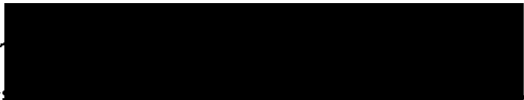
**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned,  \_\_\_\_\_, parent(s) of \_\_\_\_\_, age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) Signature(s), 

# SURVEY

Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723


We, the undersigned, , parent(s) of, \_\_\_\_\_, age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) Signature(s).



# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, , parent(s) of, 2,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s)   


# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, [REDACTED], parent(s) of, [REDACTED] age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) Signature(s),

[REDACTED]

# SURVEY

Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723

We, the undersigned, Kelley A. GREER, parent(s) of, \_\_\_\_\_, age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) Signature(s),

*I would if I  
had children who know  
god willing?? Anyway  
Maybe  
Thanks!!!  
Kelley A. Greer*



# SURVEY

Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723

We, the undersigned, \_\_\_\_\_, parent(s) of, \_\_\_\_\_, age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) Signature(s),

Pat & Howard Joseph - although we have no school age children we will support the school.

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, [REDACTED], parent(s) of, [REDACTED] age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) Signature(s), [REDACTED]  
[REDACTED]

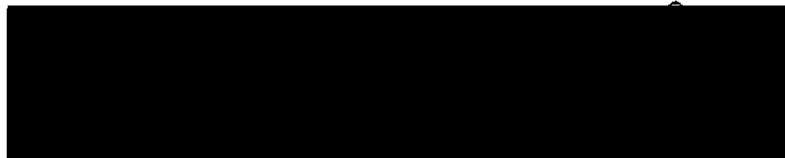
# SURVEY

Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723

We, the undersigned, \_\_\_\_\_, parent(s) of, \_\_\_\_\_, age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) Signature(s),

*My husband and I would support a charter school in hopes that someday our children will have a safe environment that promotes a well balanced and strong education.*



00155

# SURVEY

Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723

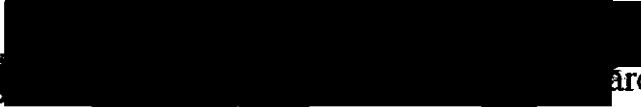
We, the undersigned, \_\_\_\_\_, *grandparents* parent(s) of \_\_\_\_\_, age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) Signature(s),

*I would like the school to pay rent from the beginning to ease the burden on the parish funds at this time*

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned,  parent(s) of, 1,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s),  


# SURVEY

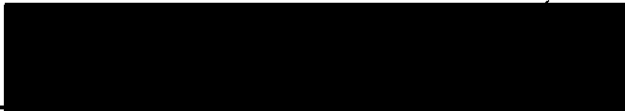
**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, \_\_\_\_\_, parent(s) of, \_\_\_\_\_, age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) ~~signature(s)~~ 

# SURVEY


**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned,  parent(s) of, \_\_\_\_,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s),

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned,  \_\_\_\_\_, parent(s) of, \_\_\_\_\_, age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

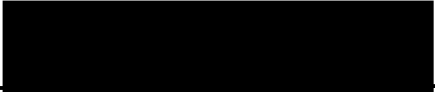
Parent(s) Signature(s),  


00160



# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, , parent(s) of,     ,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

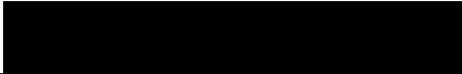
Parent(s) Signature(s).



00161

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned,  \_\_\_\_\_, parent(s) of, \_\_\_\_\_, age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) Signature(s),



00162

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

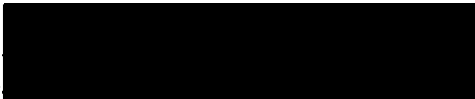
We, the undersigned, [REDACTED] parent(s) of, \_\_\_\_,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s)

[REDACTED]

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

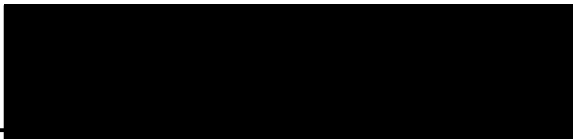
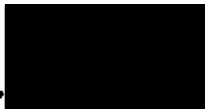
We, the undersigned,  \_\_\_\_\_, parent(s) of, 1,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s),  


00164

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned,  parent(s) of,   
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s),



# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, \_\_\_\_\_, parent(s) of, \_\_\_\_\_, age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) Signature(s),

*We do not have any young school age children but we think a new school would be a wonderful idea. We have a \_\_\_\_\_ that \_\_\_\_\_ could later attend \_\_\_\_\_*

# SURVEY


**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, [REDACTED] parent(s) of, [REDACTED] age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

Parent(s) Signature(s),

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, , parent(s) of, 3,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s),  


00168



# SURVEY

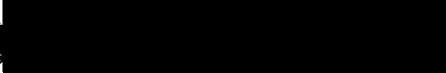
**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned \_\_\_\_\_, parent(s) of \_\_\_\_\_, age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

\_\_\_\_\_  
Parent(s) Signature(s),

# SURVEY

Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723

We, the undersigned  \_\_\_\_\_, parent(s) of, 1,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s),  


00170

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, [REDACTED], parent(s) of, 3,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s),  
[REDACTED]

# SURVEY

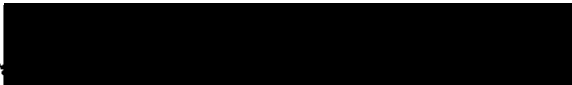
**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, Yolanda S. Robinson, parent(s) of,  age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

*Yolanda S. Robinson*  
Parent(s) Signature(s),

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned , parent(s) of, 3,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

  
Parent(s) Signature(s),

# SURVEY

**Cedars International Academy Charter School, Inc.**  
**1320 E. 51<sup>st</sup> Street**  
**Austin, TX 78723**

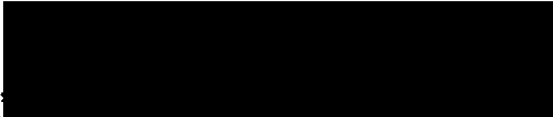
We, the undersigned, CLARA & RICHARD McNUMARA parent(s) of, 0,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s),

*Clara McNumara*  
*Richard McNumara*

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned , parent(s) of,     ,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s)



00175

# SURVEY

Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723

We, the undersigned, WILLIAM M. WALE, parent(s) of,       ,  
~~age school student(s)~~, strongly encourage the idea of starting a new charter  
school in our community ~~and would be willing to enroll our children in the~~  
~~above-mentioned school~~. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s),

*William M. Wale*

00176



# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, Clint & Sharon Gerke, parent(s) of, 0,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

~~Parent(s) Signature(s),~~

*Sharon Gerke*  
*Clint E. Gerke*

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, John & Pat Cordier, parent(s) of, X,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

Parent(s) Signature(s),

*Pat Cordier*  
*John P Cordier*

00178

# SURVEY

**Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723**

We, the undersigned, Glen Johnson, parent(s) of, Q,  
age school student(s), strongly encourage the idea of starting a new charter  
school in our community and would be willing to enroll our children in the  
above-mentioned school. Also, we pledge our full support and involvement  
to make this new charter school a success to better our educational system in  
Texas.

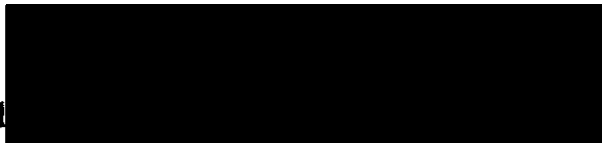
Parent(s) Signature(s),

*Glen D. Johnson*

00179

# SURVEY

Cedars International Academy Charter School, Inc.  
1320 E. 51<sup>st</sup> Street  
Austin, TX 78723

We, the undersigned  parent(s) of 1.5 yrs old future age school student(s), strongly encourage the idea of starting a new charter school in our community and would be willing to enroll our children in the above-mentioned school. Also, we pledge our full support and involvement to make this new charter school a success to better our educational system in Texas.

  
Parent(s) Signature(s),

00180

**Attachment E – Budget**

00181

**Cedar International Academy**

**Sample Budget Categories for Charter Schools**

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**Charter School Budget Categories: Year One**

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	<b>Object Code</b>	<b>Unrestricted Net Assets</b>	<b>Temporarily Restricted Net Assets</b>	<b>Total</b>
<b>Net Assets at Beginning of Year</b>				\$0
<b>Estimated Revenues:</b>				
Local Sources				\$0
State Sources				\$535,500
Federal Sources				\$40,000
Other Sources				\$50,000
<b>Total Estimated Revenues</b>		\$0	\$0	\$625,500
<b>Estimated Expenses:</b>				
Payroll Costs	6100			\$420,000
Professional and Contracted Services	6200			\$50,000
Supplies and Materials	6300			\$50,000
Other Operating Costs	6400			\$100,000
Debt Expense	6500			\$0
<b>Total Estimated Expenses</b>		\$0	\$0	\$620,000
<b>Gains</b>	7950			\$5,000
<b>Losses</b>	8950			\$0

# Cedar International Academy

00183

## Sample Budget Categories for Charter Schools

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### Charter School Budget Categories: Year One

---

Change in Net Assets	\$0	\$0	\$0
Net Assets at End of Year	\$0	\$0	\$0

---

**Attachment F – Biographical Affidavits**

00184



## Appendix V

# Biographical Affidavit Form

Attn. : Hank Nannen

From : William M. Wale

Original will be hand-delivered to T.E.A.

