

## CHARTER COVERSHEET

### APPLICANT TEAM MEMBER INFORMATION

Proposed Nineteenth  
Generation Charter  
School Name:

Brentwood Stair Preparatory School

Name of Sponsoring  
Entity:

Al-Hedayah Academy, Inc.

**NOTE: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments thereto.**

The sponsoring entity  
is a (Check only one):

501(c)(3) nonprofit organization

Governmental Entity

College or University

Chairperson of governing body of  
sponsoring entity:

Nabil M. Bawa, MBA

CEO of sponsoring entity:

Julia Michelle Nusrallah, EDD

CEO/Superintendent of proposed  
charter school:

Julia Michelle Nusrallah, EDD

Board member(s) who attended  
applicant information session(s):

Walid Joulani & Alex Farr

Date(s): March 7, 2014

Applicant mailing address (To be used  
for contact regarding this application):

8601 Randol Mill Road, Fort Worth, Texas 76120

Physical address of proposed  
administrative offices (if different from  
above):

N/A

Number of campuses requested:

One (1)

Physical Address of Each Proposed Campus:

*Street address, city, state, zip, and county, OR, if the  
specific address(es) is unknown at this time, provide  
the county and general location of the proposed  
campus(es)*

8601 Randol Mill Road, Fort Worth, Texas 76120

Contact name: Julia Michelle Nusrallah, EDD

Contact role/title: CEO of Sponsoring Entity

Contact Phone: 817-265-6667

Contact Email: mnusrallah@hedayah.com

State maximum enrollment and check all grade levels to be served for each school year.

*By Year 4, at least one grade in which the state assessments are administered must be offered.*

#### GRADE LEVELS SERVED

	Proposed Enrollment	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1:	282	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2:	300	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3:	310	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4:	350	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5:	390	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At Capacity:	390	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**APPLICANT TEAM MEMBER INFORMATION**

Names, roles, and current employment of all persons on applicant team *(add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Nabil M. Bawa, MBA	Sr Consultant-PricewaterhouseCoopersLLP	Board President
Walid Joulani	President - J & M Motors Inc.	Board Member
Alexander S. Farr, J.D., LL.M.	Associate - Vinson & Elkins LLP	Board Treasurer
Julia Michelle Nusrallah, EDD	CEO/Principal - Al-Hedayah Academy	CEO/Superintendent
Nizam Peerwani, M.D.	Tarrant County Chief Medical Examiner	Non-Member Advisor

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?  Yes  No

*If yes, complete the table below, adding lines as needed.*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open elsewhere in the United States in the 2014-15 or 2015-16 school years?  Yes  No

*If yes, complete the table below, adding lines as needed.*

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2015-2016?  Yes  No

*If yes, complete the table below, adding lines as needed.*

Authorizer	# of Schools	City(s)	State

Do any of the following describe your organization, or the charter proposed in this application?

- Seeks approval for multiple campuses under a single charter.
- Already operates schools elsewhere in the US.
- Will contract or partner with a charter management organization (CMO). *If yes, include the CMO's portfolio in answering the above questions regarding pending applications and school openings.*

If yes, identify the CMO: \_\_\_\_\_

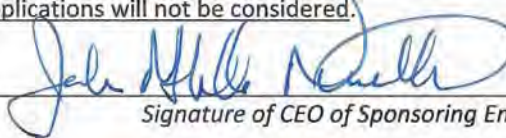
This CMO currently manages schools in Texas or elsewhere in the US.

If yes, list all applicable states: \_\_\_\_\_

**CERTIFICATION**

I certify that I have the authority to submit this application and that all information contained herein is complete, accurate, and original realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered.

Julia Michelle Nusrallah, EDD  
 \_\_\_\_\_  
 Name of CEO of Sponsoring Entity

  
 \_\_\_\_\_  
 Signature of CEO of Sponsoring Entity

3/20/2014  
 \_\_\_\_\_  
 Date

N/A  
 \_\_\_\_\_  
 Name of Application Preparer

\_\_\_\_\_  
 Signature of Application Preparer

\_\_\_\_\_  
 Date

With what company is the application preparer associated? \_\_\_\_\_

Was preparer paid?  Yes  No



Nineteenth Generation Open-Enrollment Charter School RFA

## Application Response

## Charter Overview

The Charter Overview should provide a concise summary of the following:

- the proposed plan for the school, including core values/beliefs;
- the geographic and population considerations of the school environment;
- the challenges particular to those considerations; and
- the applicant team's capacity to successfully open and operate a high quality school given the above considerations.

1. **Vision and Mission.** State the vision and mission of the proposed charter school. The vision statement outlines what the school will achieve in the long term and how it will operate to meet that goal/vision. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision and mission statements provide the foundation for the entire application. The vision and mission statements, taken together, should provide a framework that illustrates what success will look like, guides the decisions and actions of the charter, and is aligned with the purposes of Texas charter schools as outlined in TEC§12.001.
2. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
3. **Geographic Boundary.** Describe the community(s) where the school/campuses will be located and provide the rationale for selecting the location(s). Include the types of resources currently available in the community(s). Provide as **Attachment A**, a list of the school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*
  - a. Submit, as **Attachment B**, the certified mail receipt cards showing the dates the Statement of Impact form and accompanying documents were received by each recipient. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each addressee, fees paid, and the date mailed will be accepted. Follow these directions in preparing your mailings:
    - i. Prepare a cover letter (following the TEA sample) addressed to the board of trustees and superintendent of each school district and charter school within the designated geographic boundary, and copying each member of the legislature that represents the geographic area to be served by the proposed school as directed in TEC §12.1101. Enclose with that letter the Statement of Impact Form and your completed Charter Coversheet.
    - ii. The documents must be sent to districts, charter schools, and members of the Texas legislature in time to include signed certified return receipt card copies as part of the submitted application. If a school board trustee, district superintendent, or legislative office receiving the documents requests a complete copy of the application, the sponsoring entity must provide the document, including all attachments.
4. **Educational Need and Anticipated Student Population.** Describe the anticipated student population and the rationale for serving these students; their anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location, including resources for students currently available. Identify any enrollment priorities on which the program is based and explain how they are consistent with applicable restrictions on enrollment eligibility and selection.
5. **Education Plan/School Design.** Provide an overview of the education program of the proposed



school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively or innovatively than the schools that are now serving the targeted population and how the school would achieve its goals.

6. **Leadership and Governance.** List the names of the current members of the governing board. Provide as **Attachment C**, notarized Board Member Biographical Affidavits for the current members of the proposed school's governing board, including their roles and their current professional affiliation. Use the template provided by the TEA to prepare these affidavits.
7. Provide, as **Attachment D**, the following Assurance Documents, prepared using the templates provided by the TEA: Bilingual Education/ESL, Section 504, and Dyslexia Assurances; General Application of Assurances for Federal Programs; Special Assurances; Special Education Assurances; and Campaign Contribution Disclosure.
8. Provide as **Attachment E**, a complete set of Eligibility Documents, prepared using the template provided by the TEA, including: 501 (c)(3) Determination Letter; the original Articles of Incorporation and any restated Articles of Incorporation and Articles of Amendment (*if incorporated prior to December 31, 2005*), OR (*if incorporated after January 1, 2006*) the Certificate of Formation and the Certificate of Filing; bylaws of the sponsoring entity including any amendments; attendance receipt from Information Session; copies of public hearing notice(s); (*if applicable*) Out of state operators ONLY, provide the state-issued performance data for each charter school currently in operation; and (*if applicable*) Out of state operators ONLY, provide in the template document EITHER a disclosure statement to include details pertaining to any charter school or campuses that have been closed, non-renewed, or revoked OR certify that the operator has not had a charter school/campus closed under any of the circumstances listed in TEC §12.101.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

#### Vision and Mission

The vision of Brentwood Stair Preparatory School is to inculcate value, knowledge and skills particularly in core areas of science, technology and language-arts, so that each student becomes an independent, self-reliant, lifelong learner.

The mission of Brentwood Stair Preparatory School is to establish a non-parochial school which will provide students of diverse backgrounds with high-quality, comprehensive educational opportunities that cultivate lifelong learners in pursuit of excellence in academic, social, creative, and physical challenges conducive to the development of a culturally responsive moral character.

Brentwood Stair Preparatory School expects all stakeholders to embrace six (6) core values in order to advance the vision and mission: Courage, Integrity, Kindness, Respect, Responsibility, and Scholarship. These six (6) guiding principles establish the school culture and form the foundation for all stakeholders to become model U.S. citizens, academic scholars, compassion human-beings, and innovative leaders in our global society. The Sponsoring Board uses the vision, mission and core values to form a basis for all decision-making policy and self-assessment. School leaders, faculty, staff, student, and volunteers are expected to embrace the core values and make a sincere effort to incorporate and model the characteristics of each value at all times. Effective communication and definition are essential to build understanding

and support for the vision and mission. In no particular order of importance, the six (6) core values are defined as:

1. **Courage:** We display confidence and determination when facing challenges and life-choices that allow us to persevere in our efforts to have a positive impact on ourselves and our community.
2. **Integrity:** We adhere to a code of ethics that promotes honesty, trustworthiness, and sincerity in all of our interactions with family, friends, school, and community.
3. **Kindness:** We demonstrate patience, consideration, compassion, empathy, generosity and service in our interactions with family, friends, school, and community.
4. **Respect:** We demonstrate mutual respect towards ourselves, family, friends, community, and environment through the knowledge and understanding of global economic, social and cultural awareness.
5. **Responsibility:** We establish accountability toward self, family, friends, school, and community through knowledge and service opportunities that shape an understanding of our influence and our impact on the global world.
6. **Scholarship:** We are lifelong learners continually setting high expectations and standards for our academic, social, emotional, and physical growth nurtured through innovation, global competency, and technology.

### Community Engagement

Community engagement is the collective efforts undertaken by parents, youth and other community stakeholders, through organizations they have created. These organizations exist to address school facilities problems as part of improving the overall performance. They also exist to address community concerns beyond education, and therefore frame the issues of school facilities in the broader context of local revitalization and development.

Over the years at Al-Hedayah Academy, parents and other community members often use the schools multi-activity center to address community issues-such as school facilities-that require resources and expertise they would be unable to deploy as individuals. Al-Hedayah Academy believes that organized parents are far more able than parents acting as individuals to assess information, develop strategies, and take effective actions, particularly in the absence of formal channels of communication with decision-makers inside our school system. Hence, our PTO is a vibrant, non-partisan group that operates within our school and yet is not governed by the Board of Directors.

The academy over the years has established parent-community groups such as the "Engineering Group" which includes approximately 6 licensed engineers, some of them employed by the cities of Dallas and Fort Worth, who meet periodically, help the school with building maintenance, volunteer their time to "fix' leaky faucets etc and do periodic equipment maintenance as well as approve our campus plan. They also spearhead the long-term campus plan. Another group is the "IT Group" which similarly supports the ever changing demands placed on the academy.



Additionally, the academy sponsors one-a-month pot-luck dinners where our parents, community leaders and financial supporters with their families remain connected. Other events such as these include a “movie” night with popcorns, youth presentations, debating clubs, boy scouts and girl scouts events, etc. In fact, many families find themselves more involved in both their school community and the community at large as a direct result of our programs. The academy also sponsors a weekend “Gibraltar” program, which provides mentoring, professional development and leadership. Professional parents, including local area physicians, leaders from local area law enforcement agencies such as the FBI, deans of schools and other professional groups, interact with our youth and inculcate awareness and community-based volunteer programs including food can drives for Tarrant Food Bank, donations to St. Jude's Children's Hospital etc. It is through such activities that the academy has established a rich history of raising funds and providing assistance not only to our academy but also to financially depressed families needing assistance to purchase books, uniform etc.

#### Geographic Boundary

Brentwood Stair Preparatory School will be conveniently located off of Interstate 30, on the border of Arlington and Fort Worth, Texas. The community where Brentwood Stair Preparatory School will be located is within a residential neighborhood on the eastside of City of Fort Worth, very close to ill-30 which is east-west corridor that connects Fort Worth to Dallas, and a short distance from a major loop, Loop 820, which encircles the geographic area that will serve the broader community. The neighborhood is composed of low to middle income families. It is a very safe neighborhood with low crime rate. This area is served by Fort Worth Public Transport Authority (T-system). It is a fairly well established neighborhood in an urban area with rural setting and is supported by large shopping complex. Many of the students currently enrolled at Al-Hedayah Academy reside around the school.

Since 1998, the Al-Hedayah Academy has fully owned and operated the non-profit private school, Al-Hedayah Academy at the proposed location 8601 Randol Mill Road, Fort Worth, Texas. Thus eliminating the need to search or acquire debt to secure land or facilities for the proposed charter school. It is important to note that the Al-Hedayah Academy has no pending loans or liens. The existing 6.7 acre proposed campus consists of a 12,000 SF elementary school building, a 14,000 SF middle school building, two (2) 1,450 SF portable classroom buildings, two (2) age-specific playgrounds, and a regulation-size, lighted tennis/basketball court. The building occupancy rates allows for 750, which is plenty of room for the 390 student maximum capacity of Brentwood Stair Preparatory School.

Brentwood Stair Preparatory School will accept students from open-enrollment charter schools and independent public school located within the following independent school districts as listed and defined:

- a. Arlington Independent School District
- b. Birdville Independent School District
- c. Carroll Independent School District

- d. Fort Worth Independent School District (zip code 76120 only)
- e. Grapevine-Colleyville Independent School District
- f. Hurst-Euless-Bedford Independent School District
- g. Keller Independent School District
- h. Mansfield Independent School District

#### Educational Need and Anticipated Student Population

With almost one third of the students in the U.S. failing to graduate from high school, it is not surprising that education experiments such as charter schools are gaining attention nationwide. Texas is no exception. Some tag the Texas high school dropout rate as high as 33 percent with speculation that the rate may be higher than 50 percent for Hispanic students and about 46 percent for African American students. But no matter how the figures are twisted, the raw numbers show that each year more than 130,000 Texas students who entered high school as ninth-graders do not graduate with their class four years later.

At the sponsoring entity, Al-Hedayah Academy, our motivating spirit is a conviction that it is possible to do a much better job of educating children, particularly economically disadvantaged and children whose parents are immigrants, than many other schools have been doing. Instead of giving up on these children, set high standards, provide a nurturing environment and implement research-based curriculum methods individual to the learners. It isn't magic. It is just a continuing effort to figure out what works and put it into practice and insisting on "No Excuses!" It is anticipated that all current students will apply for admission to Brentwood Stair Preparatory School.

Brentwood Stair Preparatory School will implement programs and intervention strategies that address students who are falling behind and do not have the home environment or economical support that is important to student success. The open-enrollment charter will allow students who cannot afford the high tuitions to have the same opportunity and rich education environment that Brentwood Stair Preparatory School will offer.

According to The Texas Charter School Association, there is an estimated 178,000 Texas students attending open-enrollment charter schools throughout the State, with more than 101,000 additional students on waitlists. Newspapers reporters and education journalists have been steadily reporting on the increasing demands and issues surrounding charter school. The Dallas-Fort Worth (DFW) region has been at top for geographical areas reporting the largest waiting lists in the State.

DFW is a vast urban and suburban area that continues to grow in resources and popularity, lending to its growth in population. Given the close proximity to Fort Worth, Arlington, Hurst-Euless-Bedford, Irving, Grand Prairie, and Dallas, the prime location of the proposed charter school has always been a magnet for acquiring new faculty, staff and students. The population of zip code 76120 alone has reportedly increased 57% in the past decade. Al-Hedayah Academy has always served students from a large geographical area. A study of the student data from



2000 to 2014 shows an average 38.8% from Arlington and 37.4% from Fort Worth, and the remaining 23.8% are divided among 25 different cities as far off as Lipan, Cedar Hill, and Burleson.

Brentwood Stair Preparatory School will enroll 282 students in grades Pre-Kindergarten through 8 the first year. The geographical boundaries included several school districts based on their bordering locations and a data analysis of the past data for Al-Hedayah Academy. The Al-Hedayah Academy wants to ensure that families who have previously expressed a desire to attend but may have not been able to afford the tuition are given a chance to enroll. Some of these Independent School Districts and open-enrollment charter district/campuses within the geographical boundaries are high-performing. The school districts have campuses that have *TEA 2013 Accountability Ratings* with distinctions in two or more areas: (a) Read/ELA, (b) Math and (c) Top 25% Progress. The Al-Hedayah Academy has historically attracted families from those areas that have recently immigrated and or have English as their second language.

Al-Hedayah Academy, as will Brentwood Star Preparatory School, has become a means for students and families speaking other languages and representing over 19 different countries to achieve their educational potential in a risk-free environment through a culturally responsive approach to communicating, teaching and learning campus-wide. Since the majority of current students are coming from the Arlington ISD and Fort Worth ISD, data analysis retrieved from TEA reporting the *English Language Learners by Language and Grade* reported the following serving ELL students speaking: Arabic, Bengali, Burmese, French, Ibo/Igbo, Korean, Kurdish, Mandarin (Chinese), Nepali, Pilipino (Tagalog), Somali, Spanish, Swahili, Urdu, Vietnamese, Yoruba, and both had a category of other languages. <http://ritter.tea.state.tx.us/cgi/sas/broker>

Research indicates that 71% of students in charter schools are economically disadvantaged. The data from the three (3) elementary public schools in zip code 76120 shows that 77.8% of students are economically disadvantaged. At Al-Hedayah Academy, 55% of current enrollment is economically disadvantaged. Realtor.com reports that the median household income for 76120 is \$47, 223, which is lower than Fort Worth and the State. According to USA.com, the Texas Public School Performance Zip Code Rank report, 76120 ranked #1,894 with a Public School Performance of one star and Thirty-two percent of the residents are married couples with kids and twenty-nine percent are single parents, which can benefit from another public school options. Online population statistics show a population of 17,470 in zip code 76120, up from 9,928 in the year 2000. The TEA 2012-2013 Student Enrollment for entire Fort Worth ISD (220905) reports ethnicity distribution as: (a) Africa America 22.8%, (b) Hispanic 60.45%, (c) White 13.34%, and (b) Asian 1.9%. Since Brentwood Stair Preparatory School will only be servicing students residing in zip code 76120, the average ethnicity was researched for the three (3) Fort Worth ISD elementary schools that reside in 76120. The schools included were John T. White Elementary, Bill J. Elliot Elementary, and Lowery Road averaged:

- |                    |        |
|--------------------|--------|
| a. Africa American | 64.42% |
| b. Hispanic        | 25.19% |
| c. White           | 6.75%  |

d. Asian	1.98%
e. Economically Disadvantage	77.76%
f. Limited English Proficiency	18.52%
g. Gifted & Talented	3.65%
h. Special Education	5.24%
i. Bilingual	18.52%

What was found in the research is that there is a very different ethnic makeup in zip code 76120 in comparison to the district as a whole. In zip code 76120, the number of African American students increased by 41.6 % and the number of Hispanic students decreased by 35.3%. The Fort Worth ISD campuses on the east side of Fort Worth have historically had a poor reputation, and current performance reports indicate that some are still reporting Improvement Required. Brentwood Stair Preparatory School will offer students residing in zip code 76120 a high-quality, comprehensive education, responsive to all backgrounds.

The Al-Hedayah Academy is not about saying which school district or campus is not performing and that we can do a much better job, rather it wants to advocate for school choice. Parents and students should seek the place that best fits their child’s academic, social and physical needs. The sponsoring board believes that there is no one solution and realizes that even its school model will not necessarily fit all learners.

#### Education Plan/School Design

First it is important to understand that the proposed charter school, Brentwood Stair Preparatory School is merely the next revolutionary step in the Sponsoring Board’s vision to create a high-quality learner-centered non-parochial school based on high academic standards for learners. The Al-Hedayah Academy understood the need to design a school model based on clear models of excellence and has continuously placed itself under the microscope to validate its performance, including the voluntary accreditation process achieved in 2003 with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). The overall success of Brentwood Stair Preparatory School will come from the 20 years of operational experience, commitment to academic excellence, and best practice standards of the sponsoring board and CEO. Brentwood Stair Preparatory School will employ richly diverse faculty and staff to continue serving student of diverse backgrounds with high-quality education.

Furthermore, the sponsoring board and CEO have experience in establishing a complete educational solution for children of families are here in the U.S. on a short assignment at Lockheed or pursuing a semester of study abroad to not lose academic ground in their native language, while still being provided the opportunities to master the English language. These families want to keep their children in an education environment that will support their extensive cultural and language barriers in a manner that student do not lose ground academically, but yet are not forced to put English as their only path to knowledge. Brentwood Stair Preparatory School will allow for the time and provide the resources that it takes to



carefully identify and address all barriers to student achievement in pursuit of academic excellence.

BSPS is committed to providing learner-centered teachers that motivate, challenge, create, and reflect in their classrooms. It is important to have an understanding of child development and learning, with knowledge in the content area, subject matter, and pedagogy. Good teachers are partners in the learning process with their students and are comfortable on a quest for a higher level of comprehension that may require research or consulting experts beyond the scope of the lesson and standards. At BSPS it is important for teachers to participate in vertical and horizontal teaming to partner in the educating of each student while keeping abreast of the TEKS standards and curriculum opportunities across grade levels.

Al-Hedayah Academy is a testament that the creative and passionate teachers that make a school successful are not necessarily the ones with the advanced degrees, technological skills or experience. Sometimes there is just a natural inclination that makes a person a great teacher. This is the beauty of a charter school that has some flexibility in being able to offer that person an opportunity to enter the teaching profession and gain the knowledge and skills that might even lead to an advanced degree or certification. In 2000, Al-Hedayah Academy became a center for promoting lifelong learners in both faculty and students. Not only did the individuals seek to further their education, but the school system itself began the quest of achieving accreditation and licensing standards in order to implement and conforming with the national and state educational standards set forth by the Southern Association of Colleges and Schools (SACS AdvancED) accreditation process and the Texas Daycare Licensing Program. Since 2001, AHA faculty and staff have achieved the following academic accomplishments:

1. Two (2) Doctorate in Education Degrees
2. Four (5) Master in Education Degrees
3. Four (5) Bachelor Degrees
4. One (1) Texas Principal Certification (EC-12)
5. Three (3) Texas Licensed Daycare Operators
6. Fifteen (16) Texas Alternative Teaching Certificates (numerous add on certificates)

Based on approximately 78 alumni of Al-Hedayah Academy from the classes of 2008-2013, 100% of the students that applied to college were accepted with numerous current enrollments at the University of Texas at Austin, University of Texas at Arlington, University of Texas at Dallas, Texas Christian University, Texas Tech University, Tarrant County College, University of Virginia, University of Saint Joseph and Texas Wesleyan University and the following accomplishments to date:

1. Ten (10) Bachelor Degrees from University of Texas at Arlington
2. Two (2) Bachelor Degrees from University of Texas at Dallas
3. Two (2) Bachelor Degrees from Texas Christian University
4. One (1) Bachelor Degrees from Southern Methodist University
5. One (1) Bachelor Degree from Argosy University

6. Three (3) Master Degrees from University of Texas at Austin
7. One (1) Master Degrees from University of Texas at Arlington
8. One (1) JD Law Degree from Southern Methodist University
9. One (1) Associates Degree from Tarrant County College
10. Two (2) Nursing Degrees – Tarrant County College

Brentwood Stair Preparatory School will implement research-based instructional strategies that have been proven to set high expectations and increase student performance with emphasis on students of diverse backgrounds. At a minimum, when we think about diversity, we need to consider not only race but gender, religion, physical challenges, economic status, age, disability, sexual orientation, and learning differences (Hoerr, 2005, p 138).

Source: Hoerr, T., R. (2005). *The art of school leadership*. Alexandria, VA: Association for Supervision and Curriculum Development

Brentwood Stair Preparatory School will be a college preparatory school for all learners with its commitment to hiring great teachers; implementing a flexible, consistent approach to teaching, providing all the curriculum support and resources, ensuring that students have a say in what they learn and how they learn.

Because of the flexibility of an open-enrollment charter and the 1:12 student ration, Brentwood Stair Preparatory School will be able to individual the students learning experience within the school day, as well as after school. By modeling after successful programs and incorporation best practices research, As with the out-of-school-time education programs that the Mid-continent Research for Education and Learning (McRel) studied to determine why they are successful in student achievement and found that by

- Providing students who are falling behind with real-time academic supports through individual tutoring that can prevent them from falling further behind
- Supplement students' home environments by offering the kind of homework support that more advantaged children are likely to receive at home
- Building students' prior knowledge and aptitude with enrichment activities such as field trips, gardening, and cultural exposure that advantage students are more likely to receive at home
- Addressing students' interest and motivation to learn by making learning fun and providing students with the opportunity to experience college first hand.

Source: Goodwin, B. (2011). *Simply Better: Doing what matters most to change the odds for student success*. Alexandria, VA: ASCD

#### Leadership and Governance

The key members of Brentwood Stair Preparatory School's business leadership team shall include members of the Board, the Superintendent, and the CFO/Business Manager, as well as

certain other “advisory board” members who shall lend their experience and advice to the Board and the Superintendent as requested. The Charter School Board for Brentwood Stair Preparatory School will include:

The current voting members of the governing board include:

1. Nabil Bawa, MBA, *President*
2. Walid Joulani, *Vice President*
3. Hassan Halaby, *Secretary*
4. Alexander Farr, JD, LLM, *Budget Director*
5. Lynda Jones-Mubarak, EdD, *Member*
6. H. Ibrahim Salih, PhD, *Member*
7. Yushau Sodiq, PhD, *Member*

Non –Voting Members:

1. Sarah Farr, JD, *General Counsel*
2. Nizam Peerwani, MD, *Board Advisor*

With respect to the implementation and management of Brentwood Stair Preparatory School’s accounting, financial management, internal controls and tax reporting obligations, Nabil Bawa and Alex Farr each have strong educational and experiential backgrounds in finance, and accounting, while Mr. Bawa’s particular area of expertise involves management consulting, and Mr. Farr’s skills include a thorough understanding of tax laws and tax compliance requirements. With the assistance of the CFO/Business Manager and appropriately structure reporting regime, Messrs. Bawa and Farr shall have the resources and skill set to ensure proper controls, reporting and compliance by Brentwood Stair Preparatory School. Furthermore, Walid Joulani and Hassan Halaby are each independent business leaders with strong experiential backgrounds and understanding of human resources management and financial accountability. Furthermore, both Messrs. Joulani and Halaby have been involved with Al-Hedayah since its foundation and have regularly engaged in crucial fundraising activities to support the school’s operations and intend to continue to do so as needed.

With respect to educational performance oversight, curriculum monitoring and overall guidance with respect to the school’s vision of excellence in science, technology and languages, Drs. Linda Mubarak, Ibrahim Salih, and Yushau Sodiq have a combined 109 years of experience as educators and administrators in both the public and private education system and in both primary and secondary settings. Along with the Superintendent, Dr. Julia Michelle Nusrallah, who herself has 15 years of experience as an educator; this core team shall implement and oversee the effectiveness of the education plans and operational processes of Brentwood Stair Preparatory School.

Messrs. Joulani and Halaby and Dr. Peerwani were founding members of Al-Hedayah over 20 years ago and have been integrally involved in all stages of the campus build-out and expansion over that time period. They have substantial experience with facilities management, planning, project management, and competitive bid processes and oversaw the planning, development,



and construction of the current campus facilities.

**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

## Section One - Educational Plan

### Program Overview

Explain the educational philosophy that guides the design of the school, and describe the curriculum program to be offered and how it aligns with the education program, including primary instructional methods and assessment strategies. Describe any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

The core educational philosophy shall be that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. Brentwood Stair Preparatory School will help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. Brentwood Stair Preparatory School will offer classes in English Language Arts, Reading, Mathematics, Science, Social Studies, Health, Physical Education, Technology Applications, Art, Spanish, and Arabic.

In order to confront the twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America's continued role as a global leader will depend on our students' abilities to interact with the world community both inside and outside our borders. (Committee for Economic Development, 2006).

Source: Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. Alexandria: VA.

Spanish and Arabic were selected to be taught to students in kindergarten through grade 8 after research indicated that these two languages needs were common between the school districts in the geographical boundaries. Arabic, aside from census data that indicates this language is steadily growing in demand in the global community; it is an obvious choice because Brentwood Stair Preparatory School will have the experience of history in Arabic language instruction and ELL Arabic speaking students with Al-Hedayah Academy. Spanish was chosen after polling the students and families. In Texas, as in many other states, Spanish is essential and will foster better career opportunities for those individuals who are proficient and/or have some basic communication skills and abilities.

Technology applications at Brentwood Stair Preparatory School will encompass the latest software applications required to make students successful in meeting the rigor demands of all their subjects. Students will be given extensive opportunities to develop skills in word processing, digital presentations, graphic design, computer aided design (CAD), animation, and more. The campus will provide a middle school computer lab and classroom computers for grades pre-kindergarten through grade 5. Additionally, the elementary will have a mobile lab that will be available for use during their blended learning time. Students will also be given access to integrated online curriculum for each subject that will be accessible on-campus and at home. The use of different programs to teach, remediate, accelerate, and assess the students will be available for all grade levels to teachers, students, and parents.