**WORK EXPERIENCE:**

**Grant Analyst**

**Austin, TX**

State Grants Team, Office of Governor George W. Bush

*November 1998 – Present*

- Provide technical assistance and counseling to state agencies, political subdivisions of the state, nonprofit organizations and others. Monitor state agencies' efficiency in acquiring federal discretionary and other funds
- Assist in developing a plan for increased state access to federal funds. Analyze state and federal legislation, and organizational policies that preclude state access to federal funds
- Write, edit and review grant applications. Conduct proposal writing training seminars

**Program Coordinator**

**Austin, TX**

Department of Sociology, University of Texas at Austin

*January – October 1998*

- Revised a proposal to establish Peace & Conflict Studies program to submit to Dean of College of Liberal Arts
- Organized meetings of interested faculty, students and staff to discuss and develop the proposal
- Met with key faculty and departments on individual basis to solicit support and ideas
- Set up a listserv to facilitate communication among supporters of the program
- Lectured to *Peace and Conflict* classes about practical techniques in conflict resolution
- Organized meetings to discuss grant proposals and the development of teachers workshop summer institute

**Registration Specialist**

**Washington, DC**

Registrar's Office, American University

*May 1996- September 1997*

- Advised students and processed course registrations and changes in registrations
- Responsible for generating verification of enrollment rosters reports, detecting and resolving discrepancies
- Developed manuals, directories and training materials for efficient office operation

**Senior Publication Assistant**

**Washington, DC**

Registrar's Office, American University

*August 1995- May 1996*

- Responsible for compiling, editing and distributing Registrar's publications
- Maintained master curriculum database. Monitored course listings for adherence to academic regulations

**Senior Research Assistant/Office Coordinator**

**Washington, DC**

Office of Director, International Peace and Conflict Resolution Program

*September 1991 - December 1994*

- Assisted in organizing "Democratization in the Eastern Arab states" workshop project, sponsored by United States Institute of Peace. Contributed to developing the Peace and Conflict Resolution studies as a program
- Arranged numerous meetings between foreign delegates, diplomats, government officials and academia
- Participated in various meetings and symposiums with Syrian and Palestinian delegates regarding the Arab-Israeli peace initiative. Attended White House and Capitol briefings on issues regarding peace & Middle East
- Organized an International Studies graduate program for the Diplomatic Institute of Oman's Foreign Ministry
- Researched and organized the editing of *Concepts of International Politics In Global Perspective, 4<sup>th</sup> edition*
- Researched for speeches and publications on settlement of conflict, Islamic fundamentalism and democracy in the Middle East, development and human rights, the new world order and American foreign policy
- Supervised administrative and research assistants. Coordinated high-volume office activity

**Research Fellow**

**Paris, France**

Maître David Cohen Law Firm

*January - May 1994*

- Researched and produced manuscript in French for "Judicial, Fiscal, and Economic Parameters of American and French Investment in Israel"

**Intern/Administrative Assistant**

**Washington, DC**

Nonviolence International/ Youth Advocacy

*September 1991 - October 1992*

- Developed a database on nonviolence organizers
- Co-established an Arabic/English newsletter for nonviolence activists
- Translated *Organizing Marches* (Nonviolence International, 1991) from English to Arabic

## EDUCATION:

**Master of Arts, American University, School of International Service**

Washington, DC

- Concentration: International Peace and Conflict Resolution
- Related field: International Economic Policy
- Region: Middle East and Europe

September 1994 - May 1998

**Bachelor of Arts, American University, double major**

Washington, DC

- School of International Service: International Studies
  - ◆ Functional Field: Peace and Conflict Resolution
  - ◆ Regional Concentration: Middle East and Europe
- College of Arts and Sciences: Jewish Studies
  - ◆ Thesis: *The Nazis' Holocaust in Arabic Literature* (pending publication)

September 1991-August 1996

**Summer Seminar, Education For Global Citizenship Institute, American University Washington, DC**

- Review and Development of materials and instructions in conflict resolution skills in context of foreign and domestic, economic and political considerations

July 1995

**Summer Research, Jewish Italy Institute, The American University of Rome**

Rome, Italy

- Explore the historical experience of the Jews in Italy from Roman to modern time, including trips to the Venician Jewish Ghetto, Pitigliano and Ostia Antica

June 1995

**Field Research, Institut de Gestion Social University**

Paris, France

- Study the world political economy in a French-European context, the East European economic transition and the dynamic transformation of GATT to the World Trade Organization

January - May 1994

## SCHOLARLY MERITS:

- *The Brady Tyson's Award for Humanity*, School of International Service, American University, April 1996
- *Special Recognition Award*, Office of Multicultural Affairs, American University April 1996
- *Reem Kabbani Peace Research Award*, School of International Service, American University April 1997
- Interviews on Arab Network Association's Television and Radio (ANA), the United States Information Agency (Voice of America and CD-ROM project and others), and *The American Magazine*

## ACHIEVEMENTS:

**Grant Recipient**

Spring 1995

**Elie Wiesel's Foundation for Humanity, Tower City Center & New Perspectives Quarterly**

- Organized, received grants & conducted a field research to the Nazi Holocaust memorials in Germany & Poland
- Developed comprehensive curricula, with emphasis on cross-cultural education, for peace in the Middle East to teach Arabs about the Holocaust and the Jews about Arabs' history
- Received the First *Young Peacemaker award, Seeds of Peace, April 1995*

## RELATED EXPERIENCE:

**Computer Knowledge:**

WordPerfect (Arabic and French Modules), Lotus 123, Lotus Notes, Paradox, Quicken, MS Word, MS Excel, MS PowerPoint, MS Access, MS Schedule, MS Internet Explorer, Netscape and Windows 97

**Language Skills:**

Arabic: Fluent (Native Language), French: Fluent, Hebrew: Intermediate, Italian: Basic

**Travel Experience:**

Lived in France and Syria. Traveled to Austria, Belgium, Canada, Czech Republic, Cyprus, England, Germany, Hungary, Italy, Jamaica, Jordan, Lebanon, Mexico, Netherlands, Poland, and Switzerland

**TEXAS EDUCATION AGENCY**  
**OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT**  
**BIOGRAPHICAL AFFIDAVIT**  
(Print or Type)

**Full Name of Sponsoring Entity and Name of Proposed Charter School:** \_\_\_\_\_  
OUR LADY'S MARONITE CATHOLIC CHURCH  
CEDARS INTERNATIONAL ACADEMY, INC.

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

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

1. Full Name (Initials Not Acceptable): REV. DR. DON BEN JOSEPH SAWYER

2. Have you ever had your name changed? NO If yes, give reason for the change: \_\_\_\_\_

b. Maiden Name (if female) \_\_\_\_\_

c. Other names used at any time \_\_\_\_\_

3. Social Security Number\*: [REDACTED]

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

5. Business Address: 1320 East 51st Street, Austin, Texas 78723

Business Telephone: 512-458-3693

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

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
<u>1982-now</u>	<u>5010 Caswell Ave.</u>	<u>Austin, Texas</u>	<u>78723</u>

7. Education: Dates, Names, Locations and Degrees

College 1970 St. Thomas University, Houston, Texas Bachelors in History  
1974

Graduate Studies 1974 St. Thomas University, Houston, Tx Masters of Theology  
1991 Austin Presbyterian Seminary, Austin, Doctor of Ministry

Others \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. List Membership in Professional Societies and Associations: NA  
\_\_\_\_\_  
\_\_\_\_\_

9. Present or Proposed Position with the Proposed Charter School : Sponsor and Board Member  
\_\_\_\_\_  
\_\_\_\_\_

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

DATES	EMPLOYER	ADDRESS	TITLE
1979-1982	Sacred Heart Parish,	Austin, Texas	Associate Pastor
1982-	Our Lady's Maronite Catholic Parish,	Austin,	Pastor

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

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

12. a Have you ever been in a position which required a fidelity bond? No

If any claims were made on the bond, give details: \_\_\_\_\_

b Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? NO

If yes, give details: \_\_\_\_\_

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): NA  
\_\_\_\_\_  
\_\_\_\_\_

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

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

16. Have you ever been adjudged bankrupt? No

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

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

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

Dated and signed this 18 day of May, 2000, at BANK OF AMERICA, TRAVIS COUNTY, AUSTIN, TX

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

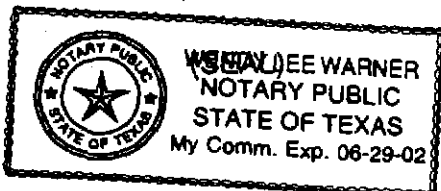
Rev. Dr. Don Bin J Sawyer  
(Signature of Affiant)

State of Texas  
County of Travis

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

Subscribed and sworn to before me this 18th day of May, 192000

Wendy Delamer  
(Notary Public)  
My commission expires 6-29-02



**TEXAS EDUCATION AGENCY**  
**OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT**  
**BIOGRAPHICAL AFFIDAVIT**  
(Print or Type)

**Full Name of Sponsoring Entity and Name of Proposed Charter School: CIA (Cedars International Academy)** \_\_\_\_\_  
\_\_\_\_\_

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

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

1. Full Name (Initials Not Acceptable): Rita Toufic Stephan

2. Have you ever had your name changed? yes If yes, give reason for the change:  
Marriage \_\_\_\_\_  
\_\_\_\_\_

b. Maiden Name (if female) Homsieh

c. Other names used at any time \_\_\_\_\_

3. Social Security Number\*: [REDACTED] \_\_\_\_\_

4. Date and Place of Birth [REDACTED] Syria \_\_\_\_\_

5. Business Address: 1100 San Jacinto, Austin TX 78711 \_\_\_\_\_

Business Telephone: 512-305-9068 \_\_\_\_\_

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

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
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3/18/00-present	13204 Kincaid Court	Austin, Tx	78727
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10/05/98-3/18/00	2003 Scofield Lane	Austin, TX	78727
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3/94-10/97	9106 Suede Court	Fairfax, Va	22031
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92-94	8132 Prescott Drive,	Vienna, VA	22180
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91-92	5601 Seminary Road,	Falls Church, VA	22051
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7. Education: Dates, Names, Locations and Degrees

College 91-96 American University, Washington, DC 20016 BA \_\_\_\_\_

Graduate Studies 94-98 American University, Washington, DC 20016 MA \_\_\_\_\_

Others \_\_\_\_\_

8. List Membership in Professional Societies and Associations: None \_\_\_\_\_

9. Present or Proposed Position with the Proposed Charter School : Board Member \_\_\_\_\_

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

DATES	EMPLOYER	ADDRESS	TITLE
98-00	Office of the Governor	1100 San Jacinto, Austin TX 78711	Grant Analyst
91-97	American University	4400 Massachusetts Avenue, NW Washington DC 20016	Research assistant, Senior Publication Assistant, Registration Specialist
91	Personal Touch, Crystal City Mall, Arlington, VA		Sales Person
90	Your Just Dessert Park Road, West Hartford		

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

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

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

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

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): \_\_\_\_\_

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



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

16. Have you ever been adjudged bankrupt? No \_\_\_\_\_

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

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

19. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? \_No\_\_\_\_\_. If so, please furnish details: \_\_\_\_\_

Dated and signed this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_\_, at \_\_\_\_\_

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

\_\_\_\_\_  
(Signature of Affiant)

State of \_\_\_\_\_  
County of \_\_\_\_\_

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

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_\_

(SEAL)

\_\_\_\_\_  
(Notary Public)  
My commission expires \_\_\_\_\_

**JOSEPH W. MEZHER**  
**1708 DEERFIELD DR.**  
**AUSTIN, TX 78741**  
[REDACTED]  
**(512)463-7285 (O)**

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### **CAPABILITIES PROFILE**

Success-driven leader with extensive experience in economic development, contracts and grants development and negotiations, International Affairs, public relations, public policy, as well as international and national management. Proven efficiency in professional development and teaching in public and private schools. Multicultural events coordinator. Extremely organized professional with well-developed personal and written communication skills, and the ability to work effectively with a wide variety of individuals and groups. Multilingual: English, French, Italian, and Arabic.