Additionally the school will have a modified fine arts program that will be part of the curriculum, Fine arts programs have been linked to improvements in academic success. Studies have indicated that young children exhibit endless creativity that becomes stifled and even destroyed by education approaches that forgo the arts for more core academic studies.

Differentiated instruction will be applied to all academic areas at our school. Teachers will also use a variety of teaching techniques and instructional strategies to meet the needs of those students who are wholly or partially included in a regular education classroom using the following practices.

In addition, student-centered methods, project based learning, and web-based technology will be utilized in all core and elective courses. These instructional and educational practices will be applied to all learners enrolled at the Brentwood Stair Preparatory School:

- Academic materials will be selected that engage all learning modalities and learning styles---visual, auditory, tactile, and kinesthetic.
- Teachers will break complex learning into simpler components, moving from the most concrete to the abstract, rather than the reverse to teach the concept of sequence and building on prior knowledge.
- Teachers will check frequently for understanding and use intervention strategies to reteach concepts and assess for depth of comprehension
- Learning objectives will be written in behavioral terms as this assists in providing high structure and clear expectations for all students.
- Teachers will use student agendas, journals, and PDA to foster organizational skills
- Teachers will use the Renweb system for communicating assignments and grades
- Teaching staff will maintain consistency in academic expectations and in their responses to students to provide a focused and grounded approach for instilling student accountability.
- Thought-provoking learning activities will be selected that will assist students in connecting what is being learned with the real world in real time. This practice is frequently called "bridging".
- Brainstorming where students generate ideas related to a key word and record them.
- Think-Pair-Share, a concept is presented to the teacher, and students are paired to discuss the concept. They share what they already know or have experienced about that concept, and then share that information with the rest of the class. The strategy provides a means for reassessing and discovering student misconceptions.
- Chunking where groups of students apply mental organizers by clustering information into chunks for easier manipulation and remembering.
- Concept Mapping, a technique that has been found useful for helping students change their misconceptions.
- Anchor activities where students automatically move to when they complete assigned work and keeps the learning flowing.
- Flexible grouping a purposeful reordering of students into working groups to ensure that

all students work with a wide variety of classmates and in a wide range of contexts during relatively short span of classroom time.

- Big Idea: This term is used as a synonym for a generalization.
- Games designed to add variety and change of pace, assess student learning, enhance student self-esteem, and motivate students for learning

Source: Heacox, D. (2002). *Differentiating instruction the regular classroom: How to reach and teach all learners, grades 3-12*, Minneapolis, MN: Free Spirit Publishing, Inc.

There are three elements that are conducive to establishing such an environment, (1) the teacher acting as a facilitator of the learning process, (2) allowing the child's natural curiosity to direct his/her learning, and (3) promoting respect for all things and all people.

Teacher acting as a facilitator: When the teacher's role is to guide, providing access to information rather than acting as the primary source of information, the students' search for knowledge is met as they learn to find answers to their questions. For students to construct knowledge, they need the opportunity to discover for themselves and practice skills in authentic situations. Providing students' access to hands-on activities and allowing adequate time and space to use materials that reinforce the lesson being studied creates an opportunity for individual discovery and construction of knowledge to occur.

Self-discovery: Equally important to self-discovery is having the opportunity to study things that are meaningful and relevant to one's life and interests. Developing a curriculum around student interests fosters intrinsic motivation and stimulates the passion to learn. One way to take learning in a direction relevant to student interest is to invite student dialogue about the lessons and units of study. Given the opportunity for input, students generate ideas and set goals that make for much richer activities than I could have created or imagined myself. When students have ownership in the curriculum, they are motivated to work hard and master the skills necessary to reach their goals.

Respect: Helping students to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas and a judicious approach to discipline. When the voice of each student is heard, and environment evolves where students feel free to express themselves. The proposed school shall embrace the learner-centered pedagogy which favors education built upon an research-based curriculum, Common Core, and TEKS standards.

Beginning in the third year of operations, grades 2 through 5 will officially become departmentalized, also known as "platooning" for all core subjects. Education research supports the use of expert teachers in one or two content areas over the traditional role of generalists. Teachers will perfect their instruction through repetition and a depth in content knowledge, skills, and pedagogy. The number of different teachers that each grade and/or class will be exposed to may vary across the grade levels to ensure that emotional and academic needs are being protected to achieve optimal success. Brentwood Stair Preparatory School will take into consideration that individual and group of students are different and schedules will be



adjusted to accommodate the learners.

Brentwood Stair Preparatory School will consider the practice of “looping” with certain faculty in the future, provided adequate resources are available to provide professional development on the looping concept according to best practices in the process. Looping dates back to 1913, when the U.S. Department of Education endorsed it as “teacher rotation.” Proponents of looping find the benefits include better relationships, more realistic expectations and added instruction time because the student strength and weaknesses are known. Brentwood Stair Preparatory School believes that looping promotes a secure learning environment, especially during the times of transition that kick-started the learning process and reduced the anxiety common at the beginning and end of the school year. Before initiating Looping, Brentwood Stair Preparatory School will ensure that a looping teacher has solid, vertical frame of reference on the cognitive, physical, and emotional range of students in the grade levels above and below, and has demonstrated learner-centered lessons with ample time for student self-discovery and teacher observation.

Source: Ullman, E. (October 24, 2005). *Looping leads to long-term connections with students*. Edutopia. <http://www.edutopia.org/looping-multiage-classroom-grouping-benefits>

Brentwood Stair Preparatory School will implement and foster innovative programs and curriculum opportunities *that will distinguish this school from other schools in the area* by promoting academic excellence, encouraging innovations, and recognizing creativity.

The school will promote academic excellence by:

1. Encouraging a culture of creativity, thinking outside conventional boundaries, research and a depth in complexity.
2. Fostering close relationships among students and teachers, and parents and teachers.
3. Empowering students to take ownership of their learning and to pursue accelerated study in areas of interest.
4. Employing and supporting knowledgeable teachers who are creative in their instruction.

The school will encourage educational innovation by:

1. Allowing teachers the freedom and autonomy to design innovative teaching methods and curricula.
2. Inviting active student participation in the ongoing development of course content, methods, and activities, especially in the higher grades.
3. Exchanging ideas with peer institutions and the wider community.
4. Evaluating our programs on a regular basis to embrace our successes and to drive new thinking.

The school will recognize creativity by:

1. Providing a stimulating environment conducive to building and supporting creativity
2. Creating opportunities for students to be creative in ways that support their abilities and talent while offering students opportunities to attempt and develop new talents

### 3. Supporting a diverse student body with cultural competency

Brentwood Stair Preparatory School teachers will also serve as student advisors. Each teacher will be assigned 8-10 advisee which will meet during regular homeroom periods of 25-30 minutes at the beginning of each school day. The teacher will then devote at least two sessions per week to student guidance activities, during which students can discuss their personal interests, goals, and concerns with a supportive group of advisees or peers. Teacher-advisors will also hold regular student and parent conferences and keep track of their advisees' academic progress while consulting with other teachers. Teachers facilitate activities that will teach/or demonstrate:

#### Conflict resolution

- Role-playing and creative drama
- Taking the opposite point of view in discussions
- Promoting higher-order thinking skills
- Responsibility and resilience

Students needing more in-depth assistance with personal issues are referred to the Fort Worth Child Study Center for private counseling.

### Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the Texas Essential Knowledge and Skills (TEKS) standards.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
  2. Give an overview of the planned curricula, addressing alignment with the TEKS. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
    - a. Provide, as **Attachment E.1**, a sample course scope and sequence for one subject for each grade configuration (elementary, middle, high school) the school would serve. Identify course outcomes and demonstrate alignment with the TEKS.
- OR**
- b. If the curriculum is not already developed, provide as **Attachment E.1** a curriculum development plan, including identification of individuals responsible and the timeline for development and completion, including review to ensure alignment with the TEKS.
3. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Brentwood Stair Preparatory School will provide a calendar of 180 days of instruction with a daily class schedule beginning at 7:50am. The prekindergarten and elementary school will end at 3:30pm and the middle school will end at 4:00pm. The first year include one Prekindergarten three, one Prekindergarten four, one kindergarten, one of each grades 1-5, and two of each grades 6-8. The classroom sizes are PK3 (12), PK4 (18), KG (22), grades 1-5 (22), and grades 6-8 (20). The student-teacher ratio will be 1:12. Classrooms will foster a learner-centered culture that is visually stimulating and designed to develop, explore, discover, investigate, envision,

document, research, relate, and innovate.

Brentwood Stair Preparatory School will offer classes in English Language Arts, Reading, Mathematics, Science, Social Studies, Health, Physical Education, Technology Applications, Art, Spanish, and Arabic. The physical education, arts, health, languages, and technology application curriculums will be correlated with the core subject areas to provide rigor and relevance. In carrying out the responsibility of providing students of diverse backgrounds with comprehensive educational opportunities that will prepare them for higher education, the school will utilize the Texas Essential Knowledge and Skills (TEKS) and the Texas College and Career Readiness Standards as the basis for its curriculum. Brentwood Stair Preparatory School teachers and staff will employ differentiated instructions methods to address the different learning styles, intellect, cognitive, emotional and physical characteristics and abilities of each learner using the teacher scope and sequence, assessment and intervention resources available with the TEKS Resource System, PearsonRealize.com, and STEMscope.com. Brentwood Stair Preparatory School will contract with ESC Region XI for use of the TEKS Resource System, the curriculum management system developed by the Texas Education Service Center Curriculum Collaborative, which is comprised of Texas' 20 Education Service Centers. The system includes a curriculum framework for grades K-12 in all foundational academic subject areas aligned to the Texas Essential Knowledge and Skills (TEKS).

#### Mathematics

In the area of mathematics, 4<sup>th</sup> and 8<sup>th</sup> graders in the U.S. score below other countries on the TIMSS (Trends in Mathematics and Science Study) in international comparison. Jacobs (2010) gave three reasons why:

1. Mathematics in the U.S. focuses on memorization instead of reasoning.
2. Understanding requires language capacity on the learner.
3. American culture does not visibly and aggressively support mathematical genius.

Source: Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. Alexandria: VA.

Brentwood Stair Preparatory School will use enVision Math Realize Edition, an innovative and interactive math solution for the 21<sup>st</sup> century, aligned with the Common Core for grades K-6. Teachers will incorporate the TEKS from the TEKS Resource System to ensure the students are meeting state standards and can perform on the STAAR. The enVision system is a comprehensive math curriculum that uses technology to bring the student closer to the standards visually, which is essential for ELL students. EnVision is grounded in research and results that develops conceptual understanding, depth, and complexity with problem-based interactive learning and step-by-step visual learning opportunities. The teachers have access to an array of instruction, assessment, response to intervention strategies, and student performance monitoring/analysis tools to assist them in differentiating the curriculum.

Beginning in elementary school, children should be learning beginning concepts in algebra,

geometry, measurement, statistics and logic. In addition, they should be learning how to solve problems by applying knowledge of math to new situations. They should be learning to think of themselves as mathematicians-able to reason mathematically and to communicate mathematical ideas by talking and writing.

Brentwood Stair Preparatory School will use Prentice Hall Mathematics: Course, Accelerated Grade 7, and Course 3 Common Core for grades 7 and 8. Accelerated students in grade 8 will be given the option of taking Algebra I. PRES Associates, an independent research firm, conducted a study to assess the effectiveness of Prentice Hall Middle Grades Math in helping students attain critical mathematics skills. The evaluation study employed a randomized control trial (RCT) design, which was utilized to meet the rigorous standards of the What Works Clearinghouse (WWC). The sample included 922 7th grade students who were assessed at the beginning and end of the year with the Iowa Test of Basic Skills (ITBS), Group Mathematics Assessment and Diagnostic Evaluation (GMADE), and Balanced Assessment of Mathematics (BAM) assessments.

Source: <http://www.pearsonschool.com/>

Brentwood Stair Preparatory School acknowledges that all students must develop thinking and reasoning skills in the early stages of their education. These stages of development also include living in a society of rapid change, innovation, and increasing complexity. Attaining these crucial skills will enable students to value mathematics, to communicate effectively, make sense of the world, and become problem-solvers who are proficient in basic computational skills.

Brentwood Stair Preparatory School will teach concepts and skills listed in Texas Administrative Code (TAC), Title 19, Part II, Chapter 111. Texas Essential Knowledge and Skills for Mathematics.

## Science

The past decade has placed the United States in a race to reclaim its economic and innovative edge within the global society; however, low performance results on the Program of International Student Assessment (PISA), an assessment given worldwide to 15 year olds every three (3) years in reading, math, and science is continuing to raise major concerns about whether the current education system can meet the demand. In 2009, the Obama administration launched “Educate to Innovate” after facing concerns about the performance of our students on nationwide assessments with consideration for the growing demands for real-world problem solving and 21<sup>st</sup> century skills

Source: STEM in the Elementary Classroom: Digital Learning Environments.  
[www.guide2digitallearning.com](http://www.guide2digitallearning.com)

Brentwood Stair Preparatory School will use the STEMscopes learner-centered science curriculum. STEMscopes is a comprehensive online, supplemental print and supplemental kit



curriculum program that provides numerous hands-on inquiry activities, including intervention and acceleration resources, plus teacher support materials all specifically focused on the Texas Essential Knowledge and Skills TEKS. STEMscopes includes alignment with the English language proficiency standards (ELPS) and the Next Generation Science Standards (NGSS). STEMscopes offers help in a variety of ways:

- access proven, research-based Rice University resources to provide rigorous instruction in STEM in traditional, blended learning, and 1-to-1 classrooms
- engage students in interactive-based learning through games, virtual labs, online assessments, and more
- achieve success on the STAAR; with a 100% alignment to the TEKS and ELPS (Spanish K-5) with a robust analytics system
- develop life-long science learners through inquiry-based hands-on science

STEMscopes provides teachers with resources that allow them to effectively differentiate instruction for their students. Each student needs their own approach to learning that is tailored to their strengths in order to be successful. STEMscopes targets student success by adhering to a strict alignment between learning objectives and outcomes. Furthermore, within each “scope,” teachers find powerful tools to execute a 5E lesson, along with opportunities for acceleration and intervention. As educators, we understand the need to have high expectations by making science rigorous, yet adaptive to their learning styles; thus, our curriculum is designed with this in mind from the ground up. In sum, STEMscopes arms teachers with the tools they need to make science fun and meaningful for their students, their community, and themselves.

Source: <http://stemscopes.com/>

#### English-Language Arts Program

Brentwood Stair Preparatory School will use Houghton Mifflin Harcourt’s English Language Arts and Reading programs for K-8, including the Journeys Blended Learning products to help transition to a blended learning environment that will provide more depth and optimize student performance. The curriculum will align with TEKS and help teachers to integrate technology in your reading/language arts classroom

Brentwood Stair Preparatory School believes in using an integrated approach for the four language modes of reading, writing, speaking, and listening as espoused by Davey (1989). The English-Language Arts curriculum at Brentwood Stair Preparatory School is based on the development of the most important human resource - communication. Through listening, speaking, reading and writing, we strive to develop life-long readers and writers. The curriculum promotes strong personal values as well as a multi-cultural perspective. By integrating all subject areas, students understand connection between the classroom and the real world. The understanding of child development and the application of different teaching styles help ensure

the success of all students. The use of diverse and updated teaching techniques and technology is incorporated in everyday instruction. The ultimate goal is to offer a balanced program where skills are systematically and sequentially integrated into our PreK-8 program.

Brentwood Stair Preparatory School will provide instruction in ELA using concepts and skills outlined in Texas Administrative Code (TAC), Title 19, Part II, Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading.

#### History-Social Studies Program

Brentwood Stair Preparatory School will use Harcourt Social Studies curriculum for grades K-5. The curriculum is designed to engage and motivate students with relevance and a global perspective, through stories of intriguing people, exciting places, and fascinating events.. Completely aligned to the national standards, the program's research-proven content provides rigor and depth in an easy-to-read, highly visual format that instantly connects with all types of learners Teachers will use the TEKS Resource System to integrate TEKS into their instruction plans to ensure that students will be successful meeting the state required standards.

Brentwood Stair Preparatory School will use the Holt McDougal World History social studies curriculum for grades 6-8. The curriculum is designed to connect students to history through virtual experiences using streaming video, instructive games, and interactive features that are energizing, inspiring, and memorable. Aligned to the Common Core, teachers will use the TEKS Resource System to integrate TEKS into their instruction plans to ensure that students will be successful meeting the state required standards.

The National Curriculum Standards for Social Studies (2013) states: *Social studies programs should include experiences that provide for the study of culture and cultural diversity.* Likewise, the American Historical Association (2008) emphasizes that history helps us understand people and societies. The study of history also helps us understand change and how the society we live in came to be.

The History-Social Studies curriculum is based on geography and a chronological study of history that emphasizes both an integrated and correlated approach. The use of literature and current resources further enrich social studies. The importance of studying major events and periods is developed sequentially in a carefully planned and systematically fashioned program from kindergarten to grade twelve. It incorporates a multicultural perspective as well as the application of ethical understanding. It encourages civic and democratic values that support the fundamental principles embodied in the United States Constitution and Bill of rights. Controversial issues are presented honestly and accurately within the historical and contemporary context in which they occur. Critical thinking skills are included at each grade level and support a variety of content-appropriate teaching methods that actively challenge the students.

#### Fine Arts Program

Fine arts expand the boundaries of learning for the students and encourage creative thinking and a deeper understanding of the core subjects, which are language arts, math, science, and social studies (Berghoff, 2003). The inclusion of fine arts in an education program is essential for shaping the overall development of a child from early childhood to secondary education. The benefits of Fine Arts Education include:

- Stimulates and develops the imagination and critical thinking, and refines cognitive and creative skills.
- Has a tremendous impact on the developmental growth of every child and has proven to help level the "learning field" across socio-economic boundaries.
- Strengthens problem-solving and critical-thinking skills, adding to overall academic achievement and school success.
- Develops a sense of craftsmanship, quality task performance, and goal-setting skills needed to succeed in the classroom and beyond (Americans for the Arts, 2002).

There will not be an audition for Fine Arts at Brentwood Stair Preparatory School, the program will be a venue for students to express themselves through music, art drama/theatre arts, and dance. A well-rounded all-encompassing curriculum is sensitive to individuality as well as heritage, traditions, and a variety of culture will be selected or developed based on Texas Administrative Code (TAC), Title 19, Part II, Chapter 117, Texas Essential Knowledge and Skills for Fine Arts. Texas Essential Knowledge and Skills (TEKS) will be incorporated into classroom instruction and assessment by presenting the following opportunities for students:

- develop a sturdy background and understanding of the role the arts play in a fulfilling life integrate the fine arts with other subject areas participate in a historical survey of the arts raise awareness of the art in their community through association with Bass Performance Hall, Kimball Art Museum, Casa Manana Playhouse, etc.
- develop a keen vocabulary which will enable them to discuss analyze synthesize and/or critique subjects and events in the arts  
develop and individual outlet for creative accomplishments
- expand their cultural literacy
- better appreciate music through experiences in vocal technique instrumental technique folk dancing, history, theory, creative expression, community awareness, and performance etiquette

Source: Berghoff, B., Bixler-Borgmann, C., and Parr, C. (2003). *Cycles of Inquiry With the Arts*. Urbana, 17, 1-17.

## Physical Education

Research from the Centers for Disease Control, Morbidity and Mortality Weekly Report (2004) highlights the prevalence of overweight among U.S. adolescents aged 12--19 years has tripled, from 5% in 1980 to 15% in 2004. Inactivity among young children and adolescents is a contributing factor to the increasing trends in overweight. Regular physical activity has additional health benefits, including improvements in aerobic endurance and muscular

strength, reduction of risk factors for cardiovascular and other chronic diseases, increases in bone mass density, higher levels of self-esteem and self-concept, and lower levels of anxiety and stress. With these facts in mind, the Brentwood Stair Preparatory School will implement a PE program that promotes an environment that provides an opportunity for each student to feel successful regardless of skill level. The curriculum includes team and lifetime sports fitness activities, and cooperative games. We believe these curriculum components, combined with an atmosphere of positive feedback and respect of differing talents will enhance the student's experience; thus creating a lifetime habit of participation in physical activity.

Brentwood Stair Preparatory School will utilize concepts and skills outlined in Texas Administrative Code (TAC), Title 19, Part II Chapter 116. Texas Essential Knowledge and Skills for Physical Education.

Brentwood Stair Preparatory School utilizes the services of Stretch & Grow, Just 4 Flips, and Absolute Fitness to augment its Physical Education Program. Each company is responsible for specific grade levels of instruction. Texas Essential Knowledge and Skills (TEKS) will be incorporated into classroom instruction and assessment by presenting the following opportunities for students:

- improve their health-related fitness
- improve their skill-related fitness
- participate in activities where they can feel successful while building self-esteem
- develop fundamental skills in a variety of sports and games
- learn rules and strategies of a variety of sports and games
- improve motor skills and movement abilities
- learn lifetime leisure and recreational sports skills
- develop teamwork skills (cooperation communication and problem solving)

#### Health Education Program

According to the Centers for Disease Control and Prevention (2012) health education is integral to the primary mission of schools. It provides young people with the knowledge and skills they need to become successful learners and healthy and productive adults. Brentwood Stair Preparatory School believes that promoting and establishing healthy behaviors for younger people is more effective, and often easier, than efforts to change unhealthy behaviors already established in adults. We believe that students' health and safety can yield educational benefits by increasing students' readiness to learn and reducing absenteeism. For that reason, a well delivered school-based health interventions can enable students to prevent disease and injury.

Brentwood Stair Preparatory School will offer a quality health education program emphasizing the teaching of functional health information and essential skills necessary to adopt, practice and maintain health-enhancing behaviors. Our staff maximizes best practices to ensure that students receive comprehensive, skill-based health instruction that will help them adopt and maintain healthy behaviors, such as healthy eating practices and increased physical activity.



Brentwood Stair Preparatory School will instruct students using concepts and skills outlined in Chapter 115, Texas Administrative Code (TAC), Title 19, Part II, Chapter 115. Texas Essential Knowledge and Skills for Health Education. Brentwood Stair Preparatory School will provide opportunities for students to:

- Explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs
- Explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems.
- Identify examples of health information provided by various media; and
- cite examples of how media and technology can affect behaviors such as television, computers, and video games.
- Name types of germs that cause illness and disease
- Identify common illnesses and diseases and their symptoms; and
- Explain common practices that control the way germs are spread.
- Describe how a healthy diet can help protect the body against some diseases.
- Practice refusal skills to avoid and resolve conflicts
- Identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices
- define stress and describe healthy behaviors that reduce stress such as exercise

Source: Centers for Disease Control and Prevention--National Survey of Children's Health (2012). Atlanta, GA

### Technology Applications

A study by Keith Lance (1994) found that students whose library media specialists played an instructional role tended to achieve higher average test scores. Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used and students will analyze and evaluate the results.

Brentwood Stair Preparatory School will instruct students using concepts and skills listed in TEA, Texas Administrative Chapter (TAC) 126. Texas Essential Knowledge and Skills for Technology Applications. Brentwood Stair Preparatory School students will be provided for opportunities to:

- use technology terminology appropriate to the task;
- use networking terminology such as on-line, network, or password;
- access remote equipment on a network such as a printer;

- follow acceptable use policies when using computers; and
- publish information in a variety of media including, but not limited to, printed copy or display

Source: Lance, K. "Proof of the Power: Recent Research on the Impact of School Library Media Programs on the Academic Achievement of U.S. Public School Students." *Eric Digest*, 22(2):64-65

### Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must address the TEKS.

1. Clearly state how the TEKS will be incorporated into classroom instruction and assessment.
2. If you plan to adopt or develop additional academic standards beyond the TEKS, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the TEKS.
3. Explain the policies and criteria for promoting students from one grade to the next. If mid-year opportunities for grade advancement will be available, explain and provide the rationale for this option. Discuss how and when promotion and graduation requirements will be communicated to parents and students.
4. Provide, in **Attachment E.2** the school's promotion requirements for students to the next grade and/or graduation requirements, as applicable. The promotion/graduation requirements should clearly set forth what students in the last grade served will know and be able to do, in addition to TEKS.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Brentwood Stair Preparatory School will contract with ESC Region XI for use of the TEKS Resource System, the curriculum management system developed by the Texas Education Service Center Curriculum Collaborative, which is comprised of Texas' 20 Education Service Centers. The system includes a curriculum framework for grades K-12 in all foundational academic subject areas aligned to the Texas Essential Knowledge and Skills (TEKS). Using the TEKS Resource System, teachers are able to support instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1) Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1)

The TEKS Resource System provides extensive standards, vertical and horizontal curriculum support. The curriculum component includes the scope and sequence, and an Instructional Focus Document that provides a bridge between curriculum, assessment, and instruction. Teacher get an outlining of what is to be taught, clarification of what the expectations are, vertically tracking of depth and complexity of a standard through grade levels, performance indicators which allow teachers to customize instruction as appropriate. The assessment provides a collection of test items that assess the student's mastery of the standards, ability of students to apply the learning in a new context, and determine which students need intervention and accelerated instruction. Teachers can incorporate what is there and factor in their own standards.

Brentwood Star Preparatory School will apply promotion requirements (attachment E.2) In

accordance with Texas Education Code 28.021 (a) "A Student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level" and student attendance "a student cannot have a total number of unexcused absences that exceed 10% of the class meetings."

### Student Performance Assessment

1. Describe the process to be used to determine baseline achievement levels of students and methods of measurement to be used.
2. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and the TEKS.
3. Explain the plan to measure and evaluate academic progress – of individual students, student cohorts, and the school or campuses as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain the plan to collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Brentwood Stair Preparatory School will satisfy Chapter 39, Subchapters B, C, D, and G of the Texas Education Code, and related Agency rules in addition to the following assessment processes. All teaching faculty and administrators will be involved in the assessment of student performance on a continual basis. Benchmark assessments will be given on a monthly basis for all core subjects to ensure that students are achieving. Teachers will adjust their lesson plans and individualize lessons with struggling or high-achieving learners to ensure that all students exhibit constant growth. The principal be informed whenever there appears to be student that is significantly ahead or behind in their performance.

To implement progress monitoring, Brentwood Stair Preparatory School students' levels of performance will be determined and goals will be identified for learning that will take place overtime. The student's academic performance will be measured on a regular basis (weekly, monthly, end-of-course). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Measurable indicators of student progress over time will also be done by using a variety of assessments to obtain student proficiency:

- Objective Tests: Objective test questions have one correct answer and can be "objectively" graded.
- Constructed-Response Tests: These tests require the learner to generate ("construct") responses to question.
- Skills and Behavior: Direct testing of performance outcomes.

Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

A comprehensive assessment is defined as one that is coherent, balanced, equitable, and integrated (National Council of Teachers of Math (1995). In the same manner, the Outcomes Assessment Manual (2000) and the WEAVE: A Quality Enhancement Guide (2000) concur that

the four main purposes of program assessment are:

- To improve - the assessment process should provide feedback to determine how the program can be improved.
- To inform - the assessment process should inform faculty and other decision-makers of the contributions and impact of the program.
- To prove - the assessment process should encapsulate and demonstrate to students, faculty, staff and outsiders what the program is accomplishing.
- To support - the assessment process should provide support for campus decision-making activities such as program review and strategic planning, as well as external accountability activities such as accreditation.

The assessment program at Brentwood Stair Preparatory School will apply the following processes or procedures to fully provide a comprehensive assessment program:

The Iowa Test of Basic Skills (ITBS) will be used to provide a comprehensive assessment of student progress in major content areas. Brentwood Stair Preparatory School believes that the ITBS is essential for its diverse student population providing norm referenced assessment in the areas of vocabulary, word analysis, reading, listening, grammar, mathematics, social studies, science, and reference materials. The ITBS tests administered to grades kindergarten through grade 8.

Brentwood Stair Preparatory School will administer the state required STAAR assessment for grades 3 and up according to the TEA guidelines and the applicable academic year calendar of events for test administrators. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. Individual student progress is then categorized as Did Not Meet, Met, or Exceeded. Student progress will be measured for students in grades 4 through high school in reading, mathematics, and writing. In 2013, progress measures are available for reading in grades 4–8, English I reading, and English II reading; for mathematics in grades 4–8 and Algebra I; and for writing in English II writing. Progress measures will be available for additional grades and courses in writing in future years. A document that describes how to calculate a progress measure can be found at the following link on the Student Assessment website in the STAAR® General Resources section. Additionally, a Questions and Answers document on the progress measure is available at the same location.

Source: *TEA Student Assessment Division Testing Calendars: Calendar of Events*

<http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769808425&libID=25769808427>

Source: *STAAR® General Resources* <http://www.tea.state.tx.us/student.assessment/staar/>.

Brentwood Stair Preparatory School will use the following assessment instruments in the ESL program:

1. Naglieri Nonverbal Ability Test (NNAT) Multilevel Form - uses progressive matrices to

measure students' overall ability, but does so without the use of language. NNAT uses items consisting of shapes and designs that are not unique to any cultural group, assuring fair and effective use with a wide variety of students, regardless of their educational experiences, cultural background, or what language they speak.

- a. NNAT is unbiased for students with hearing impairment or children with impaired colour vision. In addition it has minimal motor requirements.
  - b. NNAT can be used to screen for general nonverbal ability and identify gifted students for who English is a second language
  - c. NNAT can be used to screen students whose school performance may be poor because of limited English proficiency
  - d. NNAT can be used for students who may have a learning disability and require further diagnostic testing.
2. IPT Oral Tests (Pre-IPT, IPT I, and IPT II) –
- a. Pre-IPT - Oral English Test is designed for the preschool child who is not used to taking tests. The test centers around a story, giving young students a low-anxiety context in which to demonstrate their language abilities. Designed to assist in the initial designation of 3-, 4-, and 5-year-olds as Non-, Limited, or Fluent English Speaking, it also provides information to help place students in the most appropriate instructional programs. In addition, it may be used for assessing a child's progress in English oral language development.
  - b. IPT I and IPT II – Oral English Tests designed to specify the oral language skills and competencies necessary for academic success
3. The McGraw-Hill Diagnostic/Placement Evaluations are given selectively to students in Kindergarten through 3rd Grade to identify particular strengths and weaknesses in reading and language. The evaluation functions as a means of identifying ESL students, students with special needs, and offers the ability to collect and monitor individual progress for making effective instructional decisions.
4. The STAR Reading Program is a computer based reading assessment, which is intended to assist the educator in determining a student's reading and vocabulary comprehension level. The STAR Reading Program is used in conjunction with The Accelerated Reading Program providing guidance on reading level placement and how to stimulate reading appreciation and comprehension. Data is compared nationally, and students are given a grade equivalent ranking.

Brentwood Stair Preparatory School will use the following assessment instruments in the G/T program

1. Screening Assessment for Gifted Elementary and Middle School Students 2<sup>nd</sup> Edition (SAGES-2) – designed to identify G/T students in K-8
2. Iowa Test of Basic Skills (ITBS) – provides a comprehensive assessment of student progress in major content areas with national comparisons
3. Cognitive Abilities Test (CogAT) – designed to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols, and provides insight into the way different students learn
4. Duke University Talent Identification (TIP)/EXPLORE



5. Naglieri Nonverbal Ability Test (NNAT) Multilevel Form – designed to assess general nonverbal ability and identify gifted ESL students

The use of Informal, classroom-based, and nontraditional assessment strategies - such as observation, basal reader tests, oral reports, running records, informal reading inventories, portfolios, and performance samples that are appropriate for use in each content area and in general instruction will also be used for assessment purposes.

In addition, ongoing assessments will be done while applying TEKS benchmarks and standards and by using alternate assessment tools including:

- Emphasizing production instead of one right answer
- Observe work in progress
- Using Bloom's Taxonomy
- Innovative student created services and products
- Use of rubrics: oral presentation/performance based
- Pencil-and-paper tests
- Digital media, video production, PowerPoint, website, and more
- Performance and presentations

Source: Tomlinson, C., & Eidson, C.C. (2003). *Differentiation in Practice: A resource guide for differentiating curriculum, grades 5-9*. Alexandria, VA: Association for Supervision and Curriculum Development.

### Pre K Transition (Prekindergarten Only)

1. Describe strategies to ensure that the educational program will effectively prepare students to enter kindergarten on or above grade level including a successful transition plan from kindergarten.
2. Explain how students will be monitored and progress assessed.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

The Early Childhood Program (Pre-K2 to Pre-K4) prepares students to enter kindergarten by following the prescribed instructional strategies listed in the TEA Revised Texas Prekindergarten Guidelines (2008) which includes end of year outcomes, child desired behaviors, and examples of instructional strategies. These strategies include activities that build cognitive skills, and social and emotional competencies.

Brentwood Stair Preparatory School's Pre-Kindergarten program uses the Frog Street Press Program for its Pre-K2 - PreK4 daily instruction. Frog Street Pre-K is a comprehensive, bilingual program that integrates instruction across developmental domains and early learning disciplines. The program is engaging for both teachers and children, and is easy to implement.

The cornerstones of the program are:

- an extensive integration of theme, disciplines, and domains.
- special attention to social-emotional development.
- many levels and support of differentiated instruction.
- equity of English and Spanish materials and instruction.
- a joyful approach to learning.

Source: *Frogstreet Press* <http://www.frogstreet.com/frog-street-pre-k/program-overview>

## High School Graduation Requirements (High School Only)

High schools will be expected to meet the Foundation High School Program as outlined in TEC §28.025.

1. Describe how the school will meet Texas graduation standards. Explain how students will earn credit hours, how grade-point averages will be calculated, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

NA

## Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs, and explain how they will be funded.
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

**NOTE: Open-Enrollment Charter Schools may not charge "blanket" activity fees. See TEC §12.108 for additional information governing tuition and fee restrictions.**

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Brentwood Stair Preparatory School will not offer a summer school program.

Extracurricular activities offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out. Brentwood Stair Preparatory School will provide and inform students of extra-curricular programs available to them on-campus, off-campus, and online sports, academic programs, enrichment programs, competitions, clubs, and service organizations such as:

1. University Interscholastic League (UIL)
2. Math Competitions: The Math League, MathCounts, Math Olympiads
3. Science Competitions: Science Olympiad, Regional/State Science Fair
4. Hurricane Harbor Cardboard Boat Regatta
5. Junior FIRST LEGO League (Jr FLL)

6. FIRST LEGO League (FLL)
7. Annual Thanks-Giving Square Expressions Art & Essay Competition
8. National Geography Bee
9. Jason Learning Contests
10. Scripps Spelling BEE
11. Honor Society - National Elementary Honor Society & National Junior Honor Society
12. American Student Council Association
13. National Young Leaders Conference
14. School Clubs: Math, Reading, Movie, Chess, Orienteering, Soccer, Tennis, Basketball
15. Texas Prefreshman Engineering Program (TEXPREP) at Texas Wesleyan University

A Guthrie (2008) emphasizes that academic enrichment is an important extension of the regular school program. Likewise, The Write Academy (2013) states there are three important indicators of high-quality enrichment programs:

1. The academic content is intrinsic to an enjoyable activity, not an afterthought, so that children come to see "academics" as something that can provide enjoyment on its own. A combination of intense creativity with passionate academics allows learning itself to become the source of pleasure and growth!
2. The program fosters strong, trusting and enriching social interactions that keep the students wanting to come back! For many students the desire to please an important adult is strong motivation for success. Students must believe that the adults are invested in their growth, have the desire to see the students succeed and are able to respond to the student's individual needs.
3. The program appreciates the uniqueness of each child and differentiates activities and instruction to meet their inherent abilities and interests. Every child has unique gifts to bring to the world which can be realized only when your child has the academic and intellectual tools to turn curiosity into achievement.

Academic and enrichment support are an integral part of Brentwood Stair Preparatory School's curriculum. Students often require differentiated and challenging educational programs and/or services beyond those provided in the general school program. Students capable of high performance may include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership and visual and performing arts. Options for students are provided within and outside the general classroom setting through activities that challenge, accelerate and enrich each student, while encouraging self-developmental and service. Enrichment support includes online and campus based offerings.

### **Special Populations and At-Risk Students**

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs (IEPs) or Section 504 plans; students receiving BE or ESL services; students identified as Gifted and Talented (GT); and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, including an explanation of how those projections were developed (e.g. through data related to a

specifically targeted school or neighborhood or more generalized analysis of the population to be served). Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
  - a. Methods for identifying students with special education needs (and avoiding misidentification);
  - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
  - c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
  - d. Plans for promoting graduation for students with special education needs (high schools only); and
  - e. Plans to have qualified staffing adequate for the anticipated special needs population.
3. Explain how the school will meet the needs of students requiring BE or ESL services, including the following:
  - a. Methods for identifying these students (and avoiding misidentification);
  - b. Specific BE/ESL instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
  - c. Plans for monitoring and evaluating the progress and success of these students, including exiting students from BE/ESL services; and
  - d. Means for providing qualified staffing for these students.
4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.
5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
  - a. Specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
  - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
  - c. Means for providing qualified staffing for intellectually gifted students.

**NOTE: Schools are responsible for hiring teachers certified to serve students with special education, bilingual education (BE) and English as a Second Language (ESL) needs pursuant to law.**

**NOTE: 19 Texas Administrative Code (TAC) Chapter 89. Adaptations for Special Populations. Subchapter BB. Commissioner's Rules Concerning the State Plan for Educating English Language Learners (ELLs) states that all school districts that are required to provide bilingual education and/or English as a second language (ESL) programs establish and operate a Language Proficiency Assessment Committee (LPAC).**

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

### Student Support Services

Brentwood Stair Preparatory School has implemented a strong Student Support Team to provide academic support program to meet the needs of our diverse student body to include special needs students. Students will be identified for Individualized Education Programs (IEP) and who require specific academic support in the areas of: Bilingual Education/ESL, Dyslexia,

and Section 504.

A certified Special Education, Bilingual, or ESL teacher will provide these unique students individually or in small groups to reach the goals identified in their IEPs and help them gain success in the general education classroom. While emphasizing the normalization of the educational environment for students with disabilities, Brentwood Stair Preparatory School adheres to the provision of the least-restrictive environment (LRE) for these students required by the Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446. As with all students at Brentwood Stair Preparatory School, the Student Support Team maintains high expectations for our students who receive specialized support services while following the guidelines in Chapter 89. Adaptations for Special Populations, Subchapter D, Special Education Services and Settings, Texas Education Code, §§30.003(d) and (g), 30.004(b), and 42.151(e) and (g).

If approved, Brentwood Stair Preparatory School will have in place prior to opening policies and procedures that ensure implementation of IDEA 2004 and all federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.

#### Bilingual Education/English as a Second Language

In 2004-2005, approximately 5.1 million or 10.5 percent of the U.S. student population were English-language learners. Approximately 79 percent of ELLs nationally are from Spanish-language backgrounds. While English learners reside throughout the United States, they are heavily concentrated in the six states of Arizona, California, Texas, New York, Florida, and Illinois. These six states contain 61 percent of the nation's ELL population.

Brentwood Stair Preparatory School offers English as a Second Language (ESL) Program. Students who speak a language other than English are given direct instruction by a certified ESL Teacher using a pull-out approach to provide instruction. Students who have limited proficiency in English (LEP) are instructed using a hands-on learning and cooperative learning methods. The teacher uses various teaching modalities and strategies while teaching vocabulary, pronunciation, reading comprehension, and other necessary language skills in order to gain English proficiency, while respecting, celebrating, and acknowledging the children's home languages and cultures. Brentwood Stair Preparatory School will implement ESL instruction according to 19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language.

Source: Payan, R. M., & Nettles, M. T. (2008). Current state of English-language learners in the U.S. K-12 student population (English-Language Learners Symposium).



Brentwood Stair Preparatory School will use the following assessment instruments in the ESL program:

1. Naglieri Nonverbal Ability Test (NNAT) Multilevel Form - uses progressive matrices to measure students' overall ability, but does so without the use of language. NNAT uses items consisting of shapes and designs that are not unique to any cultural group, assuring fair and effective use with a wide variety of students, regardless of their educational experiences, cultural background, or what language they speak.
  - a. NNAT is unbiased for students with hearing impairment or children with impaired colour vision. In addition it has minimal motor requirements.
  - b. NNAT can be used to screen for general nonverbal ability and identify gifted students for who English is a second language
  - c. NNAT can be used to screen students whose school performance may be poor because of limited English proficiency
  - d. NNAT can be used for students who may have a learning disability and require further diagnostic testing.
2. IPT Oral Tests (Pre-IPT, IPT I, and IPT II) –
  - a. Pre-IPT - Oral English Test is designed for the preschool child who is not used to taking tests. The test centers around a story, giving young students a low-anxiety context in which to demonstrate their language abilities. Designed to assist in the initial designation of 3-, 4-, and 5-year-olds as Non-, Limited, or Fluent English Speaking, it also provides information to help place students in the most appropriate instructional programs. In addition, it may be used for assessing a child's progress in English oral language development.
  - b. IPT I and IPT II – Oral English Tests designed to specify the oral language skills and competencies necessary for academic success
3. The McGraw-Hill Diagnostic/Placement Evaluations are given selectively to students in Kindergarten through 3rd Grade to identify particular strengths and weaknesses in reading and language. The evaluation functions as a means of identifying ESL students, students with special needs, and offers the ability to collect and monitor individual progress for making effective instructional decisions.
4. The STAR Reading Program is a computer based reading assessment, which is intended to assist the educator in determining a student's reading and vocabulary comprehension level. The STAR Reading Program is used in conjunction with The Accelerated Reading Program providing guidance on reading level placement and how to stimulate reading appreciation and comprehension. Data is compared nationally, and students are given a grade equivalent ranking.

#### Gifted and Talented

Brentwood Stair Preparatory School will implement a gifted and talented (G/T) program designed to help G/T students realize and maximize their highest academic potential pursuant to Section 29.123 of the Texas Education Code (TEC). The G/T program will include students from kindergarten to eighth grade. The goal of G/T students will include demonstrating skill in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are

advanced in relation to students of similar age, experience, or environment.

The identification process for G/T students includes:

1. Assessments that identify the students' strengths and weaknesses in ability, achievement and intelligence. Assessment instruments will include the use of one or more of the following:
  - a. Screening Assessment for Gifted Elementary and Middle School Students 2<sup>nd</sup> Edition (SAGES-2) – designed to identify G/T students in K-8
  - b. Iowa Test of Basic Skills (ITBS) – provides a comprehensive assessment of student progress in major content areas with national comparisons
  - c. Cognitive Abilities Test (CogAT) – designed to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols, and provides insight into the way different students learn
  - d. Duke University Talent Identification (TIP)/EXPLORE
  - e. Naglieri Nonverbal Ability Test (NNAT) Multilevel Form – designed to assess general nonverbal ability and identify gifted ESL students
2. Nominations by faculty, staff, parents, peers and themselves.

Brentwood Star Preparatory School will use the *Texas Performance Standards Project (TPSP)* as one resource for providing enhanced academic opportunities. The TPSP provides a coherent package of standards, curriculum, and assessments for use G/T programs from kindergarten through high school. Teachers can find TEKS- based differentiated instruction support for G/T students keeping aligned to standards and providing a framework for depth and complexity through the *Continuum of Learning Experiences Framework Depth and Complexity Overview (COLEF)* charts for each grade level that can be used to guide students through the research project.

The Texas Education Agency (TEA) is redesigning the TPSP tasks to reflect a 7E framework. The seven "Es" of the model are as follows:

1. Elicit—Access and ascertain prior knowledge and understanding Teacher can frame "What do you think?" questions.
2. Engage—Generate enthusiasm and stimulate interest and thinking Teacher can surprise students, get students thinking, or raise questions through compelling demonstrations or presentations.
3. Explore—Provide opportunities to observe, record data, design experiments, interpret results, organize findings Teacher can frame questions, suggest approaches, provide feedback, and assess understanding.
4. Explain—Introduce models, laws, and theories Teacher can guide students toward generalizations and provide terminology and questions that help students explain their explorations.
5. Elaborate—Provide opportunities to apply knowledge to new domains Teacher can introduce new variables and pose new questions/scenarios in which students practice transfer of knowledge.
6. Evaluate—Provide formative and summative assessment opportunities, including self-

reflection Teacher can conduct ongoing assessment of student learning through all phases.

7. Extend—Provide additional challenges that allow students to apply knowledge Teachers can provide new contexts for application of knowledge that allow students to go one step further.

Texas Performance Standards Project at <http://www.texaspsp.org/>

Brentwood Stair Preparatory School offer or assist G/T students in participation in the following innovative opportunities according to the program specific guidelines:

1. TPSP Self-Guided Tasks
  - a. Phase I - offering group or individual learning experiences through a discipline-based research model
  - b. Phase II – Independent research, students utilize and extend their learning from Phase 1 to develop a product
2. Duke TIP's 4th–6th Grade Talent Search - students can enroll either as a fourth, fifth, or sixth grader. Once enrolled, benefits of participation continue through the student's sixth grade year. Participation in the 4th–6th Grade Talent Search provides students with exciting, stimulating and challenging opportunities through online lessons, publications, contests, the Duke TIP Book Club and an optional above-level testing experience, the EXPLORE® test.
3. Duke TIP 7th Grade Talent Search above level testing
4. University Interscholastic League (UIL)
5. Math Competitions: The Math League, MathCounts, Math Olympiads
6. Science Competitions: Science Olympiad, Regional/State Science Fair
7. Hurricane Harbor Cardboard Boat Regatta
8. Junior FIRST LEGO League (Jr FLL)
9. FIRST LEGO League (FLL)
10. Annual Thanks-Giving Square Expressions Art & Essay Competition
11. National Geography Bee
12. Jason Learning Contests
13. Scripps Spelling BEE
14. Honor Society - National Elementary Honor Society & National Junior Honor Society
15. American Student Council Association
16. National Young Leaders Conference
17. School Clubs: Math, Reading, Movie, Chess, Orienteering, Soccer, Tennis, Basketball

Brentwood Stair Preparatory School will ensure that all Teachers who provide instruction and services that are a part of the district's defined G/T services complete the required minimum of 30 clock hours of professional development prior to their assignment to provide G/T services and instruction. This 30-hour training must include nature and needs of G/T students, identification and assessment of G/T students' needs, and curriculum and instruction for G/T students. Teachers without required training must complete the 30-hour training within one semester of assignment to provide G/T services and instruction. Teachers must also receive a

minimum of six hours annually of professional development in G/T education (TAC §89.2(1), (2) and (3); State Plan 4.1.1.C, 4.1.2.C and 4.2C).

Brentwood Stair Preparatory School will ensure that all Administrators and counselors who have authority for service decisions for G/T students are required to receive six hours of professional development that includes nature and needs of G/T students and service options for G/T students (TAC §89.2(4); State Plan 4.3C). Any campus or district-level administrator (including the superintendent) or counselor who has authority to make scheduling, hiring, and/or program decisions should have the six hours of training (TAC §89.2(4); State Plan 4.3C).

### Educational Staff Capacity

1. Identify the key members of the school's educational leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as school leadership, administration, and governance; and curriculum, instruction, and assessment. Describe the group's ties to and/or knowledge of the target community.
2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
3. Identify the principal candidate and explain why this individual is well-qualified to lead the proposed campus in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as **Attachment E.3**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

#### OR

- If no candidate has been identified, provide as **Attachment E.3** the qualifications and job description for this role, and discuss here the timeline, criteria, and recruiting and selection process for hiring the campus leader.
4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal. If known, identify the individuals who will fill these positions and provide, as **Attachment E.4**, the qualifications, resumes/curricula vitae, and professional biographies for these individuals. For any position not yet filled, instead provide in **Attachment E.4** the job descriptions and qualifications for each position, and discuss here timeline, criteria, and recruiting and selection process for each.
  5. Explain who will work on a full-time or nearly full-time basis following award of a charter to lead development of the school and the plan to compensate these individuals.
  6. Explain the plan for distributing to parents information related to the qualifications, experience, and certifications of each teacher, including any professional or educational degrees held and a statement of any certification under TEC §21.057 or PL 107-110 §1111(h)(6)(B)(ii).

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Brentwood Stair Preparatory School has not selected a principal, a job description and requirements have been provided in Attachment E.3.

The key members of BSPS's business leadership team shall include members of the Board, the Superintendent, and the CFO/Business Manager, as well as certain other "advisory board" members who shall lend their experience and advice to the Board and the Superintendent as requested. With respect to educational performance oversight, curriculum monitoring and overall guidance with respect to the school's vision of excellence in science, technology and languages, Drs. Linda Mubarak, Ibrahim Salih, and Yushau Sodiq have a combined 109 years of experience as educators and administrators in both the public and private education system and in both primary and secondary settings. Along with the CEO/Superintendent, Dr. Julia Michelle Nusrallah, who herself has 15 years of experience as an educator; this core team shall implement and oversee the effectiveness of the education plans and operational processes of BSPS. Finally, the Board shall involve the insight and guidance of an informal advisory board to be comprised of various businesses, political, and educational leaders as the Board sees fit to consult with. One prominent member of this advisory board (and former member of the Board of Al-Hedayah) shall be Dr. Nizam Peerwani who will lend his experiences both as an educator with UNT and as the leader of the Tarrant County Medical Examiner's Office to help advise the Board.

The school's leadership/management team will consist of the Superintendent, Principal, CFO/Business Manager, and Administrative Assistant/Office Manager. See attachment E.4 for the detailed job description, responsibilities and qualifications required for each of these positions. The Board shall be responsible for identifying and appointing the Superintendent not later than 6 months prior to commencement of the school's first year of operations. As provided in the start-up plan (Attachment O.9), the Superintendent shall identify and recommend the appointment of a qualified candidate for Principal not later than 3 months prior to the commencement date of the school's first year of operations. During this same timeframe the Superintendent will also identify and recommend a candidate for the position of CFO/Business Manager and Administrative Assistant/Office Manager. The Superintendent shall use the job descriptions and qualifications as provided in Attachment E.4 as a basis for soliciting resumes from qualified applicants. The Superintendent will conduct interview processes for qualified applicants and such interviews shall not only include typical question and answer format but may also entail the Superintendent's observation of the candidate in his or her existing workplace environment to qualitatively assess such candidate's skills and personality. Once the Superintendent has identified each member of the key management team, he or she shall recommend such candidates to the Board for final approval and appointment.

The Superintendent is currently employed by Al-Hedayah Academy as the CEO/Principal, she will continue fulltime throughout the transition and be compensated at the Al-Hedayah Academy contract rate until an official transition to Brentwood Stair Preparatory School is made.



Brentwood Stair Preparatory School will require all teaching staff to have a professional biography and list of education, certifications and experience available for posting on the school's website and will be available upon request. Additionally, in accordance with TEC § 21.057, in the event BSPS assigns an inappropriately certified or uncertified teacher to the same classroom for more than 30 consecutive instructional days during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. The Superintendent shall provide the foregoing notice not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher. BSPS shall: (1) make a good-faith effort to ensure that the notice required by TEC § 21.057 is provided in a bilingual form to any parent or guardian whose primary language is not English; (2) retain a copy of any such notice; and (3) make information relating to teacher certification available to the public on request.

**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

## Section Two - Operations Plan

### School Calendar and Schedule

1. Discuss the annual academic calendar for the school. Explain how the calendar reflects the needs of the educational program, including total number of days/hours of instruction. In **Attachment O.1**, provide the school's proposed calendar for the first year of operation.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for foundation subjects. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Describe how the instructional day will be structured to ensure adequate coverage of all the TEKS. Provide the minimum number of instructional hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment O.1**, a sample daily and weekly schedule for each grade configuration of the school.
3. Note the number of hours dedicated for teacher planning and collaboration, if applicable.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Brentwood Stair Preparatory School will provide a calendar of 180 days of instruction with a daily class schedule beginning at 7:50am. The prekindergarten and elementary school will end at 3:30pm and the middle school will end at 4:00pm. The first year include one Prekindergarten three, one Prekindergarten four, one kindergarten, one of each grades 1-5, and two of each grades 6-8. The classroom sizes are PK3 (12), PK4 (18), KG (22), grades 1-5 (22), and grades 6-8 (20). The student-teacher ratio will be 1:12.

Brentwood Stair Preparatory School will use the same calendar structure is currently being used by Al-Hedayah Academy, a copy of the 2014-2015 calendar is included in attachment O.1. The major differences will be the starting, ending, and testing dates which will be determined accordingly, once the charter is received.

### School Culture

1. Describe the culture of the proposed school and explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for involving students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, BE or ESL services, students at risk of academic failure, and gifted and talented students.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

What makes Brentwood Stair Preparatory School different is that we "Dare to Care, Dare to Try, and Dare to Fail." The faculty and staff are committed to making everyone feel welcome and successful. We want to hear "we cannot wait for Monday." The atmosphere is fresh, colorful, and inviting. A positive, energetic environment that is contagious and rich with opportunity. The faculty, staff, and student body are representative of many different ethnicities and radiate a sense of cultural sensitivity and understanding.

The sound of learning can be heard throughout the halls, as teachers and students are engaged in rich discussions about various subjects. Student voices are not being shushed, on the contrary, they are being asked for input and encouraged to take an active part in their learning experience.

New students entering the school year after school begins will be partnered with peers that will help them adjust to the new environment. Faculty and staff will be charged with getting transfer/late starters off to a good start, and help them overcome any anxieties or pressures that accompany moves to new schools. Parents will be called and/or emailed encouraging to come and get to know the school better, and if they are having any concerns. An effort to talk with the parent and student after a week will be expected of the Principal to ensure that everyone and everything is satisfactory.

The learner-centered school culture at Brentwood Stair Preparatory School will:

- be helpful and welcoming: School Administration leads the charge in ensuring that everyone entering the campus is immediately greeted and helped, by the first person encountered, then led and escorted through all the required processes in a helpful manner. All faculty and staff members are treated with the same level of respect and exhibit a helpful/welcoming presence with everyone.
- be supportive: Faculty and staff will receive guidance and support through professional development, campus specific workshops, mentor/coaching, time for planning and teaming with co-workers. Students will receive academic and emotional support as needed through counseling sessions, tutoring sessions, study halls with academic support available, peer group support time, and annual family visits and/or meetings.
- be risk-free: In a learner-centered culture, everyone is learning, everyone is making mistakes, everyone is reflecting, everyone is relearning, and everyone is attempting new things; hence, there will be fair expectations, assessments, and communications that are designed to support everyone in an individualized and respectful manner that encourages the pursuit of dreams and excellence without fear.
- be innovative: Everyone should be creating and trying different things. Just because it does not fit into this puzzle does not make it wrong. There will be encouragement and discussions that help everyone realize a dream. The saying “there are more than one way to skin a cat” is a crazy metaphor that gets to the point – everyone will be looking for new and creative ways to use existing resources, materials, manpower, and technology to pull the 21<sup>st</sup> learners into the realm of possibilities.

According to Jacobs (2010) understanding and being successful in mathematics requires language capacity on the learner. Brentwood Stair Preparatory School knows that understanding requires language capacity on the learner for all subject areas. Sometimes ESL class becomes throwing more English at the learner in a bigger, louder, and faster pace, but if the student does not understand, then they do not understand. The approach cannot be “if they see and hear it long enough, they will get it” that is a recipe for failure. What is different about our approach is that we are trying to come at the student from every direction. Just as

there so many different aspects to teaching an ESL student, there is no one assessment or grade that should be the defining criteria.

Assessments and grading policies at Brentwood Stair Preparatory School will be fair and consistent. Brentwood Stair Preparatory School grading policy includes a 0 to 100 grading scale. Effective grading practices can be tricky and require careful implementation and supervision to be consistent and fair. There must be consideration for ensuring that the student's academic knowledge, understanding and application of the standards are being assessed fairly without the interference of the lack of time, motivation, finances or parental support. Reeves (2009) points out that students should receive consequences for not applying themselves academically or missing work that was completed by the rest; however, the consequence should be "doing the work" not getting a zero which skews everything dramatically. Reeve (2009) also points out the effects that single big assignments, with one huge grade can be a "semester killer."

Brentwood Stair Preparatory School will be serving a diverse student population coming from homes that may not have the English language, finances or environment that is conducive to successfully completing homework and projects. First, BSPS is committed to designing an assessment and grading system that breaks down the barriers that often drag students down the grading scale. Second, students will be expected to complete the missing work as required by the teacher to achieve a grade. Brentwood Stair Preparatory School will prohibit its teachers and students to just settle for a zero or 70 grade on a missing assignment, and they will be expected to satisfy the assignment requirements during the school day or in an after-school program.

Some students struggle across the board in completing assignments and meeting the demand of their academic careers, and Brentwood Stair Preparatory School wants to do everything possible to help the student and their families overcome any obstacles to their success. Some students may have difficulty in one or more specific subjects or subject areas, and others may not like the subject. However, struggling students and those students with all the missing homework demonstrate patterns that teachers can recognize and address to help change the outcome.

Often struggling students develop a routine of failing to understand the lesson, failing to get help from the teacher immediately, and then not completing the homework. Teachers will recognize the struggling student and give them extra help and more time; however, time become a bigger problem when they continually fail to complete assignments. This cycle is typical of students struggling in mathematics or language. Once allowed to fall behind, the student is usually working on past lesson that were taught days ago and have their brains filled with the current lesson information that creates a disconnect and the information is no longer usable or relevant. Teachers will rotate in providing supplemental teaching support to help students complete the assignments or demonstrate a competency in the standard.