### **ACCOMPLISHMENTS**

- Received master's degree in Public and International Affairs with a major in Economic and Social Development
- Completed master's thesis: "U.S. Twin Deficit and Its Effects on the U.S. Economy"
- Researched economic development and public policy issues as staff assistant at the University of Pittsburgh
- Taught for 15 years in public and private schools in Lebanon, Italy, France, Germany, and the United States
- Currently serving as the Program Specialist in the Division of State Funding.
- Assist in the management and funding of 1043 public school districts in Texas. Approximately \$10 billion per year.
- Perform analysis of financial data related to the Foundation School Program.
- Perform financial analysis of state education legislation.
- Managed and funded over 24 Regional Collaboratives that bring together education service centers, school districts, colleges and universities, and business and industry to pool human, financial, intellectual, and professional resources
- Negotiate federal contracts and grants between the Texas Education Agency and various Texas universities, education service centers, and school districts
- Disperse federal professional development funds to foster and improve science education in Texas public schools
- Act as the liaison person for the Regional Collaboratives for Excellence in Science Teaching between the Contracts and Grants Administration at the Texas Education Agency and colleges and universities, education service centers, and school districts
- Participated in planning, writing, and negotiating the Memorandum of Understanding (MOU) between the Texas Education Agency and the University of Texas at Arlington for the Regional Collaboratives Directors' annual meeting
- Participated in the development, writing, and editing of a five-year grant for the National Science Foundation to secure funding to foster and improve professional collaboration between communities, businesses, industries, and educational entities in Texas

## WORK EXPERIENCE

- 1996- Present **Texas Education Agency - Austin, Texas.**  
**Fiscal Program Specialist** - Division of State Funding  
Assist with the operation and maintenance of the division automated funding system. Perform analysis of financial data related to the Foundation School Program. Perform financial analysis of state education legislation. Analyze public policy issues relating to public education. Respond to financial inquiries. As well as inquiries issues related to public schools personnel.
- 1994-96 **Texas Education Agency - Austin, Texas.**  
**Program Administrator - Dwight D. Eisenhower Science Professional Development/Regional Collaboratives for Excellence in Science Teaching.**  
Division of Curriculum, Assessment, and Professional Development.  
Assisted the director in establishing, maintaining, and expanding the Regional Collaboratives. Disseminated timely information regarding national and state standards, relevant legislation, and funding opportunities. Negotiated contractual materials in accordance with federal government regulations and Agency policies. Ensured adequate and timely disbursement of funds. Maintained records of all financial transactions between the Regional Collaboratives and the Agency. Maintained oral and written communications between the TEA and field directors and staff members. Processed and analyzed Progress/Final Reports related to professional development activities.
- 1993-94 **Self-Employed**  
**Contractor to the Following Agencies:**  
Office of the Governor - *Press Office*  
Texas Education Agency - *Accelerated Instruction Division*  
Railroad Commission of Texas - *Alternative Fuel Division*  
Texas Department of Housing and Community Affairs - *Purchasing Division*
- 1991-93 **Research Assistant** - Graduate School of Public and International Affairs  
Pittsburgh, Pennsylvania  
Researched economic development and public policy issues
- Summer 1992 **Loan Processor** - Capitol Credit Union - Austin, Texas  
Loan Department  
Negotiated and processed loan applications
- 1990-91 **Administrative Aide** - Travis County Attorney's Office - Austin, Texas  
Property Tax Division
- 1974-89 **Deacon and Instructor** - Diocese of Saint Maron U.S.A. - New York, NY  
Conducted adult and community education programs

## **EDUCATION**

- 1991-93 ***Master of Public and International Affairs***  
***Major: Economic and Social Development***  
University of Pittsburgh - Pittsburgh, Pennsylvania  
Graduate School of Public and International Affairs  
***GPA 3.5/4.0***
- 1983-87 ***Master of Arts***  
***Majors: Middle Eastern Studies, Theology, and Archaeology***  
Holy Spirit University - Kaslik, Lebanon
- 1982-83 ***Bachelor of Science***  
***Major: Business Administration and Accounting***  
Centre International Technique - Beirut, Lebanon
- 1980-82 ***Bachelor of Arts, Magna Cum Laude***  
***Major: Philosophy***  
The Pontifical University of St. Thomas d'Aquinas - Rome, Italy

## **SKILLS AND ABILITIES**

***IBM and Macintosh Proficiency:*** Microsoft Word and Works for Windows; Microsoft PowerPoint; Aldus PageMaker; Desktop Publishing, Graphic Design, HyperCard; Excel; Lotus1-2-3; SPSS/PC+; Inspiration; PC Globe; Harvard Graphics; DOS; and OS/2

## **PROFESSIONAL MEMBERSHIP**

Science Teachers Association of Texas

## **PROFESSIONAL RECOGNITION**

**Magna Cum Laude** - St. Thomas University - Rome, Italy  
**Fellowship**, Graduate School of Public and International Affairs  
University of Pittsburgh, Pennsylvania  
**Honors Scholarship** - Government of France - Tours, France

—Transcripts and references available upon request —

**TEXAS EDUCATION AGENCY**  
**OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT**  
**BIOGRAPHICAL AFFIDAVIT**  
(Print or Type)

Full Name of Sponsoring Entity and Name of Proposed Charter School: \_\_\_\_\_

Cedars International Academy (CIA)

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

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

1. Full Name (Initials Not Acceptable): Joseph W. Meizer

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

b. Maiden Name (if female) N/A.

c. Other names used at any time N/A

3. Social Security Number\*: \_\_\_\_\_

4. Date and Place of Birth: \_\_\_\_\_

5. Business Address: 1701 North Congress Ave. (TEA)

Business Telephone: 463-7285. (state Funding Division)

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

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
--------------	----------------	-----------------------	-----------------

<u>1990 - Present</u>	<u>1708 Deerfield Dr.</u>	<u>Austin, Tx.</u>	<u>78741</u>
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7. Education: Dates, Names, Locations and Degrees

College <sup>1980/82</sup> St. Thomas Aquinas University - Rome, Italy

Graduate Studies 1991-93 Graduate School of Public & International Affairs, University of Pittsburgh, PA.

Others \_\_\_\_\_

8. List Membership in Professional Societies and Associations: N/A

9. Present or Proposed Position with the Proposed Charter School :  
Board member / Chairperson

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

DATES	EMPLOYER	ADDRESS	TITLE
1996 / Present	Texas Education Agency	Fiscal	Program Specialist
1993 / 94	Governor's office		
1991 / 93	Graduate Assistant		University of Pittsburgh
1990 / 91	Texas County Attorney's office		Administrative Aid
1974 / 89	Diocese of St. Maron		USA. Deacon, Instructor

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

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

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

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

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): N/A

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

15. Will you or members of your immediate family be employed by (directly or through contract) or receive remuneration from the proposed charter school? NO

If yes, give details: \_\_\_\_\_

16. Have you ever been adjudged bankrupt? NO

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

If yes, give details: \_\_\_\_\_

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

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

Dated and signed this 29 day of February, 2000, at \_\_\_\_\_

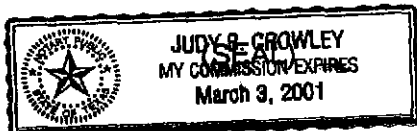
I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

[Signature]  
(Signature of Affiant)

State of Texas  
County of Tarrant

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

Subscribed and sworn to before me this 29<sup>th</sup> day of February, 2000



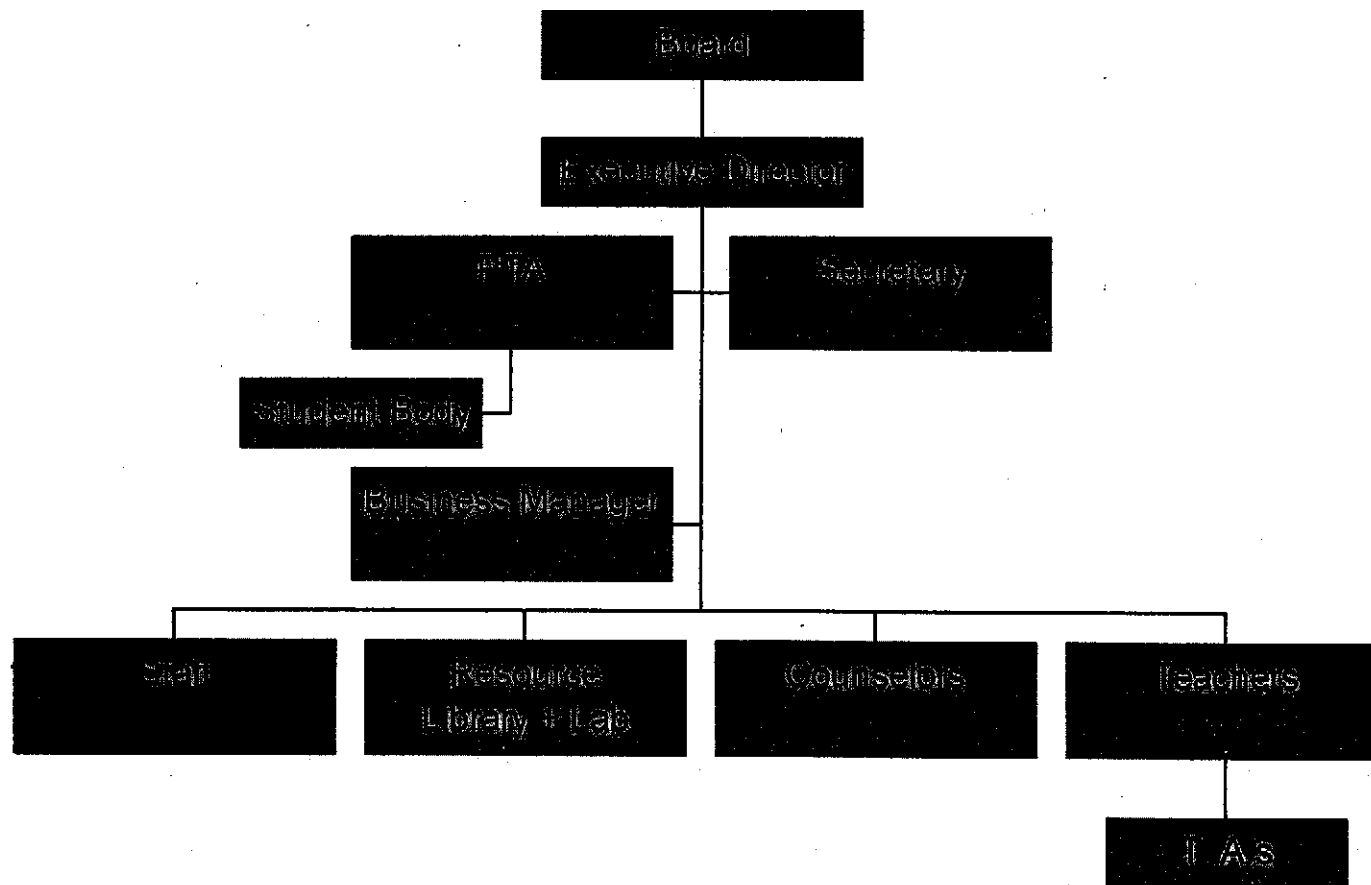
Judy B. Crowley  
(Notary Public)  
My commission expires March 3, 2001