A typical day for a student would consist of being greeted at the door by a member of faculty or staff when arriving, locker time and then talking with friends in the first class period room until

the bell. When the bell sounds, then the student would begin working on any bell assignment or instructions that the teacher has already place on the board. The morning announcements will be begin with the pledges and a moment of silence. Then the teacher will welcome the students; begin the lesson using a variety of different medias. Students will be given a chance to begin any homework in class, in order to be sure they understand, and some will even have enough time to finish. The student will attend different classes throughout the day that will involve different styles of learning and material. The student will have a chance to meet with their faculty advisor if needed. The pace of the day will go quickly to the student because of the amount of activities going on at the same time in their class and elsewhere, sparking the curiosity and losing the sense of time. When the student receives feedback from his/her teachers, there is an opportunity to discuss and look for ways to improve or celebrate. If the student shows signs of struggling in an area, the discussion to get some extra help may take place or even present the opportunity to involve another teacher or service. If the student is excelling in an area and seems bored, then the student may be given an opportunity to work on a project, mentor a younger child, and keep moving through the material at their own pace in a self-study fashion facilitated by the teacher. At the end of the day, the student will feel accomplished and ready to start the process tomorrow.

Source: Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. Alexandria: VA.

A typical day for a teacher will consist of arriving at school to get prepared for the students and have instructions on the board for the first class. All resources and needs will be met before entering the classroom to instruct the students. The faculty and staff will be greeting one another and visiting prior to assuming the role of duty or going to the class to great students. The start of the day will be conversations with students about different things, offering their services to the students that they are charged with advising. The start of the day will being with the announcements, the pledges, and a moment of silence. The attendance will be taken by the end of the first period. The will begin their lessons in different ways depending on the grade levels and/or the subjects taught; however, all lessons will revolve around strengthening language skills in the subjects and offer a variety of media to deliver and assess the student. TEKS, lesson plans, grading, attendance, and instructional materials will involve using the appropriate software application and teachers will be continuously on their technology to move throughout the day efficiently. There will be an hour planning period each day. An hour a week will be devoted to teaming with co-faculty, this may involve a grade level teaming, a subject teaming or a special committee established to address concerns or goals. The teacher may come across a visitor that they create and escort to the office area. The teacher may need to discipline a child, communicate with parents, communication with the principal or administration, meet with an ESL or Special ED teacher to discuss a student, and every day the teacher will leave with a sense of accomplishment because administration will praise their efforts and students will want to be in their class because they enjoy the learning.

### **Student Admissions and Enrollment**

1. Briefly analyze the competition in the area for the same students. Describe the methods that the proposed school will use to recruit and retain students.



2. Explain how the plan for student recruitment and marketing will provide equal access to all interested students and families. Specifically describe the plan for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
3. Provide, as **Attachment O.2**, the school's Admissions and Enrollment Policies, which should include the following:
  - a. The period (both the beginning and the ending dates) during which the applications for admissions will be accepted (see TEC §12.117), including a summary of the application process;
  - b. Procedures to be followed in conducting a lottery when a grade or class is oversubscribed including which exemptions from the lottery (include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment.))
  - c. The approximate date on which a lottery will be conducted if required;
  - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers;
  - e. The non-discrimination statement to be included in the proposed school's admissions policy. *TEC, §12.111(a)(5);*
  - f. Policies and procedures for the admission of students with documented histories of any of the types of misconduct listed in TEC §12.111(a)(5)(A); and
  - g. Enrollment deadlines and procedures.
4. If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. *TEC, §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC, §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.*

**NOTE: If a charter is granted, the sponsoring entity will be required to submit a copy of its admissions policy, admissions application, and enrollment form(s) for review during the contingency process.**

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

For the incoming grades from pre-kindergarten through grade 8, Brentwood Stair Preparatory School will accept enrollment applications starting November 1 of the year the charter is granted and end the application period on November 30th well before the start of the academic year as detailed in Attachment O.2. It shall be the policy of the Brentwood Stair Preparatory School shall not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic ability, athletic ability or artistic ability, or the district the child would otherwise attend, or subjected to any discrimination prohibited by the Civil Rights Act of 1964, as amended TEC, §12.111(a)(6).

Once the charter is approved, Brentwood Stair Preparatory School will create a school profile brochure to reflect the vision, mission, and goals of the school and delineate the facilities, grade levels, curriculum, programs and services to be offered. The programs, curriculum and methods of instruction will be highlighted in different ways to help families identify how the school will be able to address the needs of their child(ren) specifically.

The school website will be launched to introduce Brentwood Stair Preparatory School, as an open-enrollment charter school that offers free public education to anyone living within the

charter's designated boundaries, and will include information on grade levels, curriculum, programs, services, important enrollment and school dates, who (list of geographic boundaries) can apply, detail out enrollment process, and contact information. The same information placed on the website will be used to generate marketing materials, such as flyers and postcards for handout and/or mailings, ads to go into newspapers servicing the geographical areas. Two or more informational meetings will be advertised and conducted to provide interested families with a digital presentation overview to highlight how the different programs may be beneficial to specific student needs, written information, a tour of the facilities, and an opportunity to ask questions.

The open-enrollment process will be managed by the Administrative Assistant/Office Manager, PEIMS coordinator, and Office Aide. During this process the Principal will allocate and assign students to classes and teachers as appropriate. A lottery system will be employed, to the extent needed, and a wait-list will be developed for classes with excess enrollees.

Brentwood Stair Preparatory School will exclude from admission students with documented histories of misconduct listed in TEC § 12.11 l(a)(6) including:

- a. Documented history of criminal offense
- b. A juvenile court adjudication, or
- c. Disciplinary problem under TEC Subchapter A, Chapter 37.

Brentwood Stair Preparatory School will develop and institute a student code of conduct which shall conform to state as well as federal guidelines.

Following categories of students will be exempted from the lottery process:

1. Returning students (those that were enrolled at Al-Hedayah Academy before it was converted to a charter school shall not be considered "returning students"). Returning students will be required to notify the School of their intent to return for the next school year by February 1 of the then-current school year.
2. Siblings of the students who have been admitted or who are currently attending the school
3. Children of school's founders and staff

## Student Discipline

Describe the school's approach to student discipline summarizing the school's proposed Discipline Policy. Provide as **Attachment O.3** the school's proposed Discipline Policy. Together, the narrative description and the proposed policy should address the following:

1. The code of conduct for the school; *TEC, §12.131 requires that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.*
2. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
3. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
4. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;

5. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days; and
6. Explanation of how students and parents will be informed of the discipline policy.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Brentwood Stair Preparatory School will have a strict student discipline policy and student code of conduct, because charter schools have more flexibility in applying discipline policies than traditional public schools and are allowed to exclude students with a documented history of a criminal offense, juvenile court adjudication, or discipline problems. While Chapter 37 of the Texas Education Code does not apply to charter schools, Brentwood Stair Preparatory school will comply with due-process in regard to suspensions and expulsions. Brentwood Stair Preparatory School will use a discipline point system within their student management system to reward and demerit students to track behavior patterns and issues.

Students are expected to demonstrate appropriate behavior in the classroom, on school property, and off campus during school sponsored events. Students are expected to contribute to a safe, caring, learning environment by cooperating in work and play, doing their best to achieve academic excellence, respecting themselves, others and the environment, and, conducting themselves in a safe manner at all times.

In the classroom, each teacher will determine what behavior is appropriate for their room. Teachers are responsible for communicating expectations and classroom rules and these will be part of the student handbook, and will supplement the policy established by the Superintendent. Teachers will enforce all school rules within their classroom, including but not limited to: attendance, disruptive conduct, dress code, harassment, music devices, phone use.

Consequences for noncompliant students are: parent/guardian contact by teacher, assigned detention by teacher and/or referral to school administration for appropriate discipline.

### **Leadership Pipeline**

1. Describe the sponsoring entity's current or planned process for sourcing and training potential school leaders for campuses opening in subsequent years, regardless of location.
2. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Although Brentwood Stair Preparatory school does not intend to open new campuses in subsequent years, the board with the leadership provided by the Superintendent will initiate a process of both sourcing and training potential school leadership, i.e. will establish a pipeline of potential leaders.

The fundamental rule in establishing a pipeline of potential leaders is that succession management must be a flexible system oriented toward developmental activities, not a rigid list of high-potential employees and the slots they might fill. By marrying succession planning and

leadership development, one get the best of both: attention to the skills required for senior management positions such as the Superintendent, the Principal or the Chief Fiscal Officer, along with an educational system that can help managers develop those skills. Based on studies done by Kessler (2002), to achieve these goals, the board will:

- a. Identify those with the potential to assume greater responsibility in the school.
- b. Provide critical development experiences to those that can move into key roles.
- c. Engage the leadership in supporting the development of high-potential leaders.
- d. Build a data base that can be used to make better staffing decisions for key jobs.
- e. Improve employee commitment and retention.
- f. Meet the career development expectations of existing employees.
- g. Counter the increasing difficulty and costs of recruiting employees externally.

In **Phase 1**, the leadership continuum will develop high potential leaders from the inside out and will be tailored to our school’s goals and culture. It will begin with a focus on the individual’s leadership assets and liabilities. The next set of activities will help leaders with their ability to lead and develop high-functioning teams. Once they have mastered their own leadership style and can effectively lead high-performing teams, the board will focus on creating effective organizations. This is all supported and reinforced by individual executive coaching.

In **Phase 2**, the board will implement a leadership development strategic plan that puts previous leadership lessons into practical use to solve real business issues.

### Organization-Wide Staffing

1. Complete the staffing chart below, outlining the staffing plan for your campus(es), as applicable. The staffing chart and your narrative response should identify the following:
  - a. Year one positions, as well as positions to be added in future years;
  - b. Administrative, instructional, and non-instructional personnel;
  - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
  - d. Operational and support staff.

Adjust or add functions and titles as needed. *Delete rows or tables for grade configurations that do not apply.*

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Elementary Campus Staff PK-8</b>					
Superintendent	1	1	1	1	1
Principal	1	1	1	1	1
Assistant Principal	0	0	0	0	0
CFO/Business Manager	1	1	1	1	1
Administrative Assist/Office Manager	1	1	1	1	1
Pre-Kindergarten	1	2	2	2	2
Kindergarten	2	2	2	2	2
Classroom Teachers (Elem 1-5)	5	5	6	7	8

Classroom Teachers (MS 6-8)	6	6	6	6	6
Classroom Teachers (All Grade Levels)	7	7	7	8	8
Classroom Teachers (Bilingual/ESL)	2	2	2	3	3
Classroom Teachers (Special Education)	1	1	1	1	2
Classroom Teachers(Gifted & Talented)	1	1	1	1	1
Athletic Director	0	0	0	1	1
Counselor	0	0	0	0	1
Librarian	1	1	1	1	1
Teacher Aides and Assistants	3	4	4	4	4
Substitutes	6	6	6	7	7
PEIMS Coordinator	1	1	1	1	1
Nurse	1	1	1	1	1
Maintenance Supervisor	0	1	1	1	1
Lead Custodian	0	0	0	0	1
Custodian	2	2	2	2	2
<b>Total FTEs at elementary campus(es)</b>	<b>43</b>	<b>46</b>	<b>47</b>	<b>52</b>	<b>56</b>
<b>Middle School Campus Staff</b>					
<b>High School Campus Staff</b>					
<b>Total organization FTEs</b>	<b>43</b>	<b>46</b>	<b>47</b>	<b>52</b>	<b>56</b>

2. Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed. State the teacher-student ratio to be maintained. As well as the ratio of total adults to students for the school.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

The Principal will be the supervisor of the school operations including all the faculty and staff. There will be school-wide meetings and departmentalized meetings to communicate and ensure that everyone is actively involved in fulfilling the vision, mission and goals.

In the first year of operation the total adult to student ratio will be 6 to 1 and 7 to 1 in year five. In the first year of operation the total of teacher to student ratio overall will be 11 to 1; however, we will set our expected teacher to student ratio at 12 to 1, for charter policy.

Although the Texas Legislature revoked the State Board of Education's authority to adopt rules relating to teacher-to-student ratios in pre-kindergarten programs in 1995, the school districts are encouraged to maintain student-teacher ratios in Pre-K programs that, at a minimum, do not exceed the 22: 1 ratio required for kindergarten through fourth grade. Brentwood Stair Preparatory School intends to maintain following teacher-to-student ratios in the classrooms:

- Pre-K: 1: 15 - 1 : 18
- Kindergarten: 1:22
- Grades 1-4: 1:20
- Grades 5-8: 1-18

The rationale for maintaining this ratio is based on many studies and publications. The landmark

1978 study by Glass and Smith strongly endorsed reduced class size as a reform likely to produce improvements in academic achievement. The researchers reviewed 80 research reports on the relationship between class size and achievement, obtaining more than 100 comparisons from "well-documented" studies of smaller and larger classes using rigorous statistical analyses. The meta-analysis showed:

- As class size decreases, achievement increases
- Benefits begin to emerge as class size falls below 20 students.
- 

The National Association of Elementary Principals, The Carnegie Institute, the National Education Association and the American Federation of Teachers have all adopted class-size reduction policy statements. In summary, all students should be given the best possible learning environment in which they will benefit successfully. Lower teacher-student ratios can help make this possible. Classrooms with fewer students will benefit both the students and the teacher. Student achievement, measured by standardized and curriculum-based tests demonstrates that students in small classes score significantly higher than students in large classes.

### Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the sponsoring entity and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment O.4**, any personnel policies or an employee manual, if developed.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment O.5** any leadership evaluation tool(s) that you have developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year. State if the school intends to follow the state Professional Development Appraisal System (PDAS) or submit as **Attachment O.6** any local teacher evaluation tool(s) already developed
7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.
8. Provide in **Attachment O.7**, a Supplemental Human Resources Information Form (use the template provided by the TEA) for ALL paid positions required to operate the proposed school in year one and at capacity. Ensure that your submission includes ALL positions including administrative staff such as: CEO/superintendent, financial officer, principal, assistant principal, director, and assistant director.

**NOTE: PL 107-110 §1119 Teachers in all core academic subjects must be degreed and have demonstrated competency in the subjects in which they will be assigned to teach as required by federal law. Special education teachers, bilingual teachers, and teachers of English as a second language must be certified in the fields in which they are assigned to teach as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.**



**NOTE: Charter schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education experience, prior salary history, job duties actually performed, what a typical person with similar skills, experience, and job duties would earn. See 19 TAC §100.1022(c)(2)(B)(i).**

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Brentwood Stair Preparatory School will develop any personnel policies, employee evaluation tools, and the employee manual according to all the appropriate requirements including legal requirements, TEA Open-Enrollment Charter Regulations, and the Brentwood Stair Preparatory School charter.

Depending upon the type of employment an employee at Brentwood Stair Preparatory School will be at-will or be issued an employment contract. An employment contract is a written agreement between Brentwood Stair Preparatory School and an employee at the commencement of the period of employment and stating the exact nature of their business relationship, detailing the compensation the employee will receive in exchange for specific work performed. The employment contract shall define the job description, vacation, holidays, sick leave or personal days as well as fringe benefits including discounts, health insurance benefits and other benefits.

Brentwood Stair Preparatory School will implement the following salary ranges for each position as indicated:

- Management/Administration: CEO/Superintendent -- \$90,000-\$125,000 per year
  - Principal -- \$65,000-\$90,000 per year
  - CFO/Business Manager -- \$50,000-\$85,000 per year
  - Administrative Assistant -- \$25,000-\$45,000 per year
  - PEIMS Coordinator -- \$20,000-\$30,000 per year
  - Office Aide -- \$15/hour
- Faculty/Staff: Teacher -- \$35,000k-\$50,000 per year
  - School Nurse -- \$40,000-\$50,000 per year
  - Librarian -- \$48,000k-\$55,000 per year
  - Paraprofessional/Teacher Aide -- \$20/hour
  - Substitute -- \$15/hour
- Facilities: Maintenance Supervisor -- \$25,000-\$30,000 per year
  - Lead Custodian -- \$15/hour
  - Custodian -- \$10/hour

BSPS will implement additional employee benefit plans including providing access to health and dental insurance coverage (including the availability of dependent coverage), a flexible spending plan, the opportunity to participate in a retirement and/or 401(k) plan, vacation benefits determined upon years of service as well as sick leave benefits, and all state-designated holidays. Furthermore, BSPS will consider offering alternate work schedules, depending upon suitability for a given position, to accommodate employees with special scheduling needs or flexibility. BSPS will also consider offering tuition reimbursement for eligible employees for tuition, books, or other fees up to \$500 for one job-related or prospective job-related post-secondary course per semester. All employees will have access to

Workers' Compensation insurance and optional participation in life, accidental death & dismemberment, and disability insurance, as applicable.

Although it is expected that all salaries will be adjusted annually to account for inflation, high-performing teachers as identified by the Superintendent will have the opportunity for quicker advancement within their given salary range and will also be entitled to take on increasing leadership roles at the school and may be provided with access to supplemental tuition-reimbursement and career development funds for professional development expenditures and specialization.

Three month prior to the start of year one, the Supervisor and Principal will begin advertising for faculty and staff to fill staffing requirements for the school year. Job postings will be placed on the school website indicating the intending hiring campaign dates. When the time arrives, the website will be updated, a hiring fair will be conducted, and ads will be placed in the local newspapers locate highly-qualified candidates for each position. Hiring will begin thirty days prior to the start of the school year and continue until all positions are filled.

#### Procedure To Hire And Dismiss School Personnel

The Superintendent with the assistance of the Principal will establish written policy guidelines for hiring teaching and non-teaching staff. As far as possible, the guidelines shall recruit teachers who believe in improving student learning as well as who express initiative to institute different and innovative learning methods. As an Open Enrollment Charter School, Brentwood Stair Preparatory School will create professional opportunities that would attract new teachers to the public school system.

The hiring procedure for school personnel will include posting positions at local area junior colleges and universities, participating in teacher recruitment fairs, enlisting assistance of ESC Region XI to advertise openings as well as posting opening on the school web bulletin board. The Superintendent with the assistance of the Principal will conduct the interviews of potential candidates and perform credential verification when necessary. Additionally, before a candidate is offered the position, a criminal background check shall be performed by the Texas Department of Public Safety through one its contracted 80 MorphoTrust USA locations. All employees, certified and non-certified, as well as substitute teachers that have not previously been fingerprinted through the TEA process must be fingerprinted before their first day of employment.

As far as possible, it will be expected of the Superintendent and the Principal a cause to dismiss and employee. Causes shall include: Immoral conduct; Incompetence; Neglect of duty; Substantial noncompliance with school rules described in faculty handbook; Conviction of a crime; Insubordination, and Fraud or misrepresentation.

The superintendent shall complete an investigation of an educator or an employee to ascertain the misconduct. The superintendent must notify the Board of Directors Certification by filing a

report with the board not later than the seventh day after the date the superintendent first learns about an alleged incident of misconduct.

A modified Professional Development and Appraisal System ("PDAS") recommended by the Texas Education Commissioner will be used to evaluate teachers. The PDAS appraisal framework is considered especially appropriate for teachers because the PDAS criteria acknowledge broad-based tasks that teachers routinely perform that go beyond classroom teaching. The PDAS is not, however, intended to evaluate staff other than teachers. Professional staff such as speech pathologists, librarians, and counselors will not be evaluated under the PDAS (unless these positions also involve instruction). Non-teaching, administrative staff members will be evaluated in accordance with provisions of Subchapter BB issued under the TEC, §21.354 and §39.054, and the commissioner's recommended or established standards under the Code. Each teacher will be appraised each school year. When possible, an appraisal will be based on the teacher's performance in fields and teaching assignments for which he or she is certified, by a certified PDAS appraiser.

### Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Education faculty and staff members will be required to attend professional development activities designed to meet the needs of the staff as curriculum is developed and as additional skills are needed to serve the student body. Members of the faculty and staff will evaluate these sessions for effectiveness and the results of these evaluations will provide the basis for designing professional development activities. The budget provides for contractual resources and supplies for staff development. The School will encourage staff members to make recommendations for future development areas and developmentally appropriate practices including, but not limited to, integration of technology into the curriculum and instruction, conflict resolution and parent conferences, violence prevention, and curriculum development.

Education Service Center Region XI (ESC Region XI) and other experts will provide professional development on TEKS-based foundation and enrichment curriculum. The ESC Region XI will provide workshops, consultation, materials, and expertise in a variety of areas. Every faculty or staff member will be given the opportunity to attend at least one workshop or conference off-

campus, with selected staff members attending the annual charter school conference. Administrative staff will be given the opportunity to participate in leadership and supervision workshops and/or conferences. Staff members at all levels will be expected to share their new knowledge with each other at subsequent staff meetings.

### Performance Management

The TEA will evaluate the performance of every charter school annually according to a set of academic, financial, and organizational/governance performance standards that will be incorporated into the charter agreement.

Applicants may propose to supplement the TEA performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Brentwood Stair Preparatory School will follow all the required regulations for reporting and evaluating campus performance according to State and TEA Open-Enrollment Charter School requirements. After the first year of operations and gathering of PEIMS data and additionally local assessments, the CEO/Superintendent and the Principal will construct a campus plan to implement based on needs and goals.

### Parent and Community Involvement

1. Describe what you have done to assess parent and community demand for your school.
2. Explain how you will engage parents and community members from the time that the school is approved through opening.
3. Describe the role, to date, of any parents and community members involved in developing the proposed school.
4. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 3 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any volunteer activities the school will offer to parents. (Charter Schools are public school and may not require parents to volunteer.)
5. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment O.8** existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Do not provide petitions, meeting sign-in sheets, or other materials that violate the Public Disclosure Policy mentioned previously.*

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

## Parent and Community Involvement

Communities for our purposes are the physical and social contexts in which our school operates - the neighborhood in which our school buildings are located, and the milieu from which our students and their families come from, as well as other local stakeholders, including residents, businesses and religious and civic institutions. The board has held two town hall meeting previously and has solicited input from community members by conducting a survey. Overwhelming respondents (by a margin of 4:1) supported the establishment of an Open Enrollment Charter School on the campus of Al-Hedayah.

Brentwood Stair Preparatory School will continue this interaction with the community it serves socially, at Al-Hedayah, our parents and families are never isolated from the community because of our regular pro-active programs including once-a-month potluck community dinners, a "movie" night, youth presentations, debating clubs, boy scouts and girl scouts events, etc. will become part of the future charter school on our campus.

The Board of Directors of the sponsoring entity who will serve the future charter school board are all members of the community. In addition, the School Board Advisor and the General Counsel are also members of the community. All of them participated in the strategic planning in support of this application process.

Although engagement of parents in the life of the school shall be completely voluntary, research makes it clear that increasing parent involvement is a huge positive for any school. Hence, the proposed charter school will establish and promote a Parent-Teacher Organization (PTO) whose objectives shall include fundraising, support, community building and education. The school will also promote non-mandatory voluntarism program where the parents and supporters may assist during lunch hours, at school dismissal time, during field trips and community social events such as school spring carnivals.

The existing school campus built on 6.9 acres is paid for the community through charitable donations. The campus and its building with playgrounds will be made available to the school and students. Over the years, Al-Hedayah academy has established partnership with local area businesses, junior colleges and community leaders including elected officials. These relations will continue.

## Start-Up & Ongoing Operations

1. Provide, as **Attachment O.9**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget in the Financial Plan Workbook.
2. Explain the school's plan to provide transportation services for students with IEPs mandating transportation. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for the safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

**NOTE: TEC §12.109 An open-enrollment charter school shall provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.**

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Brentwood Stair Preparatory School will not provide transportation for regular eligible

students. However, in accordance with federal law, the School will provide transportation to students eligible for special education and related services as required by the Individualized Education Program (IEP) pursuant to federal law. Brentwood Stair Preparatory School will contract services from a third-party, such as Durham Transportation.

#### Plan for Safety & Security of the School

The School's Safety Plan shall be initiated by the school principal, to be supervised by the Superintendent, and will consist of a School Safety Committee consisting of a chairperson from the senior school faculty, one representative each from Early Childhood Program, Elementary School and Middle School, and representative from the PTO. Brentwood Stair Preparatory School will use a visitor management system to manage visitor traffic and verify against the register sex offender databases.

The Function of the Committee shall be to establish written policy for students, staff, faculty, and overall campus security in compliance with the school's rules as well as the State Statutes. The policy shall be approved by the Superintendent. The policy will address various safety issues:

- a. Implementation of universal precaution for blood borne pathogens
- b. Maintaining safe = environment within classrooms, hallways, bathrooms etc. as well as playground: (hazards: physical, biological, chemical etc.)
- c. Ensure that all exits from the building are properly marked.
- d. Periodically check all fire alarms.
- e. Ensure appropriate number of certified fire extinguishers is placed within all the buildings.
- f. Post in each classroom a school floor plan indicating escape routes
- g. Periodically check the accident/sickness log (accident) reports filed to ensure that appropriate action has been taken
- h. Provide oversight: Ensure that all students are appropriately inoculated against DPT, Mumps, Measles and Rubella, and tested for tuberculosis ((PPD) in accordance with the state law and that each record is in place.
- i. Ensure that periodic fire and tornado@ drills are conducted.
- j. Provide safety policy for playground and the science lab.
- k. Ensure that the building are closed own during school hours and visitors must sign-in at the front desk.
- l. Faculty is training to provide CPR.
- m. Nursing bay is equipped and the school office is cognizant of medication policy.

#### Operational Staff Capacity

1. Identify the key members of the school's operational leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance, operations. and/or management, and will thus share responsibility for the school's operational success. These may include current or proposed governing board members, the school leadership/management team,



and any essential partners. Describe the team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:

- a. Staffing;
  - b. Parent and community engagement;
  - c. Professional development;
  - d. Performance management;
  - e. PEIMS management; and
  - f. General operations.
2. Identify the superintendent and explain why this individual is well-qualified to lead the proposed charter school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader’s ability to effectively serve the anticipated population. Also provide, as **Attachment O.10**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

At the present time, Brentwood Stair Preparatory School had only selected one individual, which is the CEO/Superintendent. It is not clear who the other essential leadership will be until the charter is awarded and the hiring process begins.

At the present time the key members of Brentwood Stair Preparatory School’s operational leadership team shall include members of the Board, the Superintendent, the CFO/Business Manager, the Principal, and the Administrative Assistant/Office Manager, as well as certain other “advisory board” members who shall lend their experience and advice to the Board and the Superintendent as requested. With respect to the implementation and management of Brentwood Stair Preparatory School’s accounting, financial management, internal controls and tax reporting obligations, Nabil Bawa and Alex Farr each have strong educational and experiential backgrounds in finance, and accounting, while Mr. Bawa’s particular area of expertise involves management consulting, and Mr. Farr’s skills include a thorough understanding of tax laws and tax compliance requirements. With the assistance of the CFO/Business Manager and appropriately structure reporting regime, Messrs. Bawa and Farr shall have the resources and skill set to ensure proper controls, reporting and compliance by Brentwood Stair Preparatory School. Furthermore, Walid Joulani and Hassan Halaby are each independent business leaders with strong experiential backgrounds and understanding of human resources management and financial accountability. Furthermore, both Messrs. Joulani and Halaby have been involved with Al-Hedayah since its foundation and have regularly engaged in crucial fundraising activities to support the school’s operations and intend to continue to do so as needed.

With respect to educational performance oversight, curriculum monitoring and overall guidance with respect to the school’s vision of excellence in science, technology and languages, Drs. Linda Mubarak, Ibrahim Salih, and Yushau Sodiq have a combined 109 years of experience as educators and administrators in both the public and private education system and in both primary and secondary settings. Along with the Superintendent, Dr. Julia Michelle Nusrallah,

who herself has 15 years of experience as an educator; this core team shall implement and oversee the effectiveness of the education plans and operational processes of Brentwood Stair Preparatory School. Finally, the Board shall involve the insight and guidance of an informal advisory board to be comprised of various businesses, political, and educational leaders as the Board sees fit to consult with. One prominent member of this advisory board (and former member of the Board of Al-Hedayah) shall be Dr. Nizam Peerwani who will lend his experiences both as an educator with UNT and as the leader of the Tarrant County Medical Examiner's Office to help advise the Board with respect to appropriate and advisable internal controls, human resources management, accountability, tracking and reporting expenditures of public funds, and fundraising. In addition, Sarah Farr shall serve as the general counsel of the school, without compensation, and shall be charged with providing the Board advice with respect to legal, governance and compliance matters of Brentwood Stair Preparatory School.

Messrs. Joulani and Halaby and Dr. Peerwani were founding members of Al-Hedayah over 20 years ago and have been integrally involved in all stages of the campus build-out and expansion over that time period. They have substantial experience with facilities management, planning, project management, and competitive bid processes and oversaw the planning, development, and construction of the current campus facilities. Furthermore, Dr. Peerwani has recent experience overseeing the multimillion dollar expansion and renovation of the Tarrant County Medical Examiner's Office, in Fort Worth, Texas. The combined experience of these Board members and advisors will be a great asset for future expansion plans, as needed.

Al-Hedayah has appointed Dr. J. Michelle Nusrallah as the school superintendent. Dr. Nusrallah is well acquainted with Al-Hedayah having served as a faculty member (1991-2001) and as the school principal (2001-2006).