**Attachment G – Organizational Chart**

00200



# Cedars International Academy



**Attachment H – Facilities Commitment**

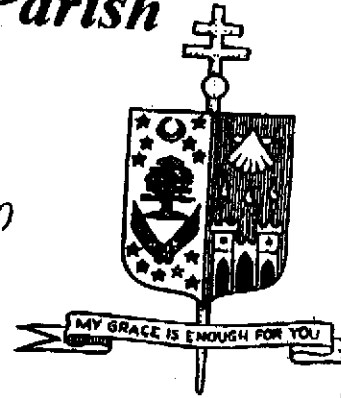


# *Our Lady's Maronite Catholic Parish*

*Eparchy of Our Lady of Lebanon - Los Angeles*

*Brooks Flemister  
Senior Director  
Charter School Division  
Texas Education Agency  
1701 North Congress  
Austin, Texas 78701*

*February 29, 2000*



*Dear Brooks:*

*On behalf of myself and our entire parish, I want to recommit ourselves behind the newly formed Cedars International Academy.*

*The academy will have access to our ten thousand square foot parish center with its kitchen, offices and facilities. In addition the parish is located on a six acres track that is centrally located. We have parking and space for playground and future growth.*

*Furthermore, I stand behind our original intent of starting A charter school that will provide quality education to the children of Austin.*

*Fraternally in Christ.*

*Rev. Dr. Don Joseph Sawyer  
Pastor  
DS:djs*

*1320 East 51st Street, Austin, Texas 78723 (512) 458-3693, Fax (512) 451-9554*

00203

**TEXAS EDUCATION AGENCY**  
**OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT**  
**BIOGRAPHICAL AFFIDAVIT**  
(Print or Type)

Full Name of Sponsoring Entity and Name of Proposed Charter School: OUR LADY'S MARONITE CHURCH  
CEDARS INTERNATIONAL ACADEMY

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

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

- 1. Full Name (Initials Not Acceptable): WILLIAM MARTIN WAILE
- 2. Have you ever had your name changed? NO if yes, give reason for the change: \_\_\_\_\_

b. Maiden Name (if female) \_\_\_\_\_  
c. Other names used at any time \_\_\_\_\_

- 3. Social Security Number: [REDACTED]
- 4. Date and Place of Birth: [REDACTED] CROWLEY, LA.

5. Business Address: STATE BOARD FOR EDUCATOR CERTIFICATION  
Business Telephone: 1001 TRINITY, AUSTIN, TX 78719  
512.469.3006

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

DATES	ADDRESS	CITY AND STATE	ZIP CODE
1986-PRESENT	7916 ELKHORN MOUNTAIN TRAIL,	AUSTIN, TX	78729

- 7. Education: Dates, Names, Locations and Degrees  
College 1964-1968 LOUISIANA STATE UNIV. - BATON ROUGE, LA - B.S.  
1968 FAIRLEIGH DICKINSON UNIV. - MADISON, NJ  
Graduate Studies 1969 STATE UNIV. COLLEGE - BUFFALO, NY  
1975-1976 LOUISIANA STATE UNIV. - BATON ROUGE, LA; 1976-1978 MID-  
Others DLEBURY COLLEGE, MIDDLEBURY, VT - M.A., THE UNIV. OF  
TEXAS AT AUSTIN - Ph.D  
↳ 1969 UNIVERSITÀ DI FIRENZE - FLORENCE, ITALY  
1970 UNIVERSITÀ ITALIANA PER STRANIERI - PERUGIA, ITALY

00206

8. List Membership in Professional Societies and Associations: TEXAS ASSOCIATION OF TEACHER EDUCATORS, ASSOCIATION FOR TEACHER EDUCATION

9. Present or Proposed Position with the Proposed Charter School: BOARD MEMBER

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

DATES	EMPLOYER	ADDRESS	TITLE
1976-82	SOUTHEASTERN LA. UNIV.	HAMMOND, LA	INSTRUCTOR
1982-85	UT-AUSTIN	AUSTIN, TX	ASST. INSTRUCTOR
1985-86	TEXAS EDUCATION AGENCY	AUSTIN, TX	DIR. OF TEACHER EDUCATION
1986-present	STATE BOARD for EDUCATOR CERTIFICATION	AUSTIN, TX	DIR. OF EDUCATOR PREPARATION

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

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

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

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

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination): TEACHER CERTIFICATIONS:  
1968 - LOUISIANA: ENGLISH; SOCIAL STUDIES; ITALIAN, 2nd LANGUAGE SPECIALIST  
1986 - TEXAS: ENGLISH; ITALIAN

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

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

16. Have you ever been adjudged bankrupt? NO

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

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

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

Dated and signed this 18<sup>th</sup> day of MAY  
2000, at Austin, Texas

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

William S. Hale  
(Signature of Affiant)

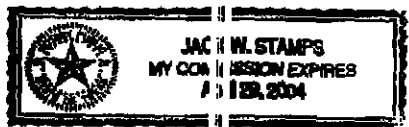
State of TEXAS  
County of TRAVIS

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

Subscribed and sworn to before me this 18<sup>th</sup> day of MAY 2000

[Signature]  
(Notary Public)  
My commission expires \_\_\_\_\_

(SEAL)



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

OMB NO. 1545-0056  
 Note: If exempt status is approved, this application will be open for public inspection.

Read the instructions for each Part carefully.

**A User Fee must be attached to this application.**

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

**Complete the Procedural Checklist on page 8 of the instructions.**

**Part I Identification of Applicant**

<b>1a</b> Full name of organization (as shown in organizing document)  CEDARS INTERNATIONAL ACADEMY		<b>2</b> Employer identification number (EIN) (If none, see page 3 of the Specific Instructions.)  74-2960628
<b>1b</b> c/o Name (if applicable)  REV. DR. DON JOSEPH SAWYER		<b>3</b> Name and telephone number of person to be contacted if additional information is needed  Rev. Dr. Don Joseph Sawye (512 ) 458-3693
<b>1c</b> Address (number and street)  1320 East 51st Street Austin, TEXAS 78723	Room/Suite	
<b>1d</b> City, town, or post office, state, and ZIP + 4. If you have a foreign address, see Specific Instructions for Part I, page 3.  1320 East 51st Street Austin, Texas 78723		<b>4</b> Month the annual accounting period ends  AUGUST
<b>1e</b> Web site address		<b>5</b> Date incorporated or formed  MAY 12 2000
<b>6</b> Check here if applying under section: a <input type="checkbox"/> 501(e) b <input type="checkbox"/> 501(f) c <input type="checkbox"/> 501(k) d <input type="checkbox"/> 501(n)		

- 7** Did the organization previously apply for recognition of exemption under this Code section or under any other section of the Code? . . . . .  Yes  No  
 If "Yes," attach an explanation.
- 8** Is the organization required to file Form 990 (or Form 990-EZ)? . . . . .  N/A  Yes  No  
 If "No," attach an explanation (see page 3 of the Specific Instructions).
- 9** Has the organization filed Federal income tax returns or exempt organization information returns? . . . . .  Yes  No  
 If "Yes," state the form numbers, years filed, and Internal Revenue office where filed.

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

- a**  Corporation—Attach a copy of the Articles of Incorporation (including amendments and restatements) showing approval by the appropriate state official; also include a copy of the bylaws.
- b**  Trust— Attach a copy of the Trust Indenture or Agreement, including all appropriate signatures and dates.
- c**  Association— Attach a copy of the Articles of Association, Constitution, or other creating document, with a declaration (see instructions) or other evidence the organization was formed by adoption of the document by more than one person; also include a copy of the bylaws.

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

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here . . . . . REV. DR. DON JOSEPH SAWYER . . . . . June 11, 2000  
 (Signature) . . . . . (Type or print name and title or authority of signer) . . . . . (Date)

00207

**Part II** Activities and Operational Information (Continued)

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

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

Rev. Dr. Don J. Sawyer, 1320 East 51st Street, Austin TX 78723  
Joseph Mezher, 1708 Deerfield Austin, Tx 78741  
Rita Stephan, 13205 Kincaid, Austin, Texas 78727  
William Wale, 7906 Elkhorn Mountain Trail, Austin, Tx 78729

b Annual compensation

0  
0-  
0-  
0-

c Do any of the above persons serve as members of the governing body by reason of being public officials or being appointed by public officials?  Yes  No  
If "Yes," name those persons and explain the basis of their selection or appointment.

d Are any members of the organization's governing body "disqualified persons" with respect to the organization (other than by reason of being a member of the governing body) or do any of the members have either a business or family relationship with "disqualified persons"? (See Specific Instructions for Part II, Line 4d, on page 3.)  Yes  No  
If "Yes," explain.

5 Does the organization control or is it controlled by any other organization?  Yes  No  
Is the organization the outgrowth of (or successor to) another organization, or does it have a special relationship with another organization by reason of interlocking directorates or other factors?  Yes  No  
If either of these questions is answered "Yes," explain.

6 Does or will the organization directly or indirectly engage in any of the following transactions with any political organization or other exempt organization (other than a 501(c)(3) organization): (a) grants; (b) purchases or sales of assets; (c) rental of facilities or equipment; (d) loans or loan guarantees; (e) reimbursement arrangements; (f) performance of services, membership, or fundraising solicitations; or (g) sharing of facilities, equipment, mailing lists or other assets, or paid employees?  Yes  No  
If "Yes," explain fully and identify the other organizations involved.

7 Is the organization financially accountable to any other organization?  Yes  No  
If "Yes," explain and identify the other organization. Include details concerning accountability or attach copies of reports if any have been submitted.



**Part III** Technical Requirements

1 Are you filing Form 1023 within 15 months from the end of the month in which your organization was created or formed?  Yes  No  
If you answer "Yes," do not answer questions on lines 2 through 6 below.

2 If one of the exceptions to the 15-month filing requirement shown below applies, check the appropriate box and proceed to question 7.

**Exceptions**—You are not required to file an exemption application within 15 months if the organization:

- a Is a church, interchurch organization of local units of a church, a convention or association of churches, or an integrated auxiliary of a church. See **Specific Instructions**, Line 2a, on page 4;
- b Is not a private foundation and normally has gross receipts of not more than \$5,000 in each tax year; or
- c Is a subordinate organization covered by a group exemption letter, but only if the parent or supervisory organization timely submitted a notice covering the subordinate.

3 If the organization does not meet any of the exceptions on line 2 above, are you filing Form 1023 within 27 months from the end of the month in which the organization was created or formed?  Yes  No

If "Yes," your organization qualifies under Regulation section 301.9100-2, for an automatic 12-month extension of the 15-month filing requirement. Do not answer questions 4 through 6.

If "No," answer question 4.