Her qualifications include:

1. Doctorate in Educational Leadership with Minor in Adult Education – May 2013
2. Nova Southeastern University, Fort Lauderdale, FL GPA 4.0 – Kappa Delta Pi
3. Dissertation: Principals' Perceptions of the Quality of Alternatively Certificated
4. Teachers in Elementary, Middle, and High School Settings
5. Master of Science in Education in Teaching and Learning - June 2001
6. Nova Southeastern University, Fort Lauderdale, FL GPA 4.0
7. Bachelor of Arts in Management Information Systems - January 1990
8. Dallas Baptist University, Dallas, TX GPA 3.8 – Alpha Chi

But more importantly, she is a visionary with a passion for teaching and learning. Over the years she has provided the leadership for Al-Hedayah to achieve its vision of becoming a truly learner-centered school focused on cultural competency and life-long learning. In 2003, she earned a Texas Educator Certificate for Standard Principal (Grades EC-12) at the Texas Education Service Center (ESC) Region XI and under her leadership; Al-Hedayah achieved accreditation with the Southern Association of Colleges and Schools (SACS AdvancED). In 2006, the Pre-Kindergarten program which was started in 2002 was licensed by the Texas Daycare Licensing Services. Her leadership skills are evident in the success of the school, the endless

student accomplishments, and the number of employee professional achievements (a) Two (2) Doctorate in Education Degrees, (b) Four (5) Master in Education Degrees, (c) Four (5) Bachelor Degrees, (d) One (1) Texas Principal Certification (EC-12), (e) Three (3) Texas Licensed Daycare Operators, and (f) Fifteen (15) Texas Alternative Teaching Certificates with numerous add on certificates, which a testament to developing a learner-centered culture. In summary, over the years, Dr. Nusrallah has demonstrated that:

- She has a clear vision for the proposed school and has worked with the board to set the vision, goals and objectives for the school.
- She is an instructional leader and being a former faculty member and a principal, she clearly understands that the most important job of the school is to make sure students are learning and achieving at high levels. She is knowledgeable of the best practices for maximizing student achievement and is supportive of teachers.
- She was an effective communicator and made a concerted effort to communicate the needs and accomplishments of the school in a variety of formats: through written reports, communication with the media, public meetings and attendance at school events.
- She is an excellent manager. She has directed those she supervised to accomplish the goals of the school, monitor their progress and evaluates their performance.
- She is a good listener, is not afraid to take risks or make a commitment.
- The Board of Directors is confident that she will lead the proposed charter school with due diligence and will be an effective leader.

**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

## **Section Three - Governance Plan**

### **Legal Status and Governing Documents**

1. Describe the sponsoring entity's legal status, including the type of entity and corporate qualifications, if applicable. Submit any governing documents beyond those provided with the Eligibility Documentation which are already adopted, such as board policies, in **Attachment G.1**.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

The sponsoring entity was established in 1992 is a non-profit 501(c)(3) entity and registered as an educational institution. The non-profit status was granted by Internal Revenue Service. The sponsoring entity is organized and supervised a board of seven highly qualified professionals which include educators, lawyer, social and community activists as well as professional with business and human resource experience.

The governing document of the sponsoring board is defined by the Constitution and the Bylaws. The Board has also implemented a budget policy which is defined in the attachment G.1

### **Organization Charts**

Submit, as **Attachment G.2**, organization charts that show the school governance, management, and staffing structure in: a) year one and b) at capacity. The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

### **Governing Board**

1. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.
2. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
  - a. the school will be an educational success and that annual school and student performance will be reported to students, parents, and the community;
  - b. the school will be an operational success, including complying with all required reporting, including attendance, PEIMS, governance, and grant reporting;
  - c. the board will evaluate the success of the school and school leader; and
  - d. there will be active and effective representation of key stakeholders.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the governing board will take place.
5. If this application is being submitted by an existing non-profit organization whose sole purpose is not the oversight of the charter school, respond to the following:
  - a. Will the existing non-profit's board govern the new school/campuses, or has the school formed a new non-profit corporation governed by a separate board?
  - b. If the non-profit's current board will govern the charter school/campuses, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

- c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
- 6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
- 7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment G.3**, the board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
- 8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will vacancies be filled? What are the priorities for recruitment of additional board members? What is the plan for training and development (should include a timetable, specific topics to be addressed, requirements for participation, and demonstrated compliance with TAC §100.1021.).
- 9. If the sponsoring entity is an out-of-state organization, state whether or not a majority of the members of the governing body of the sponsoring entity reside within 50 miles of the proposed charter school's designated geographic boundary (as provided above in Attachment A – Geographic Boundary).
- 10. Describe how a majority of the members of the governing body of an open-enrollment charter school or the governing body of a charter holder meet the requirements of a qualified voter. (TEC§12.1202)
- 11. Discuss any litigation in which the sponsoring entity has been involved.
- 12. Disclose whether the sponsoring entity has been sanctioned by any state regulatory agency.

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

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Governing Board

- 1. As individuals, members of the governing board shall have no legal authority, nor will they be entitled to special privileges. Rather, their authority and fiduciary responsibilities arise exclusively from their participation with other members of the governing board when it is officially convened. The governing board will answer to the Charter Division of Texas Education Agency. The primary role of the board shall be to establish the policies and procedures in compliance with the state's requirements and with the assistance of the school superintendent. The board shall hold the institution's financial, physical, human assets and operations in trust. The board will not directly manage the school but govern through the duly appointed school superintendent.
- 2. The governing board shall be comprised of seven (7) members and will include professionals with training and experience in education, finance, management, human resources and community outreach. The board members shall apply due diligence in fulfilling the stated mission of the proposed school in compliance with the state requirements. Additionally, the board will include an ad hoc member who shall be the General Counsel.

3. The governance structure will promote interaction with the community it is serving and through its superintendent report overall student performance both to individual parents as well as to the broader community.

The governance bylaws will mandate compliance with all reporting, including students attendance, PEIMS, governance and grant reporting.

The board will take into consideration multiple different indices to gauge success including student performance, continuing education of faculty and staff, student attendance, student and faculty retention, conservative fiscal management, student, faculty and staff safety record including playground accidents, institution of current technology in student instruction and others.

The board will establish an Advisory Board which will include key stakeholders The Advisory Board shall be invited to attend all public meetings held by the governing board.

4. The current applicant team includes most of the future members of the governing board. The final transition will take place once the State of Texas grants the charter to Al-Hedayah Academy.
5. Not applicable (N/A) since the this application is being submitted by existing non-profit whose sole purpose is to provide oversight tot the charter school
6. The selection of board members was carried out to ensure that the board is balanced with educators, experts in finance, exerts in business management as well as experienced in human resources. Additionally, the board includes one with vast experience in community relationship at the grassroots level. The governing board shall meet quarterly and as needed. The board will include a President. The Superintendent will assume the responsibilities of secretaries and shall provide oversight to the budget. The duties and responsibilities of the superintendent shall be listed in the bylaws. The board will reserve the right to establish ad hoc committees which may assist the board in fulfilling its stated function.
7. Directors, officers, committee members, volunteers and employees owe a duty of loyalty to the organization in the exercise of their official authority and shall avoid conflicts of interest, and the appearance of conflicts of interest. A conflict of interest, or the appearance of a conflict, can arise whenever a transaction, or an action of school conflicts with the personal interests, financial or otherwise, of a director, officer, committee member, volunteer or employee, or an immediate family member, or employer that impairs or appears to impair their ability to act in the best interest of the organization. In all such cases, the person shall make full disclosure and recuse him or herself to avoid the conflict. This policy is intended to supplement, but not replace, any



applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

8. The capacity of the governing board shall be increased by training and education. There are both national and state non-governmental organizations that provide Charter School Leadership Programs which assist charter school board members to:
  - a. Develop a fiscal plan for operating a charter school.
  - b. Evaluate the effectiveness of a supervision program for employees.
  - c. Develop an effective recruitment, hiring and induction plan for employees.
  - d. Develop a plan for instructional leadership in a charter school.
  - e. Compare the legal requirements of a charter school to a public school

It is anticipated that the current seven (7) member board will expand as the school grows over the next four years. Vacancies through creation of new board positions or retirement shall be filled in accordance with the bylaws. An ad hoc search committee shall be appointed by the Board to recruit fresh members. Professionals with talents will be interviewed and elected by a majority vote.

The proposed workshops shall be mandatory. The initials governing board will attend a minimum of two one (1) day workshops where attendance shall be mandatory. The workshop shall be organized by professional groups and will include subject matter elaborated above. Additionally, each board member shall be made cognizant of the statute §100.1021, which states that the commissioner of education may modify, place on probation, revoke, or deny renewal of an open-enrollment charter if the commissioner determines the charter holder (1) failed to satisfy accountability rating requirements and other student performance requirements; (2) failed to satisfy generally accepted accounting standards of fiscal management; (3) failed to protect the health, safety, or welfare of the students enrolled at the school; (4) committed a material violation of the open-enrollment charter and (5) failed to comply with the requirements of the Texas Education Code (TEC), Chapter 12, Subchapter D, or other applicable state and/or federal law or rule, as determined by the commissioner under §100.1022 of this title and this section. Finally, each board member will acknowledge in writing the requirement to be in compliance with TAC §100.1021.

9. The sponsoring entity is not an out-of-state organization.
10. In accordance with the TEC§12.1202, a majority of the board members shall be 18 years of age or older, citizen of the United States citizen, be a resident of the State of Texas and must be registered to vote. Additionally, no board member shall be elected if he or she has been finally convicted of a felony or has been determined mentally incompetent by a final judgment of a court. In order to ensure compliance with TEC§12.1202, the board shall diligently look into the board members criminal background and obtain written verification that he or she meets the requirements of a qualified voter.

11. The sponsoring entity has not been involved in any litigation.

12. The sponsoring entity has not been sanctioned by any state regulatory agency.

### Advisory Bodies

1. Describe any advisory bodies or councils to be formed, including the roles and duties of each body. Describe the planned composition of each advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

The Board of Directors shall create two advisory bodies including

1. General Counsel: The General Counsel shall be appointed by the Board of Directors to serve as an Ad-Hoc non-member advisor of the Board of Directors, and must be a licensed attorney in the State of Texas. The General Counsel is obligated to view the school as his or her client but not the individual representatives or agents thereof. The General Counsel shall serve as a volunteer and receive no remuneration.

The General Counsel shall provide sound, effective, and timely legal advice and representation to the Board of Directors and the Superintendent. The General Counsel shall be available for consultation at all meetings and when needed. Areas for which the General Counsel may be called upon routinely include statutory interpretation, public records, open meetings, ethics, rulemaking procedures, legislative procedures, personnel, procurement and the management of all agency litigation. The General Counsel shall take a hands-on role to assist in meeting the complex federal requirements that must be met to secure and maintain federal education funding. These include the No Child Left Behind Act (NCLB), the Individuals with Disabilities Education Act (IDEA), the Family Education Rights and Privacy Act (FERPA), and the Race to the Top grant.

2. Education Advisory Board: The Education Advisory Board shall be headed by an educator with knowledge and education pertaining to operation of school in the public domain, especially charter school. The role of the advisor shall be to consult with the Board of Directors and provided independent information pertaining to legislative changes, new educational techniques and innovation as well as application of technology in classrooms. The advisor will not compete with the Superintendent but rather complement the Superintendent.

### Grievance Process

1. Explain the process that the school will follow should a parent, student, or employee have an objection to a governing board policy or decision, administrative procedure, or practice at the school and the method used to communicate the grievance policy to said individuals.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Many problems may be resolved by an informal meeting at which an opportunity for full discussion of issues is permitted. Complainants are therefore encouraged to first discuss their

complaints with the person closest to the problem or the Principal.

If the matter is not resolved, grievances whether real or perceived shall be addressed to the Superintendent. The Principal will prepare or cause to be prepared a written report of the investigation which will include the following:

1. A clear statement of the allegations of the Complaint and the remedy sought by the Complainant.
2. A statement of the facts as contended by appropriate parties.
3. A statement of facts as found by the Coordinator and identification of evidence to support each fact.
4. A list of witnesses interviewed and documents reviewed during the investigation.
5. A narrative describing attempts to resolve the Complaint.
6. The Coordinator's conclusion(s) as to whether the Complaint is meritorious.

If the Complainant does not agree with the resolution proposed by the Principal, the Complainant may file a written appeal to the Superintendent. This appeal must be dated no later than thirty (30) calendar days after receipt of the written response by the Principal. If the Complainant does not agree with the resolution proposed by the Superintendent, the Complainant may file a written appeal the Board of Directors. The Board will make its decision based on the record of the proceedings and will issue a written decision to the Complainant within thirty (30) calendar days after the filing of the appeal.

The primary method Brentwood Stair Preparatory School will employ to inform school parents, students, and employees about procedures for receiving and responding to complaints will be by publication of handbooks.

#### Published Manuals

There will two sets of handbooks that will be published:

1. Student and Parent Handbook: The Student and Parent handbook shall be an important source of information for all the students and their parents. In this handbook the school administration will attempt to respond in writing all anticipated questions as well as publish what everyone needs to know to make the school year a success. Both the students (older students) and parents will be urged to read this handbook and to keep in mind that more detailed policies and procedures will be available on the campus. Students and parents may further use child's classroom teacher and the principal as important resources. The Student and Parent handbook will be made available and disseminated at the time student registration and will remain available throughout the academic year.

Parent/guardians will be required to sign and return a form acknowledging that they have received and read the handbook.

2. Employee Handbook: The PROFESSIONAL (Administrators and Teachers) and SUPPORT STAFF Paraprofessionals) Handbook. The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. This handbook will not serve as a contract and will not substitute the official Brentwood Stair Preparatory School policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of policies and procedures related to employment including receiving and responding to complaints. These policies and procedures may change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. The PROFESSIONAL and SUPPORT STAFF handbook will be made available and disseminated at employment and will remain available throughout the academic year.

Professional and support staff will be required to sign and return a form acknowledging that they have received and read the handbook. In addition to these hardcopy handbooks, soft copies shall be posted on the website of Brentwood Stair Preparatory School which will inform school parents, students, and employees about procedures for receiving and responding to complaints.

**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

## Section Four - Financial and Business Plan

### Facilities

1. Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for building or renovations, timelines, and financing.
2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment F.1**. Briefly describe the facility including location, size, and amenities. You may also include in **Attachment F.1**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable local health and safety requirements and must be prepared to follow applicable city planning review procedures. Describe the basic facilities requirements for accommodating your school plan, including anticipated number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
3. Explain your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art room (describe amenities such as kiln), computer labs, library/media center, performance/dance room, auditorium, and other (list).
4. Explain your anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supply/storage spaces, teacher work rooms, or other (list).
5. Describe facility elements essential to fulfillment of the core athletic program gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, or other (please list).
6. Identify any other significant facilities needs not already specified, including such as playgrounds, large common space for assemblies and other large group meetings, or other special considerations (identify and explain).
7. Does the applicant have a specific desired location(s)?  Yes  No  
If yes and the applicant has a specific facility under consideration, identify past or current usage and/or neighborhood (you may add rows to the table as needed).  
Desired Location(s): 8601 Randol Mill Road, Fort Worth, TX 76120 (Owned by Applicant)

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

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. Not applicable. Al-Hedayah already owns the facilities it intends to use for purposes of operating BSPS and such facility is owned free and clear of all liens or other encumbrances.
2. The facility proposed for the operation of Brentwood Stair Preparatory School is located at 8601 Randol Mill Road, Fort Worth, Texas 76120. The facility that will be used is situated on a 6.7 acre fenced campus and consists of three buildings that will house BSPS: a 12,000 square foot "Elementary Building", a 14,000 square foot "Middle School Building", and four connected "Portable Classrooms" totaling 2,898 square feet. The Elementary Building includes five classrooms (Grades 1 through 5) ranging in size from 720 to 920 square feet each, two elective rooms (590 and 350 square feet, respectively), a 690 square foot lunch room and kitchen, a 350 square foot ESL resource room, a 770 square foot library, a 670 square foot media lab, restrooms, and the administrative offices for the Principal, budget office, nurse, and main office. The Middle School building houses four specialty classrooms

of about 555 square feet each, four elective classrooms of about 200 square feet each, an 820 square foot lunch room and 800 square foot secondary lunch area and kitchen, a 650 square foot technology lab, restrooms, and a 5,723 square foot assembly hall/gymnasium (“Multi-Activity Center”), which in future years will be partially partitioned for additional classroom space as needed. The Portable Classrooms are 725 square feet each with separate restroom facilities in each room. The facility is in current compliance with all applicable fire, health and safety requirements. Please see Attachment F.1 for additional details.

3. The Elementary Building houses the ESL resource center which can accommodate 8-10 students, the library, and the media lab along with two elective rooms which can accommodate 8-10 students and 22 students, respectively. The Middle School Building houses a science lab, English/language arts room, social studies, and math lab, each of which can accommodate 20 students. There are also four elective classrooms that can accommodate approximately 6 students each. The technology lab can accommodate 20 students. P.E. programs and health programs will be held in the Multi-Activity Center, which also has a performance stage available for dance and performance arts programs. The Portable Classrooms include one room dedicated to projects, arts, and robotics and can accommodate 22 students.
4. All administrative offices are housed in the Elementary Building including the main office, a copy room, a storage room, a nurse’s office, the budget office, and the Principal’s office. To the extent not otherwise utilized, the elective rooms available in both the Elementary Building and Middle School Building may be used as overflow administrative space.
5. The Multi-Activity Hall will be used for indoor athletic programs, with the restrooms in the Middle School Building accommodating locker room needs. There is also a full size basketball and tennis court on the campus, a volleyball court, and multi-purpose fields for soccer and other similar activities.
6. The Multi-Activity Hall will be used for purposes of large assemblies. There is a full-size playground adjoining the Middle School Building, as well as an elementary playground adjoining the Elementary Building.
7. Yes, the foregoing responses identify the desired location. The facilities are currently used for the operation of Al-Hedayah Academy, a private school owned and operated by Al-Hedayah that the Board will cause to cease operations and to be replaced by Brentwood Stair Preparatory School in the event a charter is awarded.

### **Financial Plan**

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with Generally Accepted Accounting Principles (GAAP) and all financial reporting requirements.



2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the TEA and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and annual financial report on its website.
5. Describe any business services to be outsourced, such as payroll and auditing services, including the anticipated costs and criteria for selecting such services.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. Financial planning: The Board of Brentwood Stair Preparatory School shall initially adopt a line-item budgeting process for purposes of developing the annual budget for Board of Brentwood Stair Preparatory School. Pursuant to such process, the Principal of Board of Brentwood Stair Preparatory School, in coordination with the faculty and staff, as appropriate, shall develop and submit proposed budget requests to the Superintendent classified by category including salaries and benefits, supplies, utilities, equipment, and other similar categories based upon an account code structure as described in more detail below. The Superintendent shall compile all requested line-items into a summary budget, with the assistance of the CFO/Business Manager and shall present such proposed line-item budget to the Board of Board of Brentwood Stair Preparatory School for its review and revision, as needed. Pursuant to a public meeting as described below, the Board shall formally adopt a final budget with detailed appropriations and limits for each line-item expenditure. No amounts may be expended in excess of such line-item and no line-item appropriation may be adjusted without the formal approval of an amendment by the Board. This budgeting process shall ensure a high-degree of control over the proper expenditures of public funds by maximizing the simplicity, ease of preparation, and tracking of responsible individuals and appropriations. This method also provides detailed data for purpose of meeting the reporting requirements described in more detail below. As Board of Brentwood Stair Preparatory School expands and becomes more established, the Board shall consider adopting alternative or blended budget approaches, including a performance budgeting approach or outcome-focused budgeting approach that would provide better evaluative information to track the actual impact and outcomes of various expenditures.

Accounting/GAAP compliance: Pursuant to an established accounting policy, the CFO/Business Manager shall be charged with maintaining a daily accounting of the general ledger through real-time data entry of all receipts and expenditures, including proper tracking of all cash and investments (if applicable), ensuring the segregation and appropriate application of public funds and that all investments (if any) thereof shall be made in accordance with Government Code §§2256.009-2256.016. The CFO/Business Manager and budget office generally shall also maintain capital asset records to track the quantity, location, condition, life expectancy and other details with respect to any capital assets owned by Board of Brentwood Stair Preparatory School such as the cost, acquisition date, source of funds used to acquire such assets, and relevant descriptions and serial numbers. Board of Brentwood Stair Preparatory School will also develop reasonable cost allocation guidelines to properly allocate expenditures of local, state, and federal sources of funding, as applicable, and will review such allocation guidelines

with Board of Brentwood Stair Preparatory School's outside auditor to ensure the appropriateness of such systems both in theory and practice. In addition, the CFO/Business Manager shall be responsible for appropriately classifying sources of net assets and with treating state and federal sources of revenue as temporarily restricted net assets until such funds are expended in accordance with applicable statutes, regulations, and grant requirements (including demonstrating in the school's financial accounting that state aid is expended for the benefit of its students and consistent with TEC §45.105(c)). To the extent applicable, the results of any shared service arrangements will be reported on Board of Brentwood Stair Preparatory School's financial statements. The CFO/Business Manager shall cause Board of Brentwood Stair Preparatory School to adopt a standard financial accounting system in accordance with GAAP in all respects and in satisfaction of requirements of the State Board of Education, including the adoption of an account code structure as required of all nonprofit charter schools to ensure compatibility with PEIMS reporting.

**Purchasing:** Purchasing policies and procedures shall be contained in the accounting policies and procedures manual described below. Among items detailed in such procedures will be vendor selection guidelines, requisition processes and purchase order requirements. Such manual will also set forth the general purchasing goals and objectives of Board of Brentwood Stair Preparatory School, all applicable statutes, regulations, and Board policies, as applicable, who at Board of Brentwood Stair Preparatory School has purchasing authority, competitive bidding processes, and other similar procedures including appropriate receiving and checking of deliveries of physical goods or performance of services. No expenditure of any budgeted line-item for which amounts have been appropriated may be made without an appropriately completed purchase order. The Superintendent shall approve all requisition forms (which forms shall, at a minimum, provide a description of items to be purchased, quantity, proposed vendor, and account code to be charged) for the initiation of a purchase order and the CFO/Business Manager shall inform the Superintendent whether any purchase order would allow an expenditure in excess of a budgeted line-item. Notwithstanding the foregoing processes and safeguards, emergency purchases (including those required to protect the health, safety, or welfare of students), if required, shall be authorized upon formal Board action and shall comply with all applicable state and local requirements.

**Payroll:** All payroll amounts shall be appropriately established as part of the annual budget process and shall be limited to the appropriations provided for in the final budget adopted by the Board. The payroll of Board of Brentwood Stair Preparatory School shall be managed and administered by a third party service provider, in coordination with the CFO/Business Manager. Such provider shall be provided with the annual salary and benefits information for each member of Board of Brentwood Stair Preparatory School's faculty and staff and shall be responsible for making all appropriate deductions for taxes, benefits costs, and unpaid leaves, as applicable, based upon a monthly report provided by the school's budget office and approved by the Superintendent tracking days worked or absent for each applicable employee of Board of Brentwood Stair Preparatory School. The service provider shall also be responsible for filing all quarterly (or annual) reports, as required by applicable state or federal law.

Internal controls: The Board shall adopt an accounting policies and procedures manual to outline all accounting processes and guidelines to clearly establish all internal controls, ensure timely reporting of the status of all funds, and to provide for systematic disbursements thereof. Such manual shall outline the budgeting and reporting processes, Board oversight standards, administrative responsibilities, requisition and purchasing policies, and authorized individuals for purchasing functions. The Board shall review such manual annually to determine updates, as needed, for compliance with all statutes and regulations and shall have the sole authority to amend such manual. The Superintendent shall be charged with ensuring that all policies and procedures in such manual are properly followed and implemented by the faculty, staff, and budget office, as applicable. Furthermore, the Board shall adopt and adhere to an anti-nepotism policy by identifying any employees of Board of Brentwood Stair Preparatory School who meet the consanguinity or affinity prohibitions provided in Section 573.041 of the Government Code, and if such employees are qualified for an exception, shall ensure that any related Board member is excluded from any deliberations or votes with respect to the appointment, reappointment, employment, reemployment, change in status, compensation or dismissal of such related or affiliated employee. Moreover, to the extent Board of Brentwood Stair Preparatory School will do business with an entity in which any Board member has a substantial interest, in accordance with Chapter 171 of the Local Government Code, such member shall abstain from voting on any actions pertaining to such entity. In accordance with TEC §12.1053 and federal regulations, Board of Brentwood Stair Preparatory School shall use a competitive bid process for all contracts, to the extent required, and in accordance with Chapter 271 of the Local Government Code and shall ensure such processes ensure the best value for the school. The Board shall adopt records retention policies to properly identify records to be retained (including administrative records, business records, governance records, and student and student attendance records), confidentiality and disclosure policies applicable thereto, to specify the applicable custodian of records and location of such records, policies for safeguarding such records, and the methods and timing for disposing of such records. The TEA shall be granted access to any record relating to the operation and/or administration of Board of Brentwood Stair Preparatory School. Accounting records pertaining to the disbursement of public funds shall be maintained in accordance with GAAP. With respect to specific internal control procedures, the budget office shall handle all cash and cash records, open all incoming mail, collect all credits, review and mail all tax statements (or cause the independent auditor or payroll processor to do so), manage all insurance policies and similar documents, maintain all sensitive financial information in a safe-deposit box, and maintain inventory records for all supplies and capital assets. Annually all inventory will be physically verified by an appointee of the Superintendent, with any discrepancies appropriately investigated and resolved. All materials and supplies will be held in a central location and issued only with properly approved requisitions. Stolen goods shall be promptly reported to law enforcement. Invoices or statements shall be marked when paid to prevent duplication of payment and shall be reconciled to the accounts payable ledger and the accounts payable shall be balanced monthly (or more frequently) to the general ledger. All payroll processes shall be managed by a third party vendor based upon timekeeping provided by the budget office and reconciled by the Superintendent.

Financial and other reporting requirements: Board of Brentwood Stair Preparatory School, through the CFO/Business Manager, shall annually file a financial and compliance report, an independent auditor's report, a PEIMS or other applicable report, and, as applicable, a local audit report with the TEA. In addition, and, if applicable, Board of Brentwood Stair Preparatory School shall file a Form SF-SAC with the federal government. With the assistance of a certified public accountant registered with the Texas State Board of Public Accountancy (the "CPA"), BSPS shall undergo an audit of the financial and operational results each year and shall prepare a financial and compliance report in accordance with the requirements of FASB ASC 958 of which an original copy shall be submitted with an accompanying management letter to the TEA School Financial Audits Division within 150 days following the end of the school's fiscal year, as required by TEC §44.008. Such report shall include a signed certificate of the Board and a signed report of the CPA. In accordance with Section 140.005 of the Local Government Code and Chapter 552 of the Government Code, the Board, with the assistance of the budget office, shall prepare an annual financial statement showing the total receipts of each fund, itemized by source of revenue, the total disbursements of the fund, itemized by nature of expenditure, and the balance of the fund at the close of the fiscal year. The Board shall ensure that BPS meets all federal funding requirements as provided in applicable program grants or performance contract guidelines. Annually by November 1, Board of Brentwood Stair Preparatory School shall file a copy of the depository contract between Al-Hedayah and any bank into which state funds are deposited with the TEA, which contract shall provide the basic identifying information of the parties to the contract, the accounts, the authorized users, and other applicable information.

2. The Superintendent shall be in charge of initiating the budget process each year and, with the assistance of the CFO/Business Manager and the budget office, shall ensure that all approved budget line items and expenditures are appropriately tracked and accounted for. No expenditures may be made in any category for which funds have not been allocated or for which insufficient funds are available—the Superintendent shall be required to seek a budget amendment from the Board for any expenditures in excess of allocated line items. Furthermore, unless specifically provided for in an approved budget line item, all major capital asset purchases shall be subject to prior Board approval and allocation of appropriate funds therefore. The budget office shall not disburse any funds without receiving the appropriate requisition forms matching allocated line items in the approved budget. The CFO/Business Manager shall maintain the general ledger of Board of Brentwood Stair Preparatory School and shall adhere to all policies and procedures established by the Board, including depositing all receipts daily and paying all accounts payable on a monthly basis (or more frequently if so required). The Board shall interact with the Superintendent during the budgeting process to revise the proposed budget as needed, shall require monthly (or more frequent) reporting by the Superintendent of the state of line-item expenditures, shall initiate an annual independent audit, and shall be responsible for ensuring the timely preparation and filing of the financial and compliance report, independent audit report, and all other reports as required by the TEA, the state and federal government (including, but not limited to, the filing of a completed IRS Form 990 annually). Thus, daily operational and reporting functions shall be delegated to the Superintendent and the budget office of Board of Brentwood Stair Preparatory School, while

the ultimate governance responsibility for all required reporting, disclosure and official filings and budget oversight shall be handled by the Board.

3. At the request of the Board, but not less than annually in accordance with TEC §12.111, the CFO/Business Manager shall arrange for an independent audit by the CPA, which audit shall include a review of the accuracy of the fiscal and operational information provided by Board of Brentwood Stair Preparatory School to the TEA through PEIMS. Audit procedures shall be documented in the audit working papers as provided in TEC §44.008(b) and such procedures will be adequate to detect material errors in the reported data. To the extent any errors or omissions are discovered, the Board shall adopt all remedies suggested by the CPA to fix any such discrepancy as quickly and accurately as possible.