4 If you answer "No" to question 3, does the organization wish to request an extension of time to apply under the "reasonable action and good faith" and the "no prejudice to the interest of the government" requirements of Regulations section 301.9100-3?  Yes  No

If "Yes," give the reasons for not filing this application within the 27-month period described in question 3. See **Specific Instructions**, Part III, Line 4, before completing this item. Do not answer questions 5 and 6.

If "No," answer questions 5 and 6.

5 If you answer "No" to question 4, your organization's qualification as a section 501(c)(3) organization can be recognized only from the date this application is filed. Therefore, do you want us to consider the application as a request for recognition of exemption as a section 501(c)(3) organization from the date the application is received and not retroactively to the date the organization was created or formed?  Yes  No

6 If you answer "Yes" to question 5 above and wish to request recognition of section 501(c)(4) status for the period beginning with the date the organization was formed and ending with the date the Form 1023 application was received (the effective date of the organization's section 501(c)(3) status), check here  and attach a completed page 1 of Form 1024 to this application.

**Part III** Technical Requirements (Continued)

- 10 If you checked box h, i, or j in question 9, has the organization completed a tax year of at least 8 months?
- Yes—Indicate whether you are requesting:
    - A definitive ruling. (Answer questions 11 through 14.)
    - An advance ruling. (Answer questions 11 and 14 and attach two Forms 872-C completed and signed.)
  - No—You must request an advance ruling by completing and signing two Forms 872-C and attaching them to the Form 1023.

- 11 If the organization received any unusual grants during any of the tax years shown in Part IV-A, **Statement of Revenue and Expenses**, attach a list for each year showing the name of the contributor; the date and the amount of the grant; and a brief description of the nature of the grant.

N/A

- 12 If you are requesting a definitive ruling under section 170(b)(1)(A)(iv) or (vi), check here  and:
- N/A
- a Enter 2% of line 8, column (e), Total, of Part IV-A . . . . .
  - b Attach a list showing the name and amount contributed by each person (other than a governmental unit or "publicly supported" organization) whose total gifts, grants, contributions, etc., were more than the amount entered on line 12a above.

- 13 If you are requesting a definitive ruling under section 509(a)(2), check here  and:
- a For each of the years included on lines 1, 2, and 9 of Part IV-A, attach a list showing the name of and amount received from each "disqualified person." (For a definition of "disqualified person," see **Specific Instructions**, Part II, Line 4d, on page 3.)
  - b For each of the years included on line 9 of Part IV-A, attach a list showing the name of and amount received from each payer (other than a "disqualified person") whose payments to the organization were more than \$5,000. For this purpose, "payer" includes, but is not limited to, any organization described in sections 170(b)(1)(A)(i) through (vi) and any governmental agency or bureau.

14 Indicate if your organization is one of the following. If so, complete the required schedule. (Submit only those schedules that apply to your organization. Do not submit blank schedules.)

	Yes	No	If "Yes," complete Schedule:
Is the organization a church? . . . . .			A
Is the organization, or any part of it, a school? . . . . .	↓		B
Is the organization, or any part of it, a hospital or medical research organization? . . . . .			C
Is the organization a section 509(a)(3) supporting organization? . . . . .			D
Is the organization a private operating foundation? . . . . .			E
Is the organization, or any part of it, a home for the aged or handicapped? . . . . .			F
Is the organization, or any part of it, a child care organization? . . . . .			G
Does the organization provide or administer any scholarship benefits, student aid, etc.? . . . .			H
Has the organization taken over, or will it take over, the facilities of a "for profit" institution? . . .			I

**Part IV** Financial Data (Continued)

**B. Balance Sheet (at the end of the period shown)**

Current tax year  
Date NA

**Assets**

1	Cash . . . . .	1
2	Accounts receivable, net . . . . .	2
3	Inventories . . . . .	3
4	Bonds and notes receivable (attach schedule) . . . . .	4
5	Corporate stocks (attach schedule) . . . . .	5
6	Mortgage loans (attach schedule) . . . . .	6
7	Other investments (attach schedule) . . . . .	7
8	Depreciable and depletable assets (attach schedule) . . . . .	8
9	Land . . . . .	9
10	Other assets (attach schedule) . . . . .	10
11	<b>Total assets</b> (add lines 1 through 10) . . . . .	11

**Liabilities**

12	Accounts payable . . . . .	12
13	Contributions, gifts, grants, etc., payable . . . . .	13
14	Mortgages and notes payable (attach schedule) . . . . .	14
15	Other liabilities (attach schedule) . . . . .	15
16	<b>Total liabilities</b> (add lines 12 through 15) . . . . .	16

**Fund Balances or Net Assets**

17	<b>Total fund balances or net assets</b> . . . . .	17
18	<b>Total liabilities and fund balances or net assets</b> (add line 16 and line 17) . . . . .	18

If there has been any substantial change in any aspect of the organization's financial activities since the end of the period shown above, check the box and attach a detailed explanation . . . . .

### Schedule B. Schools, Colleges, and Universities

1 Does, or will, the organization normally have: (a) a regularly scheduled curriculum, (b) a regular faculty of qualified teachers, (c) a regularly enrolled student body, and (d) facilities where its educational activities are regularly carried on?  Yes  No  
 If "No," do not complete the rest of Schedule B.

2 Is the organization an instrumentality of a state or political subdivision of a state?  Yes  No  
 If "Yes," document this in Part II and do not complete items 3 through 10 of Schedule B. (See instructions on the back of Schedule B.)

3 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to:

a Admissions?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
b Use of facilities or exercise of student privileges?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
c Faculty or administrative staff?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
d Scholarship or loan programs?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

If "Yes" for any of the above, explain.

4 Does the organization include a statement in its charter, bylaws, or other governing instrument, or in a resolution of its governing body, that it has a racially nondiscriminatory policy as to students?  Yes  No  
 Attach whatever corporate resolutions or other official statements the organization has made on this subject.

5a Has the organization made its racially nondiscriminatory policies known in a manner that brings the policies to the attention of all segments of the general community that it serves?  Yes  No  
 If "Yes," describe how these policies have been publicized and how often relevant notices or announcements have been made. If no newspaper or broadcast media notices have been used, explain.

Cedars Internationla Academy is an open-enrollment school, chartered by the STATE of Texas, the Texas Educational Agency and it will follow all the policies of the State of Texas and its Agency.

b If applicable, attach clippings of any relevant newspaper notices or advertising, or copies of tapes or scripts used for media broadcasts. Also attach copies of brochures and catalogs dealing with student admissions, programs, and scholarships, as well as representative copies of all written advertising used as a means of informing prospective students of the organization's programs.

6 Attach a numerical schedule showing the racial composition, as of the current academic year, and projected to the extent feasible for the next academic year, of: (a) the student body, and (b) the faculty and administrative staff.

7 Attach a list showing the amount of any scholarship and loan funds awarded to students enrolled and the racial composition of the students who have received the awards.

8a Attach a list of the organization's incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b State whether any of the organizations listed in 8a have as an objective the maintenance of segregated public or private school education, and, if so, whether any of the individuals listed in 8a are officers or active members of such organizations.

9a Enter the public school district and county in which the organization is located.

Austin, Independent School District, Travis County

b Was the organization formed or substantially expanded at the time of public school desegregation in the above district or county?  Yes  No

10 Has the organization ever been determined by a state or Federal administrative agency or judicial body to be racially discriminatory?  Yes  No

If "Yes," attach a detailed explanation identifying the parties to the suit, the forum in which the case was heard, the cause of action, the holding in the case, and the citations (if any) for the case. Also describe in detail what changes in the organization's operation, if any, have occurred since then.

**User Fee for Exempt Organization  
 Determination Letter Request**

▶ Attach this form to determination letter application.  
 (Form 8718 is NOT a determination letter application.)

For IRS Use Only

Control number \_\_\_\_\_  
 Amount paid \_\_\_\_\_  
 User fee screener \_\_\_\_\_

1 Name of organization <b>CEDARS INTERNATIONAL ACADEMY</b>	2 Employer Identification Number
---	----------------------------------

**Caution:** Do not attach Form 8718 to an application for a pension plan determination letter. Use Form 8717 instead.

<b>3 Type of request</b>	<b>Fee</b>
a <input type="checkbox"/> Initial request for a determination letter for: <ul style="list-style-type: none"> <li>• An exempt organization that has had annual gross receipts averaging not more than \$10,000 during the preceding 4 years, or</li> <li>• A new organization that anticipates gross receipts averaging not more than \$10,000 during its first 4 years ▶</li> </ul> <p><b>Note:</b> If you checked box 3a, you must complete the Certification below.</p>	\$150

**Certification**

I certify that the annual gross receipts of \_\_\_\_\_  
name of organization  
 have averaged (or are expected to average) not more than \$10,000 during the preceding 4 (or the first 4) years of operation.  
 Signature ▶ \_\_\_\_\_ Title ▶ \_\_\_\_\_

b <input checked="" type="checkbox"/> Initial request for a determination letter for: <ul style="list-style-type: none"> <li>• An exempt organization that has had annual gross receipts averaging more than \$10,000 during the preceding 4 years, or</li> <li>• A new organization that anticipates gross receipts averaging more than \$10,000 during its first 4 years . ▶</li> </ul>	\$500
c <input type="checkbox"/> Group exemption letters	\$500

**Instructions**

The law requires payment of a user fee with each application for a determination letter. The user fees are listed on line 3 above. For more information, see Rev. Proc. 98-8, 1998-1, I.R.B. 225.

Check the box on line 3 for the type of application you are submitting. If you check box 3a, you must complete and sign the certification statement that appears under line 3a.

Attach to Form 8718 a check or money order payable to the Internal Revenue Service for the full amount of the user fee. If you do not include the full amount, your application will be returned. Attach Form 8718 to your determination letter application.

Send the determination letter application and Form 8718 to:  
 Internal Revenue Service  
 P.O. Box 192  
 Covington, KY 41012-0192

If you are using express mail or a delivery service, send the application and Form 8718 to:  
 Internal Revenue Service  
 201 West Rivercenter Blvd.  
 Attn: Extracting Stop 312  
 Covington, KY 41011

Attach Check or Money Order Here

00213



**Consent Fixing Period of Limitation Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

(Rev. September 1998)

Department of the Treasury  
Internal Revenue Service

(See instructions on reverse side.)

To be used with  
Form 1023. Submit  
in duplicate.

Under section 6501(c)(4) of the Internal Revenue Code, and as part of a request filed with Form 1023 that the organization named below be treated as a publicly supported organization under section 170(b)(1)(A)(vi) or section 509(a)(2) during an advance ruling period,

.....CEDARS INTERNATIONAL ACADEMY.....  
*(Exact legal name of organization as shown in organizing document)*

.....1320 East 51st Street, Austin, Texas 78723.....  
*(Number, street, city or town, state, and ZIP code)*

} and the  
District Director of  
Internal Revenue, or  
Assistant  
Commissioner  
(Employee Plans and  
Exempt Organizations)

consent and agree that the period for assessing tax (imposed under section 4940 of the Code) for any of the 5 tax years in the advance ruling period will extend 8 years, 4 months, and 15 days beyond the end of the first tax year.

However, if a notice of deficiency in tax for any of these years is sent to the organization before the period expires, the time for making an assessment will be further extended by the number of days the assessment is prohibited, plus 60 days.

Ending date of first tax year .....  
*(Month, day, and year)*

Name of organization (as shown in organizing document)	Date
Cedars International Academy	June 14, 2000
Officer or trustee having authority to sign	Type or print name and title
Signature ▶ <i>Rev. Dr. Don Joseph Sawyer</i>	Rev. Dr. Don Joseph Sawyer
<b>For IRS use only</b>	
District Director or Assistant Commissioner (Employee Plans and Exempt Organizations)	Date

By ▶

You must complete Form 872-C and attach it to the Form 1023 if you checked box h, i, or j of Part III, question 9, and the organization has not completed a tax year of at least 8 months.

For example: If the organization incorporated May 15 and its year ends December 31, it has completed a tax year of only 7½ months. Therefore, Form 872-C must be submitted.

- (a) Enter the name of the organization. This must be entered exactly as it appears in the organizing document. Do not use abbreviations unless the organizing document does.
- (b) Enter the current address.
- (c) Enter the ending date of the first tax year.

For example:

- (1) If the organization was formed on June 15 and it has chosen December 31 as its year end, enter December 31, .....
  - (2) If the organization was formed June 15 and it has chosen June 30 as its year end, enter June 30, ..... In this example, the organization's first tax year consists of only 15 days.
- (d) The form must be signed by an authorized officer or trustee, generally the president or treasurer. The name and title of the person signing must be typed or printed in the space provided.
  - (e) Enter the date that the form was signed.

DO NOT MAKE ANY OTHER ENTRIES.

ARTICLES OF INCORPORATION  
**CEDARS ACADEMY**  
A TEXAS NON-PROFIT CORPORATION

ARTICLE I

The name of the non-profit corporation is CEDARS ACADEMY.

ARTICLE II

The period of its duration is perpetual.

ARTICLE III

CEDARS ACADEMY is a non-profit corporation.

ARTICLE IV

CEDARS ACADEMY is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE V

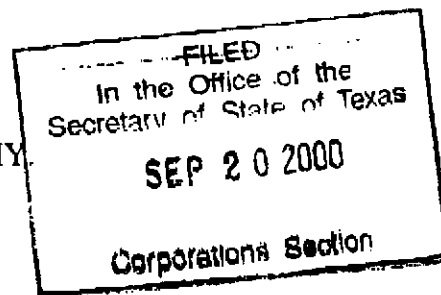
The street address of the registered office is 1320 East 51<sup>st</sup> Street, Austin, Texas 78723 and the name of the registered agent located at such address is Rev. Dr. Don Joseph Sawyer.

ARTICLE VI

CEDARS ACADEMY shall have no members.

ARTICLE VII

The number of directors constituting the initial Board of Directors is four (4) and the names and addresses of such directors are as follows:





<u>Name</u>	<u>Address</u>
REV. DR. DON JOSEPH SAWYER	1320 East 51 <sup>st</sup> Street Austin, Texas 78723
JOSEPH MEZIER	1708 Deerfield Austin, Texas 78741
MRS. RITA STEPHAN	3204 Kincaid Court Austin, Texas 78727
DR. WILLIAM WALE	7916 Elkhorn Mountain Trail Austin, Texas 78729- 6410

#### ARTICLE VIII

The name and street address of the incorporator is REV. DR. DON JOSEPH SAWYER, 1320 East 51<sup>st</sup> Street Austin, Texas 78723.

#### ARTICLE IX

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.


Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

00225

ARTICLE X

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

Signed this 20th day of September 2000, by REV. DR. DON JOSEPH SAWYER,  
Incorporator.

  
REV. DR. DON JOSEPH SAWYER,  
INCORPORATOR

00226

# CEDARS INTERNATIONAL

## NEEDED TO ESTABLISH VENDOR ID NUMBER (VIN)---

✓ Corporate Charter number from Secretary of State Number 01599417  
This ~~10-digit number~~ designates a non-profit corporation doing business in Texas and is often referred to as the SOS number because it comes from the Secretary of State.

✓ Nine-digit employer ID number from IRS Number 74-2960628  
This **9-digit number** designates a federal non-profit corporation and is also called a **Federal EIN** or simply **EIN**.

\_\_\_\_\_ A copy of the "Letter of Exemption" written to the Comptroller of Public Accounts  
This shows that you have requested an exemption from state and local sales tax and must contain-

- details of the nature of the activities to be conducted
- a copy of the articles of incorporation
- a copy of any application trust agreement or a copy of the organization's constitution
- a copy of any letter of exemption from the IRS

The Comptroller's office could request additional information.

A copy of the "Letter of Exemption" is used by charter school staff at the point of purchase whenever they are buying any type of merchandise that would normally require sales or franchise tax.

Grants

A completed "General Application of Assurances for Federal Funds"

A bank account using the **business name** approved by the **Secretary of State's office (from Item 1)** and the **number from the IRS (from Item 2)** is needed. Direct deposit may then be set up, but it is not required to get a VIN number.

**A separate number for each separate charter is important because sharing a VIN number among different charters with the same sponsoring entity can be a problem. If there is a problem with payment for one charter site sharing the same VIN number, payments for all other sites with the same VIN number are delayed.**

227-817

00227

## APPLICATION

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 04 2000**

CEDAR ACADEMY  
C/O REV DR DON JOSEPH SAWYER  
1320 EAST 51ST STREET  
AUSTIN, TX 78723

Employer Identification Number:  
74-2960628  
DLN:  
400276039  
Contact Person:  
MYRON L RANNEY ID# 75618  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
August 31  
Form 990 Required:  
Yes  
Addendum Applies:  
No

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).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 947 (DO/CG)

00228

-2-

## CEDAR ACADEMY

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

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

Letter 947 (DO/CG)

00229

-3-

CEDAR ACADEMY

990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

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

Sincerely yours,



Steven T. Miller  
Director, Exempt Organizations

Letter 947 (DO/CG)

00230

CAS-CH



The State of Texas  
Secretary of State

CERTIFICATE OF INCORPORATION

CELEARS ACADEMY  
CHARTER NUMBER 01599417

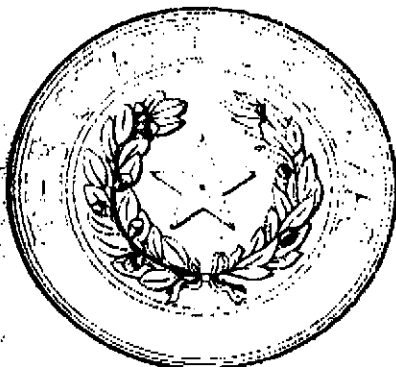
THE UNDERSIGNED, AS SECRETARY OF STATE OF THE STATE OF TEXAS, HEREBY CERTIFIES THAT THE ATTACHED ARTICLES OF INCORPORATION FOR THE ABOVE NAMED CORPORATION HAVE BEEN RECEIVED IN THIS OFFICE AND ARE FOUND TO CONFORM TO LAW.

ACCORDINGLY, THE UNDERSIGNED, AS SECRETARY OF STATE, AND BY VIRTUE OF THE AUTHORITY VESTED IN THE SECRETARY BY LAW, HEREBY ISSUES THIS CERTIFICATE OF INCORPORATION.

ISSUANCE OF THIS CERTIFICATE OF INCORPORATION DOES NOT AUTHORIZE THE USE OF A CORPORATE SEAL IN THIS STATE IN VIOLATION OF THE RIGHTS OF ANOTHER UNDER THE FEDERAL TRADEMARK ACT OF 1946, THE TEXAS TRADEMARK LAW, THE ASSUMED BUSINESS OR PSEUDONYMICAL NAME ACT OR THE COMMON LAW.

DATED SEP. 20, 2000

EFFECTIVE SEP. 20, 2000



*Elton Bomer*

Elton Bomer, Secretary of State

00231

## *Cedars International Academy*

*Comptroller of Public Accounts  
Capitol Station  
Austin, Texas 78714-0100*

*October 10, 2000*

*Dear Friends:*

*This letter is to request a Letter of Exemption from the State and local taxes for our new Charter School, names Cedars International Academy. We are incorporated with the Secretary of State under the name of Cedars Academy.*

*This past spring, we were given our formal authorization by the State of Texas to operate an open-enrollment charter school under subchapter D, Chapter 12, TEC, and subject to all terms of that charter. Please see the enclosed copy of the Contract of Charter with a cover letter of August 10, 2000 from Susan Barnes, Managing Director for Charter Schools of the Texas Education Agency.*

*We are hoping to open our doors in August of 2001 to serve children from Pre-K to sixth grade level. Admission and enrollment of students shall be open to any person who resides within the geographic boundaries stated in the charter and who is eligible for admission based on lawful criteria identified in the charter. Total enrollment shall not exceed 500 students. The charter school's admission policy shall prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the student would otherwise attend.*

*Please find enclosed the following information:  
A copy of charter authorization, a copy of the Contract of Charter.  
A copy of the Articles of Incorporation, a copy of our constitution and by-laws, a copy of the letter from the Internal Revenue Service granting non-profit status.*

*Please let me know if there is additional information that You need. Thank you for your kind attention.*

*Sincerely,*

*Rev. Dr. Don Joseph Sawyer  
Chief Operating Officer*

*Joseph Mezher  
Chairman*



ARTICLES OF INCORPORATION  
**CEDARS ACADEMY**  
A TEXAS NON-PROFIT CORPORATION

---

ARTICLE I

The name of the non-profit corporation is CEDARS ACADEMY.

ARTICLE II

The period of its duration is perpetual.

ARTICLE III

CEDARS ACADEMY is a non-profit corporation.

ARTICLE IV

CEDARS ACADEMY is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE V

The street address of the registered office is 1320 East 51<sup>st</sup> Street, Austin, Texas 78723 and the name of the registered agent located at such address is Rev. Dr. Don Joseph Sawyer.

ARTICLE VI

CEDARS ACADEMY shall have no members.

ARTICLE VII

The number of directors constituting the initial Board of Directors is four (4) and the names and addresses of such directors are as follows:

FILED  
In the Office of the  
Secretary of State of Texas  
SEP 20 2000  
Corporations Section

<u>Name</u>	<u>Address</u>
REV. DR. DON JOSEPH SAWYER	1320 East 51 <sup>st</sup> Street Austin, Texas 78723
JOSEPH MEZIER	1708 Decrfield Austin, Texas 78741
MRS. RITA STEPHAN	3204 Kincaid Court Austin, Texas 78727
DR. WILLIAM WALE	7916 Elkhorn Mountain Trail Austin, Texas 78729- 6410

#### ARTICLE VIII

The name and street address of the incorporator is REV. DR. DON JOSEPH SAWYER, 1320 East 51<sup>st</sup> Street Austin, Texas 78723.