4. By June 19 of each year, the Superintendent shall prepare a proposed budget for Board of Brentwood Stair Preparatory School. The president of the Board shall then call a public meeting of the Board, with ten days public notice by published newspaper, for the adoption of Board of Brentwood Stair Preparatory School's budget. Concurrent with such public notice, Board of Brentwood Stair Preparatory School shall post on its Internet website a summary of the proposed budget with a comparison to the prior year budget, as applicable. On or before June 30 and prior to the start of the fiscal year or expenditure of any funds, the Board shall hold such public meeting where it shall discuss, amend, and formally adopt Board of Brentwood Stair Preparatory School's budget. Such budget shall include all expenses and shall be prepared in a manner consistent with the account code structure used by Board of Brentwood Stair Preparatory School. Any amendments to such budget shall also be formally adopted by the Board. The meeting minutes shall be used to record the adoption of the budget and any amendments thereto and will include a description of the actions taken and include a copy of the budget or amendments, as applicable. The annual approved budget shall be filed with the TEA through the PEIMS as soon as reasonably practicable following adoption by the Board. In addition to providing the financial and compliance report and independent auditor's report to the TEA annually, Board of Brentwood Stair Preparatory School shall post such reports on its Internet website for public access and review.

5. Board of Brentwood Stair Preparatory School shall outsource its annual independent audit and preparation of its IRS Form 990 (and other applicable tax filings) to the CPA. Board of Brentwood Stair Preparatory School anticipates that the cost of such outsourced business services shall cost between \$7,500 and \$10,000 annually. Al-Hedayah has retained the services of S&P, CPA, PLLC the past two years for its annual audits at a cost of \$6,000 per year, but anticipates an increased cost for preparation and filing of IRS Form 990s and the added complexity of an audit if and when a charter is awarded. Furthermore, Board of Brentwood Stair Preparatory School shall outsource all payroll management and reporting procedures to a third party provider. Al-Hedayah currently utilizes the payroll services offered by its bank, Wells Fargo, at an average monthly cost of \$130 (currently based on a total payroll of 30 employees, subject to increase for increased numbers of participants). No other third party services (other than typical services such as grounds maintenance, repair requirements, insurance, etc.) are anticipated at this time, however, to the extent such services shall be enlisted in the future; the



Board shall ensure that such providers are selected through appropriate competitive bidding procedures, to the extent applicable.

6. Attached as Attachment F.2 is Al-Hedayah’s most recent unqualified audit report and IRS Form 990, as well as a credit report of Al-Hedayah.
7. Attached as Attachment F.3 is a completed Financial Plan Workbook.
8. Attached as Attachment F.4 is (1) a detailed budget narrative and (2) commitments of financial support/pledge letters.

6. Provide, as **Attachment F.2**, the following documents for the sponsoring entity:
  - a. **For organizations in existence for one or more years:** a copy of the most recent unqualified audit report.

--OR--

**For organizations less than one year old:** If an audit report is not available, provide an unaudited financial report that includes a statement of financial positions, a statement of activity, and a cash flow statement (inception to date).

- b. A credit report of the sponsoring entity.
  - c. The sponsoring entity’s most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ.
7. Provide the completed Financial Plan Workbook as **Attachment F.3**, in developing your budget. It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,381 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.
8. As **Attachment F.4**, present a detailed budget narrative which includes description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include in **Attachment F.4** any commitments of financial support/pledge letters from parents or other sources.
  - a. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, LOIs, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.
  - b. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
  - c. Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

### Business Management Capacity

1. Identify the key members of the school’s business leadership team. Identify only individuals who will play a substantial and ongoing role in school/campus development, governance, and/or management, and will thus share responsibility for the school’s financial success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school’s development and



operation. Describe the team’s individual and collective qualifications for implementing the Business Plan successfully, including capacity in areas such as the following:

- a. Financial management;
- b. Fundraising and development; and
- c. Accounting and internal controls.

2. Describe the sponsoring entities’ capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

The key members of Brentwood Stair Preparatory School’s business leadership team shall include members of the Board, the Superintendent, and the CFO/Business Manager, as well as certain other “advisory board” members who shall lend their experience and advice to the Board and the Superintendent as requested. With respect to the implementation and management of Brentwood Stair Preparatory School’s accounting, financial management, internal controls and tax reporting obligations, Nabil Bawa and Alex Farr each have strong educational and experiential backgrounds in finance, and accounting, while Mr. Bawa’s particular area of expertise involves management consulting, and Mr. Farr’s skills include a thorough understanding of tax laws and tax compliance requirements. With the assistance of the CFO/Business Manager and appropriately structure reporting regime, Messrs. Bawa and Farr shall have the resources and skill set to ensure proper controls, reporting and compliance by Brentwood Stair Preparatory School. Furthermore, Walid Joulani and Hassan Halaby are each independent business leaders with strong experiential backgrounds and understanding of human resources management and financial accountability. Furthermore, both Messrs. Joulani and Halaby have been involved with Al-Hedayah since its foundation and have regularly engaged in crucial fundraising activities to support the school’s operations and intend to continue to do so as needed. With respect to educational performance oversight, curriculum monitoring and overall guidance with respect to the school’s vision of excellence in science, technology and languages, Drs. Linda Mubarak, Ibrahim Salih, and Yushau Sodiq have a combined 109 years of experience as educators and administrators in both the public and private education system and in both primary and secondary settings. Along with the Superintendent, Dr. Julia Michelle Nusrallah, who herself has 15 years of experience as an educator; this core team shall implement and oversee the effectiveness of the education plans and operational processes of Brentwood Stair Preparatory School. Finally, the Board shall involve the insight and guidance of an informal advisory board to be comprised of various businesses, political, and educational leaders as the Board sees fit to consult with. One prominent member of this advisory board (and former member of the Board of Al-Hedayah) shall be Dr. Nizam Peerwani who will lend his experiences both as an educator with UNT and as the leader of the Tarrant County Medical Examiner’s Office to help advise the Board with respect to appropriate and advisable internal controls, human resources management, accountability, tracking and reporting expenditures of public funds, and fundraising. In addition, Sarah Farr shall serve as the general counsel of the school, without compensation, and shall be charged with providing the Board advice with respect to legal, governance and compliance matters of Brentwood Stair Preparatory School.

Messrs. Joulani and Halaby and Dr. Peerwani were founding members of Al-Hedayah over 20 years ago and have been integrally involved in all stages of the campus build-out and expansion

over that time period. They have substantial experience with facilities management, planning, project management, and competitive bid processes and oversaw the planning, development, and construction of the current campus facilities. Furthermore, Dr. Peerwani has recent experience overseeing the multimillion dollar expansion and renovation of the Tarrant County Medical Examiner's Office, in Fort Worth, Texas. The combined experience of these Board members and advisors will be a great asset for future expansion plans, as needed.

**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment A: Geographic Boundaries

## Brentwood Stair Preparatory School Geographic Boundaries

Brentwood Stair Preparatory School will accept students within the following independent school districts as listed and defined:

- a. Arlington Independent School District
- b. Birdville Independent School District
- c. Carroll Independent School District
- d. Fort Worth Independent School District (zip code 76120 only)
- e. Grapevine-Colleyville Independent School District
- f. Hurst-Euless-Bedford Independent School District
- g. Keller Independent School District
- h. Mansfield Independent School District

(Open-enrollment charter schools are not listed per instructions)

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment B: Mail Receipts

## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 20, 2014

Representative William 'Bill' Zedler  
5840 West Interstate 20, Suite #110  
Arlington TX 76017

Dear Representative Zedler,

Re: Brentwood Stair Preparator,  
Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euleless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

I am also enclosing a *Statement of Impact* form and a copy of the completed *Charter Coversheet*. The attached *Statement of Impact* form provides you with an opportunity to inform the TEA of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

Forms must be received no later than **July 7, 2014** for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit <http://www.tea.state.tx.us/Charters.aspx>. If you would like a complete copy of the application for the open-enrollment charter school, please contact **Al-Hedayah Academy Inc.** at **817-265-6667**.

Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

U.S. Postal Service™  
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ARLINGTON TX 76017

Postage	\$ 0.49	0213
Certified Fee	\$3.30	10 Postmark Here
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To Rep William Zedler  
Street, Apt. No., or PO Box No. 5840 West I-20, # 110  
City, State, ZIP+4 Arlington Tx 76017

PS Form 3800, August 2006 See Reverse for Instructions



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 20, 2014

Representative Chris Turner  
1601 E. Pioneer Parkway, Suite 515  
Arlington TX 76011

Dear Representative Turner,

Re: Brentwood Stair Preparatory  
Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

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Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To *Rep. Chris Turner*  
Street, Apt. No., or PO Box No. *1601 E Pioneer Pky #515*  
City, State, ZIP+4 *Arlington Tx 76010 x*

PS Form 3800, June 2002 See Reverse for Instructions

7004 0750 0000 7191 1468







## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 20, 2014

Representative Diane Patrick  
318 West Main Street, Ste. 102  
Arlington TX 76010

Dear Representative Patrick,

Re: Brentwood Stair Preparatory  
Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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ARLINGTON TX 76010

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Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To *Rep Diane Patrick*  
Street, Apt. No., or PO Box No. *318 West Main # 102*  
City, State, ZIP+4 *Arlington Tx 76010*

PS Form 3800, August 2005 See Reverse for Instructions

7017 1570 0001 1832 5046



# Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 20, 2014

Senator Jane Nelson  
1235 S. Main St., Suite 280  
Grapevine TX 76051

Dear Senator Nelson,

Re: Brentwood Stair Preparator, Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

Forms must be received no later than **July 7, 2014** for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit <http://www.tea.state.tx.us/Charters.aspx>. If you would like a complete copy of the application for the open-enrollment charter school, please contact **Al-Hedayah Academy Inc.** at **817-265-6667**.

Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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GRAPEVINE TX 76051

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Certified Fee	\$3.30	10 Postmark Here
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To *Senator Jane NELSON*  
Street, Apt. No., or PO Box No. *1235 S Main # 280*  
City, State, ZIP+4 *Grapevine TX 76051*

PS Form 3800, August 2006 See Reverse for Instructions



# Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 20, 2014

Representative Matt Krause  
6624 N. Riverside Dr., Ste. 330  
Fort Worth TX 76137

Dear Representative Krause,

Re: Brentwood Stair Preparatory  
Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent to Rep. Matt Krause  
Street, Apt. No. or PO Box No. 6624 N Riverside, #33  
City, State, ZIP+4 Ft Worth TX 76137

PS Form 3800, August 2006 See Reverse for Instructions



# Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 20, 2014

Representative Stephanie Klick  
6851 NE Loop 820  
North Richland Hills, TX 76180

Dear Representative Klick,

Re: Brentwood Stair Preparator,  
Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To *Rep. Stephanie KLICK*  
Street, Apt. No., or PO Box No. *6851 NE LOOP 820*  
City, State, ZIP+4 *NRH, TX 76180*

PS Form 3800, August 2006 See Reverse for Instructions

6842 2EPT 1000 025T TT02  
5942 2EPT 1000 025T TT02



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 20, 2014

Senator Kelly Hancock  
9121 Belshire Drive, Suite 200  
North Richland Hills TX 76182

Dear Senator Hancock,

Re: Brentwood Stair Preparator, School  
Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

Forms must be received no later than **July 7, 2014** for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit <http://www.tea.state.tx.us/Charters.aspx>. If you would like a complete copy of the application for the open-enrollment charter school, please contact **Al-Hedayah Academy Inc.** at 817-265-6667.

Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To *Senator Kelly Hancock*  
Street, Apt. No., or PO Box No. *9121 Belshire, # 200-*  
City, State, ZIP+4 *NRH, TX 76182*

PS Form 3800, August 2006 See Reverse for Instructions

8542 2E9T 1000 0571 107



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 20, 2014

Representative Craig Goldman  
4255 Bryant Irvin Rd., Ste. 101  
Fort Worth TX 76109

Dear Representative Goldman,

Re: Brentwood Stair Preparatory School  
Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

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Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

7011 1570 0001 1832 1925

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Postage	\$ 0.49	0213
Certified Fee	\$3.30	10 Postmark Here
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/22/2014
Sent To	Rep. Craig Goldman	
Street, Apt. No.; or PO Box No.	4255 Bryant Irvin #10	
City, State, ZIP+4	Ft Worth TX 76109	
PS Form 3800, August 2006 See Reverse for Instructions		



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

Representative Charlie Geren  
1011 Roberts Cutoff  
River Oaks, TX 76114

Dear Representative Geren,

Re: Brentwood Stair Preparatory School  
Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

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Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

U.S. Postal Service<sup>TM</sup>  
**CERTIFIED MAIL<sup>TM</sup> RECEIPT**  
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Certified Fee	\$3.30	10 Postmark Here
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To Rep. Charlie Geren  
Street, Apt. No.; or PO Box No. 1011 Roberts Cutoff  
City, State, ZIP+4 River Oaks, TX 76114

PS Form 3800, June 2002 See Reverse for Instructions



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 20, 2014

Senator Wendy Davis  
707 W. Vickery Blvd., Suite 102  
Fort Worth TX 76104

Dear Senator Davis,

Re: Brentwood Stair Preparator,  
Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

I am also enclosing a *Statement of Impact* form and a copy of the completed *Charter Coversheet*. The attached *Statement of Impact* form provides you with an opportunity to inform the TEA of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

Forms must be received no later than **July 7, 2014** for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit <http://www.tea.state.tx.us/Charters.aspx>. If you would like a complete copy of the application for the open-enrollment charter school, please contact **Al-Hedayah Academy Inc.** at **817-265-6667**.

Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

7011 1570 0001 1832 2465

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Sent To *Senator W. Davis*  
Street, Apt. No. or PO Box No. *707 W. Vickery # 102*  
City, State, ZIP+4 *Fort Worth TX 76104*

PS Form 3800, August 2006

See Reverse for Instructions



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

Representative Nicole Collier  
101. S. Jennings, Ste. 103A  
Fort Worth TX 76104

Dear Representative Collier,

March 20, 2014

Re: Brentwood Stair Preparato.  
Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

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Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

7004 0750 0000 7191 1512

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Total Postage & Fees	\$ 6.49	03/22/2014

Sent To *Rep. Nicole Collier*  
Street, Apt. No., or PO Box No. *101 S. Jennings, # 103A*  
City, State, ZIP+4 *Ft Worth, Tx 76104*

PS Form 3800, June 2002 See Reverse for Instructions



**Al-Hedayah Academy**

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 20, 2014

Representative Lon Burnam  
P.O. Box 1894  
Fort Worth TX 76101

Dear Representative Burnam,

Re: Brentwood Stair Preparatory  
Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

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Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Fort Worth TX 76101

Sent To: *Rep Lon Burnam*

Street, Apt. No., or PO Box No.: *Box 1894*

City, State, ZIP+4: *Fort Worth Tx 76101*

PS Form 3800, August 2006 See Reverse for Instructions



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 20, 2014

Senator Brian Birdwell  
900 Austin Ave, Suite 500  
Waco TX 76701

Dear Senator Birdwell,

Re: Brentwood Stair Preparatory  
Proposed Open Enrollment Public Charter School 19<sup>th</sup>-Generation

This letter is to inform you that Al-Hedayah Academy Inc. intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. It is a requirement for each applicant to notify each member of the legislature that represents the geographical area to be served by the proposed school. The proposed charter school's designated geographic boundary will include the following districts: Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.

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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

Nabil Bawa  
*President*  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Total Postage & Fees	\$ 6.49	03/22/2014

Sent To Senator Brian Birdwell  
Street, Apt. No. or PO Box No. 900 Austin Av. #500  
City, State, ZIP+4 Waco, Tx 76701

PS Form 3800, August 2006 See Reverse for Instructions

7011 1570 0001 163E



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Westlake Academy Charter School  
2600 Ottinger Road  
Westlake, Texas 76262

Dear Superintendent and Board President:

This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

Forms must be received no later than **July 7, 2014** for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit <http://www.tea.state.tx.us/Charters.aspx>. If you would like a complete copy of the application for the open-enrollment charter school, please contact **Al-Hedayah Academy Inc.** at 817-265-6667.

Sincerely,



Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

7011 1570 0001 1832 2496

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ROANOKE TX 76262

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Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To *Westlake Academy Charter*  
Street, Apt. No., or PO Box No. *2600 Ottinger Rd*  
City, State, ZIP+4 *Westlake Tx 76262*

PS Form 3800, August 2006

See Reverse for Instructions



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Uplift Education-Summit International Preparatory  
1100 Roosevelt  
Arlington, Texas 76011

Dear Superintendent and Board President:

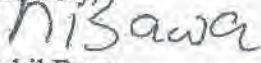
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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

  
Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Return Receipt Fee (Endorsement Required)	\$ 2.70	
Ristricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 46.40	03/22/2014

Sent To *Uplift Education*  
Street, Apt. No., or PO Box No. *1100 Roosevelt*  
City, State, ZIP+4 *Arlington TX 76011*

PS Form 3800, August 2006 See Reverse for Instructions

4549 6220 4254  
7011 1150 0001



**Al-Hedayah Academy**

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Treetops School International  
12500 S. Pipeline Road  
Eules, Texas 76040-5853

Dear Superintendent and Board President:

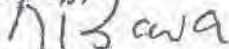
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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,



Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

7011 1150 0001 4279 6485

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Restricted Delivery Fee (Endorsement Required)	\$0.00	
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>	<b>03/22/2014</b>

Sent To *Treetops School Internat.*  
 Street, Apt. No., or PO Box No. *12500 S. Pipeline Rd.*  
 City, State, ZIP+4 *EULESS, TX 76040*

PS Form 3800, August 2006 See Reverse for Instructions



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Prime Prep Academy  
4400 Panola Avenue  
Fort Worth, Texas 76103

Dear Superintendent and Board President:

This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

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Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

*Nabil Bawa*

Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/22/2014
Sent To	Prime Prep Academy	
Street, Apt. No., or PO Box No.	4400 Panola Av.	
City, State, ZIP+4	Ft Worth Tx 76103	
PS Form 3800, June 2002		See Reverse for Instructions



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Newman International Academy of Arlington  
2011 S. Fielder Road  
Arlington, Texas 76013

Dear Superintendent and Board President:

This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

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Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,



Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

U.S. Postal Service™  
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Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To *Newman International Academy*  
Street, Apt. No., or PO Box No. *2011 S. Fielder Rd.*  
City, State, ZIP+4 *Arlington Tx 76013*

PS Form 3800, August 2006 See Reverse for Instructions

7011 1150 0001 4279 6461



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Harmony Science Academy  
5651 West Creek Drive  
Fort Worth, Texas 76133

Dear Superintendent and Board President:

This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,



Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To Harmony Science Academy  
Street, Apt. No., or PO Box No. 5651 West Creek Dr.  
City, State, ZIP+4 Ft Worth TX 76133

PS Form 3800, August 2006 See Reverse for Instructions

7011 1570 0001 1849 1949



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Fort Worth Academy of Fine Arts  
3901 S. Hulen Street  
Fort Worth, Texas 76109

Dear Superintendent and Board President:

This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

The attached *Statement of Impact* form provides you with an opportunity to inform the TEA of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

Forms must be received no later than **July 7, 2014** for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit <http://www.tea.state.tx.us/Charters.aspx>. If you would like a complete copy of the application for the open-enrollment charter school, please contact **Al-Hedayah Academy Inc.** at 817-265-6667.

Sincerely,

*Nabil Bawa*  
Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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City, State, ZIP+4: Ft Worth Tx 76109

PS Form 3800, August 2006 See Reverse for Instructions



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

East Fort Worth Montessori Academy  
501 Oakland Boulevard  
Fort Worth, Texas 76103

Dear Superintendent and Board President:

This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

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Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,



Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To *East Ft Worth Montessori*  
Street, Apt. No., or PO Box No. *501 Oakland Blvd*  
City, State, ZIP+4 *FT Worth TX 76103*

PS Form 3800, August 2006 See Reverse for Instructions

7011 1150 0001 4279 6492



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Chapel Hill Academy  
4640 Sycamore School Road  
Fort Worth, Texas 76133

Dear Superintendent and Board President:

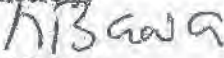
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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

Forms must be received no later than **July 7, 2014** for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit <http://www.tea.state.tx.us/Charter/s.aspx>. If you would like a complete copy of the application for the open-enrollment charter school, please contact **Al-Hedayah Academy Inc.** at **817-265-6667**.

Sincerely,

  
Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Chapel Hill Academy*  
Street, Apt. No.,  
or PO Box No. *4640 Sycamore School Rd*  
City, State, ZIP+4 *FWorth TX 76133*

PS Form 3800, August 2006 See Reverse for Instructions

7011 1150 0001 4279 6478



**Al-Hedayah Academy**

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Arlington Classics Academy  
5206 South Bowen  
Arlington, Texas 76017

Dear Superintendent and Board President:

This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

The attached *Statement of Impact* form provides you with an opportunity to inform the TEA of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,



Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Restricted Delivery Fee (Endorsement Required)	\$0.00	
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>	03/22/2014

Sent To **ARLINGTON CLASSIC**  
 Street, Apt. No., or PO Box No. **5206 S. BOWEN**  
 City, State, ZIP+4 **Arlington TX 76017**

PS Form 3800, August 2006 See Reverse for Instructions

7011 1570 0001 1632 2434



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Keller Independent School District  
350 Keller Parkway  
Keller, Texas 76248-3447

Dear Superintendent and Board President:

This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

The attached *Statement of Impact* form provides you with an opportunity to inform the TEA of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,



Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To: Keller ISD  
Street, Apt. No., or PO Box No.: 350 Keller Pkwy  
City, State, ZIP+4: Keller, TX 76248

PS Form 3800, August 2006 See Reverse for Instructions



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Mansfield Independent School District  
605 East Broad Street  
Mansfield, Texas 76063-1794

Dear Superintendent and Board President:

This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,



Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To Mansfield ISD  
Street, Apt. No. or PO Box No. 605 E Broad St.  
City, State, ZIP+4 Mansfield, Tx 76063

PS Form 3800, June 2002 See Reverse for Instruction

7004 0750 0000 7191 1482



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Hurst-Eules-Bedford Independent School District  
1849A Central Drive  
Bedford, Texas 76022-6096

Dear Superintendent and Board President:


This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Eules-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

  
Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

03/22/2014 15:50 0001 1832 1840

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Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To *Hurst-Eules-Bedford ISD*  
Street, Apt. No., or PO Box No. *1849 A Central Av.*  
City, State, ZIP+4<sup>®</sup> *Bedford, Tx 76022*  
PS Form 3800, August 2005 See Reverse for Instructions



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Grapevine-Colleyville Independent School District  
3051 Ira E. Woods Avenue  
Grapevine, Texas 76051-3897

Dear Superintendent and Board President:

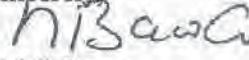
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Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

  
Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	

03/22/2014

Sent To: Grapevine-Colleyville ISD  
Street, Apt. No., or PO Box No.: 3051 Ira E. Woods Ave  
City, State, ZIP+4: Grapevine TX 76051

PS Form 3800, August 2006 See Reverse for Instructions

7011 1150 0001 4279 6447



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Fort Worth Independent School District  
100 North University Drive  
Fort Worth, Texas 76107-3010

Dear Superintendent and Board President:


This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

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Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

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Sincerely,

  
Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>	03/22/2014

Sent To: Ft Worth ISD  
Street, Apt. No., or PO Box No.: 100 N. University Dr  
City, State, ZIP+4: Ft Worth, TX 76107

PS Form 3800, June 2002 See Reverse for Instructions



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Carroll Independent School District  
2400 N Carroll Avenue  
Southlake, Texas 76092

Dear Superintendent and Board President:


This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

The attached *Statement of Impact* form provides you with an opportunity to inform the TEA of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

Forms must be received no later than **July 7, 2014** for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit <http://www.tea.state.tx.us/Charters.aspx>. If you would like a complete copy of the application for the open-enrollment charter school, please contact **Al-Hedayah Academy Inc.** at **817-265-6667**.

Sincerely,



Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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SOUTH LAKE TX 76092

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Certified Fee	\$ 7.30	10 Postmark Here
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 46.49	03/22/2014

Sent To Carroll ISD  
Street, Apt. No., or PO Box No. 2400 N. Carroll Av.  
City, State, ZIP+4 Southlake, TX 76092

PS Form 3800, June 2002 See Reverse for Instructions

7004 0750 0000 7191 1574



## Al-Hedayah Academy

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Birdwell Independent School District  
6125 East Belknap Street  
Haltom City, 76117-4204

Dear Superintendent and Board President:


This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

The attached *Statement of Impact* form provides you with an opportunity to inform the TEA of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency  
Division of Charter School Administration  
Attention: Rick Salvo  
1701 North Congress Avenue  
Austin, Texas 78701

Forms must be received no later than **July 7, 2014** for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit <http://www.tea.state.tx.us/Charters.aspx>. If you would like a complete copy of the application for the open-enrollment charter school, please contact **Al-Hedayah Academy Inc.** at **817-265-6667**.

Sincerely,

  
Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

U.S. Postal Service™  
**CERTIFIED MAIL™ RECEIPT**  
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HALTOM CITY TX 76117

Postage	\$ 0.49	0213
Certified Fee	\$ 3.30	10 Postmark Here
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/22/2014

Sent To Birdwell ISD  
Street, Apt. No.; or PO Box No. 6125 E. Belknap St  
City, State, ZIP+4 Haltom City TX 76117

PS Form 3800, August 2006 See Reverse for Instruction



**Al-Hedayah Academy**

8601 Randol Mill Road  
Fort Worth, Texas 76120  
817-265-6667  
[www.hedayah.com](http://www.hedayah.com)

March 15, 2014

Arlington Independent School District  
1203 West Pioneer Parkway  
Arlington, Texas 76013-6246

Dear Superintendent and Board President:

This letter is to inform you that **Al-Hedayah Academy Inc.** intends to submit an application to the Texas Education Agency (TEA) for an open-enrollment charter school. All applicants are required to send the enclosed *Statement of Impact* form and a copy of the completed *Charter Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: **Arlington ISD, Fort Worth ISD (76120), Birdsville ISD, Hurst-Euless-Bedford ISD, Mansfield ISD, Keller ISD, Carroll ISD, and Grapevine-Colleyville ISD.**

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Austin, Texas 78701

Forms must be received no later than **July 7, 2014** for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit <http://www.tea.state.tx.us/Charters.aspx>. If you would like a complete copy of the application for the open-enrollment charter school, please contact **Al-Hedayah Academy Inc.** at **817-265-6667**.

Sincerely,



Nabil Bawa  
President  
Board of Directors

Enclosures: *Statement of Impact form*  
*Charter Coversheet*

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Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

03/22/2014

Sent To **Arlington ISD**  
 Street, Apt. No., or PO Box No. **1203 W Pioneer Pkw**  
 City, State, ZIP+4 **Arlington Tx 76013**

PS Form 3800, August 2006 See Reverse for Instructions

7011 1570 0001 1832 1871



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment C: Board Affidavits

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve Brentwood Stair Preparatory School
2. Full name Nabil Marikar Bawa  
Home Address 1300 Camino Lago Irving, TX 75039  
Business Name and Address PriceWaterhouse Coopers LLP  
2001 Ross Avenue, ste 1800 Dallas TX 75201  
Phone Number 972 336 1801  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number): \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
4. What was your motivation to serve on the board of the proposed charter school?  
I am motivated by the desire to make a difference in the lives of young children, especially those who lack access to high quality education so as to give them the best chance for a bright future.
5. What is your understanding of the appropriate role of a public charter school board member?  
To provide proper oversight and promote good governance with respect to overall operations and finances of the school.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have served on the board of the sponsoring entity for over 10 years and prior to that on the education committee of the sponsoring entity. Over the years, I have served in the capacity of treasurer, secretary and currently as president.
7. Describe the specific knowledge and experience that you would bring to the board.  
I have a Bachelor's degree in Business Administration, majoring in Finance and an MBA. I bring years of experience in business management best practices and as a consultant, provide advice to clients on improving operations, managing risk and implementing good governance.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The school's mission is to provide a high quality education in a safe environment and to promote lifelong learning and civic responsibility.
2. What is your understanding of the school's proposed educational program?  
The school will provide for instruction at the grade levels of PreK through middle school with a focus on science, technology and language.
3. What do you believe to be the characteristics of a successful school?  
Good governance, effective leadership at the operational level (Principal, Superintendent) and a



dedicated and caring faculty that understands and is committed to the vision and mission of the school.

---

4. How will you know that the school is succeeding (or not) in its mission?

In addition to performing above its peers in standardized tests, a successful school will have an involved parent community, students who excel by other measures such as competitions (science, math, etc.) and their participation in enrichment activities that altogether create a vibrant and thriving school environment.

---

### Governance

1. Describe the role that the board will play in the school's operation.

While the board will rely on the Superintendent and Principal to manage the day-to-day operations of the school, including the selection and/or dismissal of school personnel, the board will manage and approve the school's budget, provide appropriate oversight and hold the Superintendent accountable for the performance of the school.