#### ARTICLE IX


No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE X

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

Signed this 20th day of September 2000, by REV. DR. DON JOSEPH SAWYER,  
Incorporator.

  
REV. DR. DON JOSEPH SAWYER,  
INCORPORATOR

CAS-CH



The State of Texas  
Secretary of State

CERTIFICATE OF INCORPORATION

GILDARS ACADEMY  
CHAPTER NUMBER 01599417

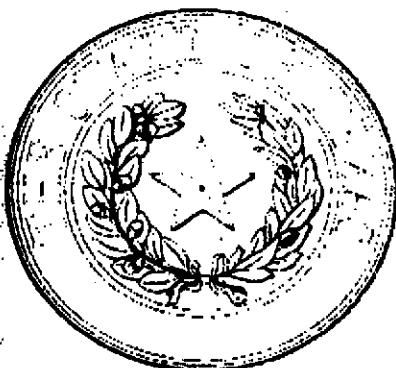
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THE ASSUMED BUSINESS OR PROFESSIONAL NAME ACT OR THE COMMON LAW.

DATED SEP. 20, 2000

EFFECTIVE SEP. 20, 2000



Elton Bomer, Secretary of State

## *Cedars International Academy*

*Comptroller of Public Accounts  
Capitol Station  
Austin, Texas 78714-0100*

*October 10, 2000*

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*Please let me know if there is additional information that You need. Thank you for your kind attention.*

*Sincerely,*

*Rev. Dr. Don Joseph Sawyer  
Chief Operating Officer*

*Joseph Mezher  
Chairman*

00237

## APPLICATION

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 04 2000**

CEDAR ACADEMY  
C/O REV DR DON JOSEPH SAWYER  
1320 EAST 51ST STREET  
AUSTIN, TX 78723

Employer Identification Number:  
74-2960628  
DLN:  
400276039  
Contact Person:  
MYRON L RANNEY ID# 75618  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
August 31  
Form 990 Required:  
Yes  
Addendum Applies:  
No

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).

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.

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Letter 947 (DO/CG)

00238

-2-

## CEDAR ACADEMY

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.

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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

Letter 947 (DO/CG)

00239

-3-

CEDAR ACADEMY

990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.


You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

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

Sincerely yours,



Steven T. Miller  
Director, Exempt Organizations

Letter 947 (DO/CG)

00240





# *Our Lady's Maronite Catholic Parish*

*Eparchy of Our Lady of Lebanon - Los Angeles*



*May 18, 2000*

*Dr. Robert Muller  
Associate Commissioner  
Continuing Education and School Improvement  
Texas Education Agency  
1701 North Congress  
Austin, Texas 78701-1494*

*Dear Dr. Muller:*

*This letter is in response to your request concerning  
the Cedars International Academy's (CIA) 501 (c)3.*

*Cedars International Academy is in the process  
of applying for its own non-profit status under the 501 (c)3.  
While this application is being processed, Our Lady's  
Maronite Catholic Parish will be the sponsoring entity  
for the Academy.*

*I can be reached at 512-458-3693 if you have any  
questions concerning this matter.*

*Respectfully,*

*Dr. Don J. Sawyer*  
*Rev. Dr. Don Joseph Sawyer*  
*Pastor*  
*DS/djs*

NOTICE OF INTENT TO APPLY

RECEIVED  
MAR 01 2001

The undersigned school district hereby files a notice of intent to apply for  
Public Charter School Grant Generations 3-6

RFA # 701-01-012

Name of Organization Cedars International Academy

Mailing Address 1320 East 51st Street  
Austin, Texas 78723

Phone Number (512 ) 458-3693 or (512)447-6861

- The filing of this notice is not mandatory; however, it will assist the Texas Education Agency in anticipating the volume of applications in order to better expedite the review process and finalize awards.
- Filing this notice in no way binds the applicant in regards to its application for a Public Charter School Grant (Continuation Application for Generations 3-6)
- Applicants who do not file this notice are still eligible to apply for funding.

DOCUMENT CONTROL  
CENTER  
2001 FEB 26 PM 2:44

RECEIVED  
MAR 01 2001

**PLEASE SUBMIT THIS NOTICE BY MAIL OR BY FAX AS SOON AS POSSIBLE  
AFTER RECEIPT OF THE REQUEST FOR APPLICATION,  
BUT NOT LATER THAN THURSDAY, JANUARY 21, 2000 TO:**

Document Control Center  
Texas Education Agency  
1701 North Congress, Room 6-108  
Austin, Texas 78701-1494  
FAX (512) 463-9811



# TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

**Jim Nelson**  
Commissioner of Education

June 29, 2000

Rev. Don J. Sawyer  
CIA, Inc.  
1320 East 51st  
Austin, Texas 78723

Dear Rev. Sawyer:

This letter is to confirm that on May 12, 2000, the Texas State Board of Education voted to award an open-enrollment charter under the open-enrollment designation to Our Lady's Maronite Catholic Parish for the operation of Cedars International Academy. The award of the charter is finalized upon execution of a contract by the chair of the State Board of Education and the chief operating officer of the school. Contracts for charters authorize operation of a charter school for a five-year term. The State Board of Education placed a contingency on this charter in the form of requiring that a separate 501 (c)(3) organization be created. When this separate 501 (c)(3) has been established, please notify the Texas Education Agency Charter School Office and submit appropriate documentation.

Enclosed are two (2) copies of the contract that has been approved by the State Board of Education. Please review this contract, sign both copies, and return both copies to my office. Please leave the execution dates blank on page 1; page 2 paragraph 5; and page 8 (entered into this \_\_\_ day of \_\_\_ 2000). These dates will be entered when the chair of the State Board of Education signs the document. After Mr. Untermeyer has signed the contract, one copy with original signatures will be returned to you.

If you have any questions, please do not hesitate to contact me.

Respectfully,

Robert Muller  
Associate Commissioner  
Continuing Education and School Improvement

Enclosures

## Cedars International Academy (CIA)

1320 East 51<sup>st</sup> Street  
Austin, TX 78723  
(512) 458-3693

July 2, 2000

Chase Untermeyer - Chair  
Texas State Board of Education  
William B. Travis Building  
1701 North Congress Avenue  
Austin, TX 78701-1494

Dear Chair Untermeyer:

The Cedars International Academy Charter School (CIA) board members convened on July 2, 2000 and elected Mr. Joseph W. Mezher to the position of Chairperson of the Governing Board, while Dr. Reverend Don J. Sawyer kept the Chief Operating Officer position.

You may contact us at (512) 458-3693 if additional information is needed concerning this matter.

Sincerely,



Rev. Dr. Don J. Sawyer, Chief Operating Officer



Joseph W. Mezher, Chairperson of the Governing Board



Rita Estephan, Board Member



William Wale, Board Member

## CONTRACT FOR CHARTER

This contract is executed the 6th day of July 2000 between the Texas State Board of Education (the "Board") and Our Lady's Maronite Catholic Parish ("Charterholder") for an open-enrollment charter to operate a Texas public school to be known as Cedars International Academy.

<b>General</b>
----------------

1. Definitions. As used in this contract:
  - "Charter" means the open-enrollment charter, as provided by Subchapter D, Chapter 12, Texas Education Code (TEC), granted by this contract.
  
  - "Charterholder" means the sponsoring entity identified in the charter application.
  
  - "Charter school" means the open-enrollment charter school. Charterholder agrees to operate as provided in this contract. The charter school is a Texas public school.
  
  - "Agency" means the Texas Education Agency.
  
2. The Charter. This contract grants to Charterholder an open-enrollment charter under Subchapter D, Chapter 12, TEC. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application #701-00-006; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board; (e) all statements, assurances, commitments and representations made by Charterholder in its application for charter, attachments or related documents, to the extent consistent with (a) through (d); and (f) assurance by Charterholder, evidenced by execution of this contract, that no false information was submitted to the Agency or the Board by Charterholder, its agents or employees in support of its application for charter.
  
3. Authority Granted by Charter. The charter authorizes Charterholder to operate a charter school subject to the terms of the charter. Action inconsistent with the terms of the charter shall constitute a material violation of the charter.
  
4. Alienation of Charter. The charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise. Charterholder may not delegate, assign, subcontract or otherwise alienate any of its rights or responsibilities under the charter. Any attempt to do so shall be null and void and of no force or effect; provided, however, that Charterholder may contract at fair market value for services necessary to carry out policies adopted by Charterholder or the governing body of the charter school. Charterholder may not engage or modify the

terms of the engagement of a private management company without approval by the Board in accordance with Paragraph 7 of this contract.

5. Term of Charter. The charter shall be in effect from July 6, 2000 through July 5, 2005, unless renewed or terminated.
6. Renewal of Charter. On timely application by Charterholder in a manner prescribed by the Board, the charter may be renewed for an additional period determined by the Board. The charter may be renewed only by written amendment approved by vote of the Board and properly executed by its chair.
7. Revision by Agreement. The terms of the charter may be revised with the consent of Charterholder by written amendment approved by vote of the Board. For purposes of this paragraph, the terms of the charter include, among other provisions, specifications concerning the school's governance structure, characteristics of the educational program to be offered, and the location, type and number of facilities at which the school will operate. The commissioner of education ("the commissioner") may revise the charter on a provisional basis during an interim between Board meetings; however, such action shall expire unless ratified by the Board at its next regular meeting. Nothing in this paragraph limits the authority of the Board or the commissioner to act in accordance with other provisions of this contract.

<b>Students</b>
-----------------

8. Open Enrollment. Admission and enrollment of students shall be open to any person who resides within the geographic boundaries stated in the charter and who is eligible for admission based on lawful criteria identified in the charter. Total enrollment shall not exceed 500 students. The charter school's admission policy shall prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the student would otherwise attend. Students who reside outside the geographic boundaries stated in the charter shall not be admitted to the charter school until all eligible applicants who reside within the boundaries have been enrolled.
9. Public Education Grant Students. Charterholder shall adopt an express policy providing for the admission of, and shall admit under such policy, students eligible for a public education grant, including those students who reside outside the geographic area identified in the charter application, under Subchapter G, Chapter 29, TEC.
10. Non-discrimination. The educational program of the charter school shall be nonsectarian, and shall not discriminate against any student or employee on the basis of race, creed, sex, national origin, religion, disability or need for special education services.
11. Children with Disabilities. The charter school is a "local educational agency" as defined by federal law. Charterholder must comply with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act

of 1973 ("Section 504"), 29 U.S.C. §794, and implementing regulations; Title II of the Americans with Disabilities Act, 42 U.S.C. §12131-12165, and implementing regulations; Chapter 29, TEC, and implementing rules; and the many court cases applying these laws. For example:

- (a) Child Find. Charterholder must adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in the charter school or contacting the charter school regarding enrollment, and must develop and implement a practical method to determine which children with disabilities are currently receiving needed special education and related services. For each eligible child, Charterholder must develop and offer an individualized education plan appropriate to the needs of that student.
- (b) Free Appropriate Public Education. Charterholder must provide a free appropriate public education to all children with disabilities otherwise eligible to enroll in the charter school. If the program, staff or facilities of the charter school are not capable of meeting the needs of a particular child, Charterholder must implement changes necessary to accommodate the child at the charter school. If reasonable accommodations would be insufficient to enable the child to benefit from the charter school's program, Charterholder must, at its own expense, place the child at an appropriate school.
- (c) Services to Expelled Students. Charterholder must continue to provide a free appropriate public education to a child with disabilities even after expelling or suspending the child for valid disciplinary reasons. This obligation to serve the child continues until the end of the school year.
- (d) Monitoring. The charter school's implementation of the laws governing education of children with disabilities will be monitored for compliance by the United States Department of Education, Office of Special Education Programs; the United States Department of Education, Office of Civil Rights; the Texas Education Agency; and others. This monitoring activity includes responding to complaints, random on-site inspections and other investigations by the enforcing agencies, and will result in corrective actions imposed on Charterholder by these agencies for all discrepancies found.
- (e) Due Process Hearings. The charter school's implementation of the laws governing education of children with disabilities will, in addition, be subject to court supervision via litigation against Charterholder brought by individuals affected by the actions of the charter school. The cost of this litigation can be substantial.

Notice: These are only a few of the charter school's legal responsibilities in this area, included here for illustrative purposes only.

- 12. Student Performance and Accountability. Charterholder shall satisfy Subchapters B, C, D, and G of Chapter 39 of the TEC, and related Agency rules, as well as the student performance accountability criteria stated in its application for charter. Charterholder shall annually provide in a manner and form defined by the commissioner a written evaluation of

the charter school's compliance with the statements, assurances, commitments and representations made by Charterholder in its application for a charter, attachments, and related documents.

13. Criminal History. Charterholder shall take prompt and appropriate measures if Charterholder or the charter school, or any of their employees or agents, obtains information that an employee or volunteer of the charter school or an employee, officer, or board member of a management company contracting with the charter school has a reported criminal history that bears directly on the duties and responsibilities of the employee, volunteer, or management company at the school. Charterholder further represents that the Board and the Agency shall be notified immediately of such information and the measures taken.
14. Reporting Child Abuse or Neglect. Charterholder shall adopt and disseminate to all charter school staff and volunteers a policy governing child abuse reports required by Chapter 261, Texas Family Code. The policy shall require that employees, volunteers or agents of Charterholder or the charter school report child abuse or neglect directly to an appropriate entity listed in Chapter 261, Texas Family Code.
15. Notice to District. Charterholder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.
16. School Year. Charterholder shall adopt a school year with fixed beginning and ending dates.

<b>Financial Management</b>
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17. Fiscal Year. Charterholder shall adopt a fiscal year beginning September 1 and ending August 31.
18. Financial Accounting. Unless otherwise notified by the Agency, Charterholder shall comply fully with generally accepted accounting principles ("GAAP") and the Financial Accountability System Resource Guide, Bulletin 679 or its successor ("Bulletin 679") published by the Agency in the management and operation of the charter school.
19. Federal Requirements. Failure to comply with Internal Revenue Service withholding regulations shall constitute a material violation of the charter.
20. Workers' Compensation. Charterholder shall extend workers' compensation benefits to charter school employees by (1) becoming a self-insurer; (2) providing insurance under a workers' compensation insurance policy; or (3) entering into an agreement with other entities providing for self-insurance.
21. Annual Audit. Charterholder shall at its own expense have the financial and programmatic operations of the charter school audited annually by a certified public accountant holding a permit from the Texas State Board of Public Accountancy. Charterholder shall file a copy of the annual audit report, approved by Charterholder, with the Agency not later than the



120<sup>th</sup> day after the end of the fiscal year for which the audit was made. The audit must comply with Generally Accepted Auditing Standards and must include an audit of the accuracy of the fiscal information provided by the charter school through PEIMS. Financial statements in the audit must comply with Government Auditing Standards and the Office of Management and Budget Circular 133.

22. Attendance Accounting. To the extent required by the commissioner, Charterholder shall comply with the "Student Attendance Accounting Handbook" published by the Agency; provided, however, that Charterholder shall report attendance data to the Agency at six-week intervals or as directed by the Agency.
23. Foundation School Program. Distribution of funds to the charter school under Section 12.106, TEC, is contingent upon Charterholder's compliance with the terms of the charter. Charterholder is ineligible to receive Foundation School Program funds prior to execution of this contract by the Board. Within 30 days of receiving notice of overallocation and request for refund under Section 42.258, TEC, Charterholder shall transmit to the Agency an amount equal to the requested refund. If Charterholder fails to make the requested refund, the Agency may recover the overallocation by any means permitted by law, including but not limited to the process set forth in Section 42.258, TEC.
24. Tuition and Fees. Charterholder shall not charge tuition and shall not charge a fee except that it may charge a fee listed in Subsection 11.158(a), TEC.
25. Assets of Charter. Charterholder shall not apply, hold, credit, transfer or otherwise make use of funds, assets or resources of the charter school for any purpose other than operation of the charter school described in the charter.
26. Indebtedness of Charter. Charterholder shall not incur a debt, secure an obligation, extend credit, or otherwise make use of the credit or assets of the charter school for any purpose other than operation of the charter school described in the charter.
27. Interested Transactions. All financial transactions between the charter school and (a) Charterholder; (b) an officer, director, or employee of Charterholder or of the charter school; or (c) a person or entity having partial or complete control over Charterholder or the charter school shall be separately and clearly reflected in the accounting, auditing, budgeting, reporting, and record keeping systems of the charter school. Charterholder shall not transfer any asset of the charter or incur any debt except in return for goods or services provided for the benefit of the charter school at fair market value.
28. Non-Charter Activities. Charterholder shall keep separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems for the management and operation of the charter school. Any business activities of Charterholder not directly related to the management and operation of the charter school shall be kept in separate and distinct

accounting, auditing, budgeting, reporting, and record keeping systems from those reflecting activities under the charter. Any commingling of charter and non-charter business in these systems shall be a material violation of the charter.

### Governance and Operations

29. Non-Profit Status. Charterholder shall take and refrain from all acts necessary to be and remain in good standing as an organization exempt from taxation under Section 501(c)(3), Internal Revenue Code. If Charterholder is incorporated, it shall in addition comply with all applicable laws governing its corporate status. Failure to comply with this paragraph is a material violation of the charter, and the Board may act on the violation even if the Internal Revenue Service, Secretary of State, or other body with jurisdiction has failed to act.
30. Records Retention and Management. Charterholder shall implement a records management system that conforms to the system required of school districts under the Local Government Records Act, Section 201.001, et seq., Local Government Code, and rules adopted thereunder; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of the charter.
31. PEIMS Reporting. Charterholder shall report timely and accurate information to the Public Education Information Management System (PEIMS), as required by the commissioner.
32. Conflict of Interest. Charterholder shall comply with any applicable prohibition, restriction or requirement relating to conflicts of interest. If an officer or board member of Charterholder or of the charter school has a substantial interest, within the meaning of Chapter 171, Local Government Code, in a transaction, such interest shall be disclosed in public session at a duly called meeting of the governing body prior to any action on the transaction.
33. Disclosure of Campaign Contributions. Charterholder shall adopt policies that will ensure compliance with the disclosure requirements of State Board of Education Operating Rule 4.3 or its successor.
34. Indemnification. Charterholder shall hold the Board and Agency harmless from and shall indemnify the Board and Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with wrongful acts of Charterholder, its agents, employees, and subcontractors.
35. Failure to Operate. Charterholder shall operate the charter school for the full school term as described in the charter application in each year of the charter contract. Charterholder may not suspend operation for longer than 21 days without a revision to its charter, adopted by the Board, stating that the charter school is dormant and setting forth the date on which operations shall resume and any applicable conditions.

Charterholder may not suspend operation of the school for a period of more than three days without mailing written notice to the parent or guardian of each student and to the Agency at least 14 days in advance of the suspension. Suspension of operations in violation of this paragraph shall constitute abandonment of this contract and of the charter.

36. Charter School Facility. Charterholder shall have and maintain throughout the term of the charter a lease agreement, title or other legal instrument granting to Charterholder the right to occupy and use one or more facilities suitable for use as the charter school facilities described by the charter. During any period of dormancy granted by the Board, this requirement may be waived by the Board. Facilities occupied and used as charter school facilities shall comply with all applicable laws, including, but not limited to, the Texas Architectural Barriers Act, Article 9102, Vernon's Texas Civil Statutes.

#### Enforcement

37. Agency Investigations. The commissioner may in his sound discretion direct the Agency to conduct investigations of the charter school to determine compliance with the terms of the charter or as authorized in the Texas Education Code or other law. Charterholder, its employees and agents shall fully cooperate with such investigations. Failure to timely comply with reasonable requests for access to sites, personnel, documents or things is a material violation of the charter.
38. Commissioner Authority. The commissioner in his sole discretion may take any action authorized by Section 39.131, TEC, Chapter 29, TEC, or Chapter 42, TEC relating to the charter school. Such action is not "adverse action" as used in this contract. Charterholder, its employees and agents shall fully cooperate with such actions. Failure to timely comply with any action authorized by Section 39.131, TEC or Chapter 29, TEC is a material violation of the charter.
39. Adverse Action. The Board in its sole discretion may modify, place on probation, revoke or deny timely renewal of the charter for cause ("adverse action"). Each of the following shall be cause for adverse action on the charter: (a) any material violation of the terms of the charter listed in paragraphs 2, 3, and 20; (b) failure to satisfy generally accepted accounting standards of fiscal management; or (c) failure to comply with an applicable law or rule.

#### This Agreement

40. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings and discussions are merged into, superseded by and canceled by this contract.
41. Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder

of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.


42. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charterholder with: (a) the terms, required assurances and conditions of Request for Application #701-00-006; (b) applicable law; and (c) all commitments and representations made in Charterholder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).
43. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.
44. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.
45. Governing Law. In any suit arising under this contract, Texas law shall apply.
46. Authority. By executing this contract, Charterholder represents that it is an "eligible entity" within the meaning of Section 12.101 (a), TEC. Charterholder shall immediately notify the Board of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charterholder. Charterholder further represents that the person signing this contract has been properly delegated authority to do so.

Entered into this 6th day of July, 2000.

Texas State Board of Education

Charterholder

  
By Chase Untermeyer, Chairman

  
(Signature/date)  
Chairperson, Governing Board of  
Charterholder

Joseph Mezher  
(Printed Name)

Rev. Dr. Don J. Sawyer / 7/2/00  
(signature/date)  
Chief Operating Officer, Charterholder

Rev. Dr. Don J. Sawyer  
(Printed Name)