---

2. How will you know if the school is successful at the end of the first year of operation?

The school will have demonstrated success in its first year when students perform well in standardized tests, displayed an aptitude in the focus areas science, technology and language and parent/community interest and involvement is robust. From a governance perspective, the board will have implemented controls that will have ensured successful monitoring of school academic performance and budget adherence.

---

3. How will you know at the end of four years of the school is successful?

Enrollment will have increased, academic performance as measured by standardized tests will have continued to improve and the school will have an established reputation in the community as a high-performing institution that outperforms its peers.

---

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Establishment of proper controls and monitoring mechanisms that ensure there is ongoing oversight of school operations and finances, without directly influencing or managing its day-to-day affairs is key. The board will require updates from the Superintendent, provide relevant feedback and hold the Superintendent accountable for the performance of the school.

---

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The matter will be immediately disclosed to the board and appropriate action taken that will restore confidence in the board's ability to provide good governance.

---

### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

I have served with the other board members of the proposed school during my tenure as board member of the sponsoring entity.

---

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes



Having served on the board of the sponsoring entity for many years, I am familiar with many of the school employees and two in particular are related to me (a cousin and her husband). However, in no way will my relationship to such individuals result in my influencing in any way, their continued employment, remuneration or any related action as a board member of the *proposed school as this responsibility will lie strictly within the purview of the school's management.*

---

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

---

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

---

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

---

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:  
N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?  
 Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?  
 Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?  
 Yes  No If so, give details.

### Certification

I, Nabil Bawa, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

  
Signature

3/22/2014  
Date

VERIFICATION

State of Texas  
County of Dallas

On this day, NABIL BAWA (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 22 day of March, 2014.

(Notary Public) [Signature]

My commission expires 06/16/14

(SEAL)





# NABIL M. BAWA

1300 Camino Lago - Irving, TX 75039 - (817) 797-8188 - [REDACTED]

## RANGE OF EXPERIENCE

Over 14 years of diversified financial services experience leading strategic banking initiatives in operations, technology and finance. Prior roles have included start-up, building organizations from the ground up, turnaround of existing operations and managing a division through bankruptcy and reorganization. Areas of expertise encompass risk management, regulatory compliance, M&A, loan origination, underwriting, credit policy, servicing and executions in the secondary market.

Having held leadership roles at top ten banks and credit unions as well as one of the largest monoline residential lending institutions in the US, was responsible for managing and expanding companies' national production franchise, broadening the product menu available for delivery through multiple channels and increasing productivity to enhance the firm's competitive position.

In project management and consulting roles, led major transformations involving the design and implementation of target organizational and operational initiatives in order to streamline and improve efficiencies and organizational effectiveness. Specifically, led or assisted in implementations and enhancements involving: the upgrade or replacement of enterprise-wide core banking system, new CRM and LOS (Loan Origination System); expanded bank product offerings, initiated comprehensive review and redesign of critical functions including origination, underwriting, regulatory compliance, servicing and enterprise risk transformation; developed and instituted robust marketing and cross-well initiatives, workflow best practices and SLAs, revenue maximization models and balanced scorecards.

## PROFESSIONAL AND BUSINESS EXPERIENCE

**PRICEWATERHOUSECOOPERS, LLC**  
*Sr. Consultant, Banking & Capital Markets Advisory Practice*

**Dallas, TX**  
2012 – Present

### ENGAGEMENTS

US Subsidiary of a Top 10 Global Bank (confidential)

*Risk Separation and IPO Readiness*

- Assisted the risk organization of a US subsidiary bank in preparing for an initial public offering of equity securities for the firm's related entities and establish a Risk Separation Structure integrated with the Enterprise Separation Management Office.
- Led the client's effort to develop a Target Operating Model post separation and helped identify required Transitional Services Agreements for shared risk services
- Supported the bank's Functional Separation through the development of revised operating and interaction models as the bank transitions from a wholly owned subsidiary to an independent public company.
- Provided support in identifying, designing and implementing new services, processes and systems necessary to replace the parent company's provided risk infrastructure.
- In addition to documenting the Risk Program Management Structure, ensured team delivery of project status reports, semi-monthly fee reports, materials for the program operating group meetings and facilitated development of project plans, and project execution.

US Subsidiary of a Top 10 Global Bank (confidential)

*Enterprise Risk Management Transformation Office*

- Led the establishment of a centralized risk management transformation program across multiple cross functional teams for a US subsidiary of a global bank in order to achieve two key objectives; 1) Improve the overall picture of the risk program which included providing an enterprise view and current progress against in-flight risk initiatives, and 2) Help generate reporting of risk program progress to key decision bodies such as the Executive Risk Committee, the Board of Directors and relevant regulatory bodies.
- Developed an enterprise risk roadmap, project prioritization framework and a resource planning model and recorded ongoing execution risks related to certain projects.



- Managed the delivery team in ensuring delivery high quality presentation materials (Strong Steering ESG, ERMT ESG and the ERC), preparation of compelling templates and frameworks to be used by the client while clearly articulating the approach and execution directly to CFG executives.

#### **Top 5 Commercial Bank (confidential)**

##### *Independent Foreclosure Review*

- Managed review team working on an Independent Foreclosure Review of a top 5 national bank. The review was prompted by an OCC consent order involving 14 mortgage servicers in response to public and regulatory concern over foreclosure processes, governance and controls.
- Contributed to the development and implementation of remediation framework resulting from observations and material findings related to the independent review.
- Provided mentorship and training to primary and secondary reviewers and maintained consistently high ratings in review quality and production.

#### **Top 5 National Mortgage Servicer (confidential)**

##### **Systems Enhancement of Investor Reporting and Servicing Platforms**

- Contributed to and led project management and other support functions as part of the client's ongoing systems enhancements to address servicing and investor reporting requirements for a major mortgage servicer.
- Took ownership of workstream related to critical enhancements needed to address existing portfolio and newly acquired mortgage servicing rights (MSRs) with timely delivery and implementation in advance of loan boarding which was crucial to meeting the client's strategic growth imperatives.
- Worked closely with dedicated client SMEs and project management resources; managed the project plan to ensure development of required enhancements through the entire Systems Development Life Cycle (SDLC) involving cascading deliverables with critical deadlines.
- From developing business requirements, functional specifications, test plans through to delivery and successful implementation, key stakeholders were kept on task and updated throughout the process.
- Key to the assignment was significant interaction with the client at several levels of the organization including C-level executives requiring the employment of strong communication and presentation skills in all business interactions especially as it relates to meeting project deadlines, all while ensuring a positive client experience.

**AMERICAN AIRLINES FEDERAL CREDIT UNION**  
**Manager, Mortgage Sales & Production**

**Fort Worth, TX**  
 2009 – 2012

#### **PROJECTS (FIRM INTERNAL)**

##### **Process Improvement**

- As part of a turnaround initiative in consumer and real estate lending, initiated a two-month comprehensive review of critical functions including Origination, Underwriting, Regulatory Compliance and Servicing and renegotiated vendor contracts followed by six-month implementation and ongoing review.
- Project encompassed current state operational review and target operating model development for the firm's largest revenue-generating business unit.
- Project included review and production of current state process flows, current state systems design review, business requirements identification, gap analysis between current and target state models and development of implementation roadmap to attain target model functional capabilities.
- Developed best practices, incorporated Service Level Agreements (SLAs), revenue maximization model and a balanced scorecard, which together contributed to a twenty percent increase in revenues the following year.
- Conceived, developed, and implemented a member-focused front-end origination process and operationally managed national staffing of production personnel for Residential Real Estate Lending division. Led efforts to streamline and utilize uniform legal documentation across all regions for all RE loans.

##### **Core System Replacement**

- Served on fifteen person steering committee while supporting four project management workstreams as part of an eighteen-month core system conversion with allocated \$10 million budget, the largest enterprise-wide systems upgrade undertaken in over fifteen years.



- Workstreams included: Home Equity and Consumer Lending LOS implementation; program funding options assessment and recommendation; operational support requirements/gaps; and the development of business model to analyze expected financial results at various volumes and rate assumptions.
- Evaluated multiple vendor application RFPs from Fiserv, Open Solutions, Symitar (Episys), FICS, Intuvo and charged with ensuring all lending, servicing and loan funding capabilities (CRM, LOS, imaging, accounting, etc.) are fully integrated and meets predetermined end-user specifications and regulatory requirements.
- Supported migration from Fiserv and integration of related consumer lending, loan servicing (FICS) and Mortgage LOS (Prime Alliance) systems with the new core system. Part of implementation team tasked with mapping out timeline, action items, periodic reviews, project deployment and benchmarking, evaluation and post-implementation assessment, training and facilitating ongoing vendor support.

### Regulatory and Compliance

- Led four-person regulatory review team to address and implement new policies and procedures resulting from the Dodd-Frank law and related regulations such as the SAFE Act and Fannie Mae's Loan Quality Initiative (LQI).
- Worked closely with Federal regulators during annual audits and consistently passed with no material findings as a result of having implemented strict quality control measures and adherence to ALM models for managing balance sheet risk.
- Managed market risk appetite; directed the development and maintenance of all risk management criteria, credit and operational policies, procedures, analysis and controls, relationship/loan risk rating processes, and regulatory requirements.

### Managerial

- Directed all finance related activities associated with Residential Real Estate and secondary market activities including pricing, budgeting, forecasting, accounting, performance management and foreclosure NPV models.
- As part of an effective loss-mitigation strategy, launched multiple initiatives including presenting detailed evaluation of portfolio growth and profitability to CEO and Executive team.
- Provided recommendations including plan to incorporate government programs and initiatives (FHA, VA and HARP) as part of overall retention strategy, implemented a robust loan modification and workout program, established metrics to track key performance indicators and continued to hold loan portfolio default rate below one percent.

### **WELLS FARGO BANK, NA** *Assistant Vice President*

**Irving, TX**  
2007 – 2009

- Collaborated with Operations and Underwriting Managers to identify and implement service level standards and commitments resulting in improved service and cooperation between operations and sales.
- Recognized need for segmenting retail and corporate clients and executed multiple bank branch initiatives including cross-sell and corporate client engagements which led to a sustainable pipeline of business; also developed marketing plan to re-orient region's focus in a rapidly changing environment from Conventional to majority government-insured loan originations.
- In partnership with corporate business development, led sales team in planning and securing engagements with Realtor and Builder clients; formed lucrative marketing agreements and joint ventures which contributed to record production in first year.
- Formulated and executed business plan responsible for generating loan volume ahead of projections and achieved profitability within five months, a region record for a start-up/turnaround with revenues of over \$4 million in first year of operation.

### **NEW CENTURY FINANCIAL CORPORATION** *Region Vice President* *Regional Operations Manager*

**Plano, TX**  
2004 – 2007  
2002 – 2004

- Led largest region in the company, managed over eighty employees and grew total annual originations from \$550 million to \$1.5 billion within 2 years and a record breaking 14,000 loans while achieving significant economies of scale and scope with the lowest Loan Acquisition Cost. Developed strategies for increasing market share and share of wallet, expanded correspondent lending segment and purchasing loans on a flow basis. Implemented regional efficiencies, improving service levels and loan quality from average ranking within six divisions to #1 in the company and ranked in top 10% of all US companies according to surveys performed by Gallup.



- Managed the development of the origination, underwriting, risk management, compliance and performance monitoring platforms. Initiative including development of the end-to end wholesale origination platform systems, processes, data structures, reporting requirements, and lending policies and procedures for wholesale division including pricing systems' interfaces; underwriting module design; pipeline management; securitization and *management reporting requirements*. Instituted best practices in origination, underwriting, risk management and developed strong P&L discipline which led to best in class performance in categories such as volume growth, delinquency, weighted average coupon and early payment default.
- Developed proposal, managed contracting and implementation of a comprehensive reorganization as part of an overall growth strategy in the Southwest which included a \$3.5 million territory expansion budget for establishing two new regions. As the firm's model division, selected to work closely with Capital Markets group to showcase operations as part of a Fitch Review audit and due diligence by Wall Street Investment Banks.
- Chosen to manage reduction in force and large scale division-wide operational reorganization to adapt national lending footprint following bankruptcy filing (resulting from MBS and credit crisis); led team that developed and implemented consolidation plan for the Southwest Division. Managed and coordinated the consolidation and conversion from three (3) disparate wholesale origination platforms into a single division subsequent to evaluation, selection, and negotiation with various vendors resulting in cost savings in excess of \$1.2 million in annual operating expenses for a national monoline mortgage lending institution.

**NATIONSTAR MORTGAGE LLC**  
***Production Manager***

**Lewisville, TX**  
 1997 - 2002

- In close collaboration with a specialized real estate law firm, created and implemented the legal framework, policies and procedures for lending in Texas which was subsequently adopted companywide.
- Recruited and developed a team of Account Managers and Underwriters for the top producing unit in the division.
- Achieved company record for insurance sales (credit life and IUI).

## **EDUCATION**

**SOUTHERN METHODIST UNIVERSITY**  
***Executive MBA, Cox School of Business***  
 • Concentration: Finance

**Dallas, TX**  
 May 2012

**UNIVERSITY OF TEXAS**  
***Bachelor of Business Administration***  
 • Major: Finance, Cum Laude

**Arlington, TX**  
 May 1996

## **PROFESSIONAL ASSOCIATIONS**

**AMERICAN BANKERS ASSOCIATION**

**MORTGAGE BANKERS ASSOCIATION**

**CREDIT UNION REAL ESTATE NETWORK**

**BETA GAMMA SIGMA**  
***International Honor Society for Business***



## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve Brentwood Stair Preparatory School
2. Full name Alexander S. Farr  
Home Address 1505 Crowley Rd Arlington, Texas 76012  
Vinson & Elkins LLP  
Business Name and Address 2001 Ross Ave Ste 3700 Dallas, Texas 75201  
Phone Number 203-246-8911  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes  
I strongly believe in the benefits of education and felt it was time to start giving back to my community and those who will be most crucial to our future.
4. What was your motivation to serve on the board of the proposed charter school?  
To provide oversight with respect to the overall performance, budgeting, and operations of the school.
5. What is your understanding of the appropriate role of a public charter school board member?  
I have been serving on the board of the sponsoring entity for the past two years in the role of "Budget Director" charged with overseeing the tracking and reporting all budgetary items, payroll, fundraising, tax filings, and audits.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have a degree in finance and am a practicing tax lawyer familiar with, among other things, 501(c)(3) organizations and requisite tax reporting.
7. Describe the specific knowledge and experience that you would bring to the board.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The school's primary goal is to provide a safe learning environment and access to a diverse and effective curriculum focused on a core of science, technology, and languages.
2. What is your understanding of the school's proposed educational program?  
The school will provide intermediate school instruction targeted at science, technology, and languages.
3. What do you believe to be the characteristics of a successful school?  
A strong focused leadership with a vision and a devoted staff committed to carrying out that vision.
4. How will you know that the school is succeeding (or not) in its mission?



The sponsoring entity school has had a history of above-peer performance on standardized testing; if the school succeeds in its mission, it will be visible not only in testing results but also in the diversity of the students that perform above expectations.

---

### Governance

1. Describe the role that the board will play in the school's operation.

The board will delegate all day to day operational functions to the superintendent and will supervise the superintendent's performance. The board will maintain final authority on the approval of all budgets, changes to governance documents, and the hiring or firing of the superintendent.

---

2. How will you know if the school is successful at the end of the first year of operation?

If after the first year the school has maintained its enrollment targets and has stayed within the established budget.

---

3. How will you know at the end of four years of the school is successful?

The school should have increasing enrollment and demonstrated excellence on testing by students, particularly in the areas of science, technology, and languages.

---

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to closely monitor academic performance, budgets, performance of the superintendent and those the superintendent staffs the school with, and will need to regularly reassess the primary goals and mission of the school to ensure that the desired targets are being met.

---

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would make such conduct known to the rest of the board in order for it to assess the circumstances and decide on an action if any is merited.

---

### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

I have been serving with many of the other board members on the board of the sponsoring entity for the past two years.

---

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

My sister-in-law and brother-in-law are each members of the staff. Given that all operational functions are delegated to the superintendent rather than held by the board, I do not believe there is any nepotism risk since I do not approve and hire or fire decisions.

---

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

---



- 
4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contact with an education service provider or school management organization.
- I / we do not know any such persons     Yes
- 
5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- N/A     I / we or my family do not anticipate conducting any such business     Yes
- 
6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- Does not apply to me, my spouse or family     Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:  
N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

No compensation to be received.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

No compensation to be received.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?  
 Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?  
 Yes  No If so, give details.

See response to question 2.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?  
 Yes  No If so, give details.

#### Certification

I, Alexander Farr, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

  
Signature

3/12/14  
Date

VERIFICATION

State of Texas

County of Dallas

On this day, Alexander S. Farr (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

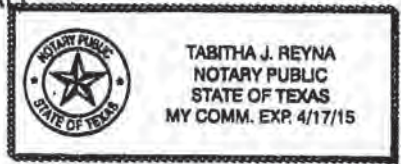
Subscribed and sworn to before me this 12<sup>th</sup> day of

March, 2014.

(Notary Public) *Tabitha J. Reyna*

My commission expires 04-17-2015

(SEAL)





**ALEXANDER FARR**  
2001 Ross Avenue, Ste 3700  
Dallas, Texas 75201  
(203) 246-8911  
[REDACTED]

## EXPERIENCE

**VINSON & ELKINS, L.L.P.**, Dallas, TX  
*Associate Attorney*, June 2012 – Present

Alex's practice consists of federal income tax planning for partnerships, corporations, and individuals, as well as representation of entities in tax controversies involving complex domestic and international business transactions. He has advised a number of clients, including private equity funds, hedge funds, REITs, and master limited partnerships, in a variety of transactional matters, including structuring and facilitating mergers, acquisitions, reorganizations, and dispositions. Alex's practice also involves matters related to executive compensation and employee benefits, including advising clients with respect to compliance and disclosure obligations arising from initial public offerings, annual proxy filings, and major corporate transactions. He has also assisted a number of clients with structuring and implementing equity award plans, severance plans and agreements, change of control agreements, and employment contracts for executive officers.

## EDUCATION & PROFESSIONAL BACKGROUND

**ADMISSIONS:** Texas State Bar, 2011

**NEW YORK UNIVERSITY SCHOOL OF LAW**, New York, NY  
LL.M. in Taxation, May 2012

**SMU DEDMAN SCHOOL OF LAW**, Dallas, TX

J.D., *magna cum laude*, May 2011

Honors: Order of the Coif

*Law & Business Review of the Americas*, Managing Editor

Phi Delta Phi, Member

Activities: Corporate Law Association, Vice President; Academic Skills Assistance Program, Tutor

**BOSTON UNIVERSITY, SCHOOL OF MANAGEMENT**, Boston, MA

B.S. in Business Administration (Finance), *magna cum laude*, May 2008

Honors: Dean's List - 4 Semesters

Activities: Resident Assistant, Campus Housing, supervised floor of 60 freshman; Men's Crew

## ACTIVITIES & AFFILIATIONS

*Member*, American Bar Association; Dallas Bar Association; Dallas Association of Young Lawyers

*Co-Chair*, Corporate Counsel Subcommittee of the Pro Bono Activities Committee of the Dallas Bar Association

*Budget Director*, Al-Hedayah Academy, July 2012-Present

## ADDITIONAL INFORMATION

Publications: *Honduras: A Democracy Gone Awry*, 16:2 L. & BUS. REV. AM. 311 (2010).  
*Bolivia, Batteries, and Bureaucracy*, 17:2 L. & BUS. REV. AM. 319 (2011).  
*How to Structure An Asset Sale As A Stock Sale For Tax Purposes*, TEX. TAX  
LAWYER, November 2012 (co-author).

Interests: Skiing, automotive journals and racing, investing, real estate, culinary arts, food, and travel.



## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve Al-Hedayah Academy
2. Full name Hassan Halaby  
Home Address 7901 Chartwell Lane  
Business Name and Address AFD Group, 5800 S. Collins, Arlington TX 76018  
Phone Number 817-307-6710  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes  
Al-Hedayah Academy
4. What was your motivation to serve on the board of the proposed charter school?  
I believe in educational options because educational options benefit students. I also believe in diversity. Al-Hedayah has a track record of being a superb school with a diverse student population and I am positive it will make a most successful Open Admission Public Charter school.
5. What is your understanding of the appropriate role of a public charter school board member?  
I believe it is my responsibility to govern rather than manage and to ensure that the CEO and the Principal meet the objectives through accountability and guidance in accordance with the vision and the mission of the charter school.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
My especial expertise is in human resources and resource management . As the CEO of my company, I have supervised my company which has over 1700 employees. I understand labor laws and I know how to bring out the best in employees. I believe in employee education and I promote the notion that they should be shareholders.
7. Describe the specific knowledge and experience that you would bring to the board.  
Performance assessment of CEO and the Principal.  
Trouble Shooting unexpected emergencies.  
Provide input to the CEO to establish a Standard Operations Procedure to guide the staff.  
Offer my 40 years' experience in hiring, training and setting up efficient management.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
Our mission at the Brentwood Stair Preparatory School is to ignite the passions of students

Hassan Halaby



from very young age through discovery and development of their unique interests at the same time ensuring that that each student is given the opportunity to excel in core areas of science, technology and language-arts, so that each student becomes an independent, self-reliant, lifelong learner.

---

2. What is your understanding of the school's proposed educational program?

It is my understanding that the school's educational program will not only meet all the state requirements but also offer interest-generated, real world personalized learning since each student is unique and needs to be nurtured.

---

3. What do you believe to be the characteristics of a successful school?

I believe that a successful school is one that implements its vision and mission statement where students are excited to come to school and where each student acquires the skills to be a life-long learner

---

4. How will you know that the school is succeeding (or not) in its mission?

We will know we are successful through our standardized testings, through the results of our students' work as well as the feedback we receive from parents and community leaders.

---

### **Governance**

1. Describe the role that the board will play in the school's operation.

I believe that the role of the board shall be to govern and not manage. The board shall therefore provide oversight and ensure that the school is in compliance with all aspects of school's charter as well as performance agreement. The board shall also ensure that the school maintains high standards of financial and school operations.

---

2. How will you know if the school is successful at the end of the first year of operation?

From standardized testing student scores, ability to retain faculty and staff, high daily attendance and increase in next year's enrollments.

---

3. How will you know at the end of four years of the school is successful?

Increase in number of students, financial stability, positive student, parent and community feedback and the capacity to add higher grades.

---

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Offer guidance and support to the CEO and the Principal to ensure that the school is successful in implementing its vision and mission statement. Hold quarterly board meetings to evaluate performance data and compliance. Have public forum to listen to parents and community leaders.

---

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Depending on the specifics of the behavior it will range from a warning to a demand a resignation or Board vote to be expelled.

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### **Disclosures**

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.



I / we do not know these individuals  Yes

Fellow Board Members.

---

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

Teacher

---

3. Indicate  
whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

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4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

---

5. If the  
school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

---

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
IHOP Restaurants, Channing Meadows Shopping Center, Tadmor Inc, Export Company

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:  
None.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

None

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

None

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?  
 Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?  
 Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?  
 Yes  No If so, give details.

### Certification

I, Hassan Halaby \_\_\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

  
\_\_\_\_\_  
Signature

3/18/14  
Date

Hassan Halaby



VERIFICATION

State of Texas

County of Tarrant

On this day, Hassan Halaby (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 18<sup>th</sup> day of March, 2014.

(Notary Public) Margo L Mull

My commission expires 10/18/2015

(SEAL)





**HASSAN HALABY**

7901 Chartwell Lane  
Fort Worth, Texas 76120

817-307-6710  


Graduated 1974 from Southeastern Oklahoma State University with a degree in Business Management.

1974-1976 Area Manager for Pizza Hut

1976-1978 Regional Director for Ken's Pizza supervising 14 operations in Texas, Oklahoma, and Arkansas

1979 Operated my own restaurant in Commerce Texas

1982 became a Franchisee of International House of Pancakes operating my first IHOP in Dallas, Texas

1984 acquired another IHOP location and by 1985 I had my third location.

1985 opened and managed All Sports Café in Las Colinas Texas.

1992 Acquired Territory Rights from Dunkin Donuts and Baskin Robins with contract to open and operate 4 locations

By 2002 operations included 32 IHOP Location in five States, Texas, Tennessee Arkansas Alabama and Mississippi , trained and established a management system creating upper management, middle management and labor force exceeding 1750 full and part time employees, with a yearly payroll of over 20 Million Dollars.

**Accolades**

1997 IHOP Regional franchisee of the year

2000 Member of the Advertising Committee

2003 Member of IHOP's Advisory Council

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve BRENTWOOD STAIR PREPARATORY SCHOOL
2. Full name Walid Joulani  
Home Address 2900 Rush Court, Arlington, Texas 76017  
Business Name and Address \_\_\_\_\_  
Phone Number (817) 465-8211  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes

4. What was your motivation to serve on the board of the proposed charter school?  
My motivation is to serve on a board that has the flexibility to implement innovative educational programs and a different style of learning for students who do not have that opportunity in a public school.

5. What is your understanding of the appropriate role of a public charter school board member?  
The appropriate role of a public charter school board member is to:
- a. Improve student learning;
  - b. Increase the choice of learning opportunities within the public school system;
  - c. Create professional opportunities that would attract new teachers to the public school system;
  - d. Establish a new form of accountability for public schools; and
  - e. Encourage different and innovative learning methods.

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the board of Al-Hedayah Academy, a very successful school in Fort Worth, accredited by SACS. Additionally, I have previously served on the Community Advisory Board at the city of Arlington, Texas and operated two children care centers in Arlington, Texas from 1984-1992. During that period I was a licensed Texas Child Care Director.

7. Describe the specific knowledge and experience that you would bring to the board.  
I will bring over 20 years of experience as an educator, manager, community activist as well as a team leader. I am fully cognizant of the laws that govern public education and charter schools including Chapter 12 of the Texas Education Code (TEC) and specifically Subchapter D of Chapter 12 which applies to open-enrollment charter schools. I am also familiar with the Texas Administrative Code (TAC), Title 19, Part II, Chapter 100.

Walid Joulani



### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

Our mission is to establish a non-parochial school which will provide students of diverse backgrounds with high-quality, comprehensive educational opportunities that cultivate lifelong learners in pursuit of excellence in academic, social, creative, and physical challenges conducive to the development of a culturally responsive moral character. And our guiding belief is that each child has the capacity to learn with appropriate nurturing.

---

2. What is your understanding of the school's proposed educational program?

The core educational program will promote science, technology and languages.

---

3. What do you believe to be the characteristics of a successful school?

Characteristics of a successful school are one where students learn through their passion, students are excited about what they are learning, and students have the opportunity to express their uniqueness through learning.

---

4. How will you know that the school is succeeding (or not) in its mission?

One way to gauge success is through results of standardized testing which will evaluate the student's basic skills. But there are other ways. A successful school will be able to retain most of its students, promote students to higher grades, attract parent participation and obtain community-wide support.

---

### **Governance**

1. Describe the role that the board will play in the school's operation.

The school board is a legislative and policy making body and shall govern rather than manage.

The superintendent will provide professional educational advice on policy development and implements the policies the board adopts.

---

2. How will you know if the school is successful at the end of the first year of operation?

I will know that the school is successful at the end of first year, if I see it has gotten off the ground by gaining business and community support, parent involvement, student participation with high attendance and faculty retention.

---

3. How will you know at the end of four years of the school is successful?

In four years I anticipate to see the school at full capacity with its first graduating high school class achieving academic success and with most students attending college. I hope to see the students sharing their success stories of how this school changed their lives and their beliefs about education.

---

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Communicate effectively and regularly with the Superintendent of the school. Adopt policies and procedures that ensure compliance with the regulatory requirement. Provide oversight to the budgetary process. Promote community out-reach and short-term as well as long-term planning.

---

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would recommend full disclosure of the activities to the board. The decision whether the board member is retained or not will rest on collective decision of the board.

---



### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

Our mission is to establish a non-parochial school which will provide students of diverse backgrounds with high-quality, comprehensive educational opportunities that cultivate lifelong learners in pursuit of excellence in academic, social, creative, and physical challenges conducive to the development of a culturally responsive moral character. And our guiding belief is that each child has the capacity to learn with appropriate nurturing.

---

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---

### **Governance**

1. Describe the role that the board will play in the school's operation.

The school board is a legislative and policy making body and shall govern rather than manage. The superintendent will provide professional educational advice on policy development and implements the policies the board adopts.

---

2. How will you know if the school is successful at the end of the first year of operation?

I will know that the school is successful at the end of first year, if I see it has gotten off the ground by gaining business and community support, parent involvement, student participation with high attendance and faculty retention.

---

3. How will you know at the end of four years of the school is successful?

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---

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

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---

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would recommend full disclosure of the activities to the board. The decision whether the board member is retained or not will rest on collective decision of the board.

---



## Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

### Socially and serving on the school board.

---

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

### Through social and community interaction.

---

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

- 
4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

- 
5. If the  
school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

- 
6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
(1) J & Motors , Inc. and (2) West Point Holding , Inc. ( Real estate).

---

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:  
None.

---

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

---

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

---

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?  
 Yes  No If so, give details.

---

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?  
 Yes  No If so, give details.

---

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?  
 Yes  No If so, give details.

---

### Certification

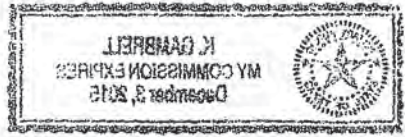
I, Walid Joulani, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

  
\_\_\_\_\_  
Signature

03/19/2014  
\_\_\_\_\_  
Date

Walid Joulani





VERIFICATION

State of Texas

County of Tarrant

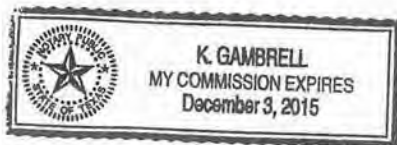
On this day, Walid Joulani (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 3/19/14 day of March, 2014.

(Notary Public) K. Gambrell

My commission expires 12/3/15

(SEAL)



Walid Joulani

**WALID JOULANI**  
2900 Rush Court  
Arlington, Texas 76017  
(817) 465-8211  
[REDACTED]

## **EXPERIENCE**

Walid is a community leader, social worker and an entrepreneur with extensive business and social experience. In the automotive business, Walid has been the President of J & M Motors, Inc. Arlington, Texas. He has also owned and operated new and used Car Dealerships in Arlington, Dallas, Waco and Killeen Texas creating hundreds of jobs. Additionally Walid has worked in the real estate business leasing and managing commercial and residential properties.

Walid has also owned and operated two child care centers in Arlington, Texas, from 1984-1992 and was a licensed Texas Child Care Director.

As a board member, trustee and past President of Al-Hedayah Academy, Inc., where he has served since 1996, Walid has acquired enormous knowledge and experience in the day-to-day management of an academic institution, and is familiar with the rules and laws that govern a private school including those established by the Southern Association of Colleges and Schools (SACS) as well as the State of Texas.

## **EDUCATION & PROFESSIONAL BACKGROUND**

**MOUNTAIN VIEW COLLEGE**, Dallas, Texas.  
Aviation / Commercial Pilot, 1986.

**UNIVERSITY OF WISCONSIN MILWAUKEE**, Milwaukee, Wisconsin.  
Science & Engineering major, 1982-1983.

**UNIVERSITY OF TEXAS AT ARLINGTON**, Arlington, Texas.  
Bachelor of Science in Aerospace & Aeronautical Engineering, 1986.

## **ACTIVITIES & AFFILIATIONS**

Served on Community Advisory Board at the City of Arlington, 2003-2004.  
Served on the Subaru National Dealer Advisory Board, 2000-2004.  
Serving as a Trustee and Board of Director of Al- Hedayah Academy, 1996 – present.  
Member of National Independent Automobile Dealers Association (NIADA), 1993 – present.  
Member of Aircraft Owners and Pilot Association (AOPA), 1987 – present.  
Member of Arlington Chambers of Commerce / Business Advisory Board.  
Member of National Auto Finance (NAF) /Dealers Education Committee.

**INTERESTS:** Reading, community activities both social and political, and traveling.



## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve BRENTWOOD STAIR PREPARATORY SCHOOL
  2. Full name Dr. Lynda Mubarak  
Home Address 7340 Normandy Road, Fort Worth, Texas 76112  
Business Name and Address \_\_\_\_\_  
Phone Number (817) 683-9340  
E-mail address [REDACTED]
  - Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number) \_\_\_\_\_
  3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
- 
4. What was your motivation to serve on the board of the proposed charter school?  
To provide oversight concerning school faculty, ongoing student performance, curriculum, assessment status and campus maintenance.
  5. What is your understanding of the appropriate role of a public charter school board member?  
To oversee the major goals and objectives of the school relating to management policies, strategic planning, faculty/staff proficiencies, and student achievement.
  6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I served as a public school educator and facilitator for 35 years and I am familiar with the directives required by the Texas Education Agency pertaining to public and private schools.
  7. Describe the specific knowledge and experience that you would bring to the board.  
I have a BS, MEd and EdD in education. In addition, I have experience with general and special education trends and issues relating to student performance, staff and administrative issues, and curriculum and instruction.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The school's mission and guiding beliefs are centered on providing a structured and secure child-centered educational environment while addressing the needs of a diverse student body.
2. What is your understanding of the school's proposed educational program?  
Brentwood Stair Preparatory School will provide enhanced elementary and intermediate core instruction relating to science, technology, engineering, math (STREM), and language acquisition.
3. What do you believe to be the characteristics of a successful school?

DR. LYNDA MUBARAK



A successful school provides quality instruction for all students and incorporates social, cultural, and academic competencies necessary for future success in the society and specific communities in which those students will serve. A successful school also raises levels of student motivation for learning, promotes higher order thinking skills, and integrates new technologies for individual and group learning.

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4. How will you know that the school is succeeding (or not) in its mission?

Standardized testing has been utilized in this organization since its inception and will continue to serve as a means to guide student achievement, instructional delivery, and program selections.

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### **Governance**

1. Describe the role that the board will play in the school's operation.

The board will oversee the duties and responsibilities of the superintendent, approve all financial processes, review governance procedure, and supervise the hiring and dismissal of the superintendent if deemed necessary.

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2. How will you know if the school is successful at the end of the first year of operation?

The school must be able to demonstrate that TEA charter policies relating to student achievement, faculty requirements, budget regulations, and school attendance have been satisfactory.

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3. How will you know at the end of four years of the school is successful?

At the end of four years the school must project an increase in student proficiencies in the core subjects of math, science, English, and social studies/history while providing documentation of an increase in student enrollment.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school will need to provide oversight in the selection of a dedicated and quality faculty, review strategic school plans, school mission, and monitor the performance of the superintendent as a reflective decision maker.

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5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would request a board meeting to discuss the actions of the member to determine if the behavior or incident is worthy of further action.

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### **Disclosures**

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

I have become acquainted with the board members through professional interaction and other school events.

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

I served as the interim principal of the school during calendar year 2013.

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3. Indicate  
whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons  Yes

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4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons  Yes

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5. If the  
school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A  I / we or my family do not anticipate conducting any such business  Yes

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6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
None.

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8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:  
None.

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9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

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10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

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11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-



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grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

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12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

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13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

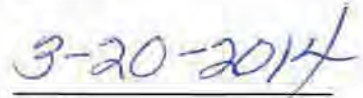
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### Certification

I, Lynda Mubarak, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.



Signature



Date



FRANK CASTRO  
My Commission Expires  
December 13, 2015



VERIFICATION

State of TEXAS

County of TARRANT

On this day, LYNDA MUBARAK (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

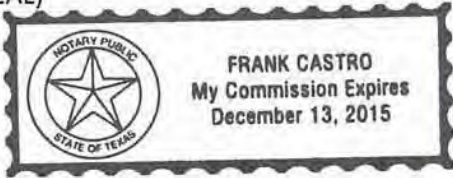
Subscribed and sworn to before me this 20<sup>th</sup> day of

MARCH, 2014.

(Notary Public) [Signature]

My commission expires 12.13.15

(SEAL)





**Dr. Lynda Jones- Mubarak**  
**7340 Normandy Road**  
**Fort Worth, TX 76112**

**817.683.9340**

## **EDUCATION**

**EdD, 2001, Higher Education, Programs & Services for Special Populations,  
Nova Southeastern University, Fort Lauderdale, FL**  
**MEd, 1994, General Education, English as a Second Language (ESL)  
Texas Wesleyan University, Fort Worth, TX**  
**BS, 1972, Elementary Education, Texas Christian University, Fort Worth, TX**

## **CERTIFICATIONS**

**Texas Teacher Certificate, Life Provisional, Special Education, Grades 1-12**  
**Texas Teacher Certificate, Life Provisional, Elementary Education, Grades 1-8**

## **TEACHING EXPERIENCE**

**Al-Hedayah Academy, 8601 Randol Mill Road, Ft. Worth, TX 76120**  
**Interim Principal, 2013 to 2014**

Served as the interim administrator of Al-Hedayah Academy, a private SACS accredited school. Responsibilities included maintaining the daily operation of school instruction and guiding instructional preparedness using the Texas Essential Knowledge and Skills (TEKS) and maintaining contracts for teacher training at Region XI. Other duties included monitoring Title I, II, and III funding requirements and processes in conjunction with the Fort Worth Independent School District, ongoing recruitment and retention of certified teachers, overseeing the annual Iowa Test of Basic Skills (ITBS) assessment for grades KG-10, and working as a team member with other school officials in this school's charter application process with the Texas Education Agency.

**Strayer University, 610 Uptown Blvd., Cedar Hill, TX**  
**Adjunct English Instructor**  
**ENG 090, Fundamentals of Writing, 2011 to present.**

This course emphasizes the principles of writing coherent expository paragraphs and essays. Students are introduced to the concept of writing as a process that includes pre-writing, writing, revising, and reflecting. Audience analysis, topic selection, and thesis support and development are also central to the course. ENG 090 develops proficiency in Edited Standard Written English (ESWE) through reinforcing a clear understanding of parts of speech, punctuation and mechanics. Other responsibilities include planning and facilitating APA Format and Style workshops for students enrolled at the Strayer (Cedar Hill) Campus each quarter.

**Grand Prairie Independent School District, Grand Prairie, TX 2001 - 2010**  
**Special Education Teacher and Facilitator**

Taught special needs students and conducted classroom observations of the 32 special education units in the school district and collaborated with teachers of special needs students to enhance instruction and improve learning outcomes. Planned and conducted teacher workshops related to Texas Essential Knowledge and Skills (TEKS) as required by the Texas Education Agency. Retired from the Grand Prairie Independent School District in June 2010.



**Principal, Al-Hedayah Academy, 8601 Randol Mill Road, Ft. Worth, TX 76120, 1999 – 2001**

Served as principal of this private elementary school as it applied for the initial stages of accreditation through the Southern Association of Colleges and Schools (SACS). Other duties included promoting staff professional growth, cooperation and self-development. Responsible for the maintenance, evaluation, implementation and enhancement of curricular and extracurricular programs that reflected student achievement and growth in the cognitive, affective and psychomotor domains. Guided school faculty through the requirements of student performance of the Test of Basic Skills (ITBS), and implemented a Teacher Portfolio Program. Facilitated the daily operation of the school to include student-teacher safety, parent participation, and inform AHA Board of Directors of the ongoing status of the school related to student achievement, curriculum needs, teacher performance and building maintenance.

**Grand Prairie Independent School District, Grand Prairie, TX, 1986- 1999**

Employed as a Special Education Teacher in various district assignments for the years listed above which included Functional Skills, Dyslexia, Resource Math and Crisis Intervention Specialist. Responsibilities included providing differentiated instruction for students in grades ten through twelve diagnosed as autistic, learning disabled, emotionally disturbed, and mentally challenged. Planned and implemented instruction utilizing a variety of instructional strategies in order meet the annual goals of each student's Individual Education Plans (IEP). Participated in the Annual, Review, and Dismissal (ARD) staff meetings of students to discuss the academic progress, continuance, and modifications of students' goals and objectives according to federal and Texas Education Agency guidelines. Assisted students designated as medically fragile and served as a liaison for students returning from Dallas county juvenile detention facilities and state mental hospitals as they transitioned into the school district.

**Ft. Worth Independent School District, Ft. Worth, TX 1973-1986**

**Special Education Teacher:** Taught general and special education classes throughout the district including Dyslexia, Career Orientation, Resource Math and English instruction. Assignments were made according to district campus needs.

**Contributing Writer, Today's Drum, 2008 - Present**

Presently serve as a freelance writer and a contributing writer for the **Today's Drum** website. I create educational and general interest articles for this unique site. Today's Drum is an African-American website devoted to the promotion of positive news and articles of interest for the general public. These articles are created for parents, educators and persons seeking resources for community awareness, family issues and self-improvement.

<http://todaysdrum.com/?p=8081>

**ESL Adjunct Instructor, Tarrant County College, Ft. Worth, TX 1996 - 2006**

Taught English language skills to adults seeking employment opportunities and enhanced communication skills. These classes included reading, writing, listening, and speaking skills. Prepared immigrant professionals for the TOFEL, LSAT and GRE exams.

**Adjunct Education Instructor and Student Teacher Supervisor, Texas Wesleyan University, 1986-1997**

Taught Elementary School Methods course to education majors including history and theories of education, instructional practices, and assessment techniques. Supervised Wesleyan student teachers assigned to the Fort Worth Independent School District, Aledo, Birdville, Keller, and Arlington ISDs. Reported to the Dean of the Wesleyan School of Education to address competency levels and observation reports of student teachers.



## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve Brentwood Stair Preparatory School
2. Full name Halil Ibrahim Salih  
Home Address 8424 Parkdale Dr., N.R. Hills, TX 76182  
Business Name and Address Texas Wesleyan University, 1201 Wesleyan St. Fort Worth, TX 76105  
Phone Number 817-531-4922  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes

4. What was your motivation to serve on the board of the proposed charter school?  
I strongly believe in promoting education and academic excellence.
5. What is your understanding of the appropriate role of a public charter school board member?  
The Board members will assure the proper operation of the school and budgeting.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have been teaching at a University for 46 years.
7. Describe the specific knowledge and experience that you would bring to the board.  
At the University, I have served on many academic committees.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The goal is to provide students with real-world learning experiences and effective curriculum focused on science, languages, history, government, technology, that will prepare them to pursue degrees in higher education.
2. What is your understanding of the school's proposed educational program?  
The goal of the school is to provide instructions in sciences, languages, history, and technology to prepare the students to succeed in a global environment.
3. What do you believe to be the characteristics of a successful school?  
Engage students in their learning; achieve academic standards and a devoted faculty and staff committed to achieve the set mission of the school.



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4. How will you know that the school is succeeding (or not) in its mission?

Periodically assess the school programs and its mission, and make sure that the students are achieving success in school. Reports will provide information in academic, finance and operational performance of the school.

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### Governance

1. Describe the role that the board will play in the school's operation.

The board will uphold the mission and purpose of the school, and delegate operational responsibility to the superintendent. The final authority of the school will rest with the board as to the budgets, governance, as well as overseeing the academic programs and the hiring and termination of the superintendent.

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2. How will you know if the school is successful at the end of the first year of operation?

The board should be on top of academic, financial and operational programs to ensure its successes as to its mission statement.

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3. How will you know at the end of four years of the school is successful?

The board should be cognitive of data as to enrollment and the established operational budget.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board should develop the policies and procedures, to monitor and assess academic performance to ensure people are at the helm. The board has an ongoing responsibility in order to maintain academic and fiscal accountability to ensure that the desired goals are met.

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5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The board has a compelling interest to guard the integrity, public trust and judiciary responsibility for the school. The board should effectively address and resolve issues and determine if it merits action.

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### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

I have been associated with them in lecture series and book club.

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

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3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

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4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contact with an education service provider or school management organization.
- I / we do not know any such persons     Yes

- 
5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- N/A     I / we or my family do not anticipate conducting any such business     Yes

- 
6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- Does not apply to me, my spouse or family     Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.
- N/A

- 
8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:
- N/A

- 
9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
- Yes     No    If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

No compensation for my services.

- 
10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
- Yes     No    If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

- 
11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?
- Yes     No    If so, give details.
-

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12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?  
 Yes  No If so, give details.

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13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?  
 Yes  No If so, give details.

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**Certification**

I, Halil IBRAHIM SALIH, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Dr. Halil  
Signature

3/19/2014  
Date



08-10-2017  
Commission Expires  
Stephanie Franks  
NATIONAL BOARD OF  
COUNSELORS

VERIFICATION

State of Texas

County of Tarrant

On this day, March 19, 2014, Halil Ibrahim Salih (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 19 day of March, 2014.

(Notary Public) Stephanie Franks

My commission expires 08-10-17


(SEAL)



## RESUME

NAME Halil Ibrahim Salih, Ph.D.

HOME ADDRESS 2484 Parkdale Drive  
North Richland Hills, TX 76180  
Telephone: (817)514-0387, home  
(817)531-4922, office  
(817)531-6503, fax  
Email: salihi@txwes.edu

PERSONAL DATA Born in Kyrenia, Cyprus.  
Naturalized U. S. citizen on August 11, 1969.  


EDUCATION University of the Pacific, Stockton, California,  
B.A. in Political Science, 1963.  
The American University, Washington, D.C.  
M.A. in Middle East Area Studies, 1965.  
Ph.D. in International Studies, 1967.

PUBLICATIONS Monograph: Cyprus: A Nation in Name Only. Dacca: Pakistan Press  
Syndicate, May, 1966.

Book: Cyprus: An Analysis of Cypriot Political Discord. Brooklyn, N.Y.:  
Theo. Gaus' Sons, Inc., 1968, 184 pp.

Book: Contributing Editor. Encyclopedia of the Middle East. Mehdi  
Heravi, Editor. Washington, D.C.: Public Affairs Press, 1973.

Book Review: Purcell, H.D., Cyprus. N.Y.: Frederick A. Praeger, 1968.  
The Middle East Journal. Autumn, 1969.

Read a paper: Cyprus: The Cypriot Political Dilemma, at the 24th annual  
conference of the Middle East Institute in Washington, D.C., October 3,  
1970.



A discussion paper: International Studies Education: Constraints and Needs of the Undergraduate Instructor, at the annual conference of the International Studies Association in Dallas, Texas, March 17, 1972.

Interview: "The Civil War on Cyprus." WBAP Channel 5 TV. "Inside Area Five Show" with Roy Eaton, July 17, 1974, Fort Worth, Texas.

Article: "Cyprus Difficulties Result of Complex Problems Rooted in History." Trends - Law and Politics, Fort Worth Star Telegram, September 13, 1974, p.7F.

Read a paper: The Impact of the Cyprus Crisis on the NATO Alliance, at the annual meeting of the Southwestern Social Science Association in San Antonio, Texas, March 27-29, 1975, 68 pp.

Book review: Foreign Policy, "Cyprus," 1974. Vol. 4, No. 2-3. Tisa Matbaacilik Sanayii, Ankara. The Middle East Journal. Autumn, 1975.

Book review: Anderson, James, et al, Texas Politics: An Introduction. Second edition. New York: Harper and Row, 1975. Review and evaluation of the book for Harper and Row, April, 1977.

Read a paper: Image of the Middle East as Perceived by the Social Science Teachers in Texas, at the annual meeting of the Southwestern Social Science Association in Houston, Texas, April 12-15, 1978. 189 pp.

Article: "Cyprus: A Troubled Republic," Red River Valley Historical Journal of World History. Vol. II, No. 4. Winter, 1977, pp. 368-378.

Book review: Wilber, Donald N., Iran: Past and Present. New Jersey: Princeton University Press, 1978. 369 pp. Red River Valley Historical Journal of World History. Vol. III, No. 1. Summer, 1978, pp. 94-96.

Book: Cyprus: The Impact of Diverse Nationalism on a State. Tuscaloosa: University of Alabama Press, 1978. 224 pp.

Article: "Human Rights Contrast," Fort Worth Star Telegram, January 9, 1979, p. 11.

Article: "Iran's Political Crossroads," Fort Worth Star Telegram, March 16, 1979, p. 19A.

Read a paper: Drug Traffic as an International Problem, at the Annual conference of the Western Social Science Association in Lake Tahoe, Nevada, April 26-28, 1979, 70 pp.

Read a paper: World Peace in the Nuclear Era: Prospects and Perspectives, at the annual conference of the Western Social Science Association in Albuquerque, New Mexico, April 23, 1980. 31 pp.

Book review: Cottam, Richard W., Nationalism in Iran. Second edition. Pittsburgh: University of Pittsburgh Press, 1979. 376 pp. Red River Historical Journal of World History. Vol. IV, No. 4. Summer, 1980. pp. 412-414.

Book review: Atkin, Muriel, Russia and Iran, 1780-1828. Minneapolis: University of Minnesota Press, 1980. 216 pp. Red River Historical Journal of World History. Vol. V, No. 1. Autumn, 1980, pp. 78-80.

Article: "Enlightening our Conception of Islam," The New Age. Vol. LXXXVIII, No. 10. October, 1980, pp. 30-32.

Read a paper: The American Arms Embargo and Its Effect on Turkish-American Relations, at the Annual Conference of the Southwestern Social Science Association in Dallas, Texas, March 25-28, 1981. 15 pp.

Read a paper: The Impact of the Middle East on World Order, at the Annual Conference of the Western Social Science Association in San Diego, California, April 22-25, 1981.

Book review: Pringle, Peter, and James Spigelman, The Nuclear Barons. N.Y.: Holt, Rinehart, and Winston, 1981. 578 pp. Fort Worth Star Telegram, October 18, 1981.

Chairman: "Contemporary Issues in American Foreign Policy: A Round Table," at the annual conference of the Southwestern Social Science Association in San Antonio, Texas, March 17-20, 1982.

Read a paper: The Effects of Revolutionary Iran on American Strategic Interests in the Middle East, at the annual conference in San Antonio, Texas, March 17-20, 1982. 47 pp.

Chairman: "International Concern over Human Rights and Terrorism: A Round Table," at the annual conference of the Western Social Science Association in Denver, Colorado, April 22-24, 1982.



Read a paper: International Commitment to Human Rights, at the annual conference of the Western Social Science Association in Denver, Colorado, April 24, 1982. 34 pp.

Discussant: "The Middle East Political System: External Policy Inputs," at the annual conference of the Southwestern Social Science Association in San Antonio, Texas, March 18, 1982.

Book review: Narayan, R.K., Malgudi Days. N.Y.: The Viking Press, 1982. 246 pp. Fort Worth Star Telegram, August 1, 1982.

Chairman of two panels: "A Round Table on Turkey," at the annual conference of the Western Social Science Association in Albuquerque, New Mexico, April 27-30, 1983.

Read a paper: Foreign Policy of Turkey Since 1945: A Critique, at the annual conference of the Western Social Science Association in Albuquerque, New Mexico, April 27-30, 1983. 35 pp.

Book review: Babyonyshev, Alexander. On Sakharov. N.Y.: Algrid A. Knopf, 1982., 290 pp. Fort Worth Star Telegram, January 9, 1983.

Panel discussion: "The Aftermath of the War in Lebanon: In Search of Peace," at the annual conference of the Southwestern Social Science Association in Houston, Texas, March 17, 1983. 30 pp.

Program coordinator: International and Comparative Politics, at the annual conference of the Western Social Science Association in San Diego, California, April 25-28, 1983.

Chairman: "Big Power Interest in the Middle East," at the annual conference of the Southwestern Social Science Association in Fort Worth, Texas, March 22-25, 1984.

Read a paper: Soviet-American Interest in Afghanistan at the annual Conference of the Southwestern Social Science Association in Fort Worth, Texas, March 22-25, 1984.

Chairman: "International Trade and Global Interdependence," at the annual conference of the Western Social Science Association in San Diego, California, April 25-28, 1984.



Chairman: "Political and Economic Dimensions in the Middle East," at the annual conference of the Western Social Science Association in San Diego, California, April 25-28, 1984.

Article: "Turkish Cypriots Seek End to Political Subjugation," Fort Worth Star Telegram, February 24, 1984, p. 19A.

Testified to the U. S. Congressional Sub-Committee on Europe and the Middle East on the Cyprus Problem, February 21, 1984, Washington, D.C.

TV interview: "Separation of Church and State," TCJC Probe for cable television in Tarrant County, October 22 and 24, 1984.

TV interview: "The Cyprus Crises and the Turkish Cypriot Elections," Nicosia, Cyprus, June 25, 1985.

Article: "KKTC'nin Yeni Bir Politika Arayisi," Halkin Sesi (Cyprus) January 27, 1986, p.3.

Article: "Air Piracy vs. Terrorism?" Fort Worth Star Telegram, March 6, 1986, p.19A.

Article: "TRNC's Quest For A New Policy," PAN, Vol. 6, No. 10. March, 1986, pp.4-7. (Cyprus).

Chairman: "Politics in Africa," at the annual conference of the Western Social Science Association in Reno, Nevada, April 23-26, 1986.

Read a paper: "South Africa: Integration, Liberation or War?" at the Western Social Science Association in Reno, Nevada, April 23-26, 1986.

Read a paper: "The Use of Military Force to Assure Stability in the Middle East," at the Western Social Science Association in Reno, Nevada, April 23-26, 1986.

Article: "A Bloody Future as Iran-Iraq War Drags On," Fort Worth Star Telegram, May 2, 1986. p.A13.

Editorial contributor to The World Book Encyclopedia, 1986.

Article: "Forge International Resistance Against Terrorism: Fort Worth Star Telegram, March 5, 1987, p.A17.

Article: "Religious Discrimination, Jews, Muslims Clashing Over Jerusalem Shrines," Fort Worth Star Telegram, May 20, 1987, p.A17.

Study guide: "Basic Concepts in the United States and Texas Governments." Texas Wesleyan University Press, 1989. 108 pp.

Read a paper: "From Illusions of Unity to Realities of Separatism," at the 11th annual convention of the Assembly of Turkish American Associations in Washington, D.C., May 11, 1990. 12pp.

Read a paper: "The Evolution of an Ethnic Society to a Nation-State," at a symposium in the Turkish Republic of Northern Cyprus, Lefkosa, Cyprus, November 11-17, 1990.

Book: A Political Handbook on the United States and Texas Governments. Texas Wesleyan University Press, 1991. 374 pp.

TV interview: "The Gulf War Impact on the United States Economy," Channel 49 TV, Dallas, Texas, February 27, 1991.

TV interview: "Bosnia," WBAP Channel 5 Spectrum with Mike Snyder, Fort Worth, Texas, May 1993.

A discussion paper: "Lebanon: Period of reconciliation," at the Southwestern Social Science Association in Dallas, March 24, 1995.

Article: "Modern Development Clashes with Traditional Values," Texas Committee on U.S. - Arab Relations. Vol. 6. No. 1. Spring 1995.

A Symposium on Cyprus: "A brief exposure to the history and culture of the Turkish Cypriots," at the University of Texas at Austin, March 7, 1995.

Article: "Cyprus," The World Book Encyclopedia, 1997 ed., 10 pp.

Chairman: "Women's Status: A Cross-Cultural Analysis," at the Southwestern Social Science Association in New Orleans, Louisiana, March 28, 1997.

Panel Discussion: "Cause, Effects and Postmodern Therapies of Domestic Violence," at the Southwestern Social Science Association in New Orleans, Louisiana, March 27, 1997.



Book Review: Dickens, E. Larry. Texas Politics. N.Y.: Houghton Mifflin Company, 1997. 150 pp. Evaluation of the book for the publisher.

Chairman: "Beyond Tolerance: Violation of Human Rights." Southwestern Social Science Association meeting March 31 – April 3, 1999, in San Antonio, Texas.

Read a paper: "Cyprus: Ethnic Crisis Points," Southwestern Social Science Association meeting in March 15-18, 2000 in Galveston, Texas.

TV Interview: "Frontline: The Terrorist and the Superpower." PBS. April 13, 1999.

Article: Social Distance of People from the Middle East at a Southern University, The Middle East Times, January 24, 2003.

Book: Cyprus: Ethnic Political Counterpoints. Lanham, MD: University Press of America, 2004, 357 pp.

Book review for Wadsworth publishing, Richard H. Kramer, et, al., Essentials of Texas Politics, 9<sup>th</sup> ed. (2005)

Read a paper: "A Shared Future for a Diverse Society," Lincoln College in the University of Oxford, Oxford, United Kingdom, March 13, 2006

Book review for Wadsworth publishing, Edwin S. Davis, et al., American Government and Politics Today: Texas 2006-2007 ed. (July 26, 2006)

Discussant: "HiV and AiDS," at the annual conference of the Southwestern Social Science Association in Houston, Texas, March 31 - April 3, 2010.

Panel discussion: "Knowledge of International Affairs Among University Students," at the annual conference of the Southwestern Social Science Association in Houston, Texas, March 31 - April 3, 2010.

Round Table: "Student Knowledge on International Affairs and Attitudes Toward the Middle East," at the annual conference of the Southwestern Social Science Association in Las Vegas, Nevada, March 16-March 19, 2011.

Read a paper: "Cost and Financial Aid to go to Law School," 2011 Prelaw Advisor Conference, Fort Worth, Texas. October 6-8, 2011.



Read papers: "The Social Construction of Masculinity and Don't Ask, Don't Tell." "The Arab Awakening." "Issues in International Education." The Annual Conference of the Southwestern Social Science Association in San Diego, California, April 4-7, 2012.

Read a paper: "The Arab Spring – What Next?" Al-Hedayah Academy, Arlington, Texas, April 8, 2012.

Discussant: "Struggle of the Underclass in the Developing World," the annual conference of Southwestern Social Science Association in New Orleans, LA, March 28, 2013.

Read a paper: "Perceived Discrimination Among Muslim American," The Annual Conference of Southwestern Social Science Association in New Orleans, LA, March 28, 2013.

TV interview: "President Obama's State of the Union Message," Channel 11, Fort Worth, TX. February 12, 2013.

Book: *Reshaping of Cyprus: A Two-State Solution*. NJ: Xlibris, 2013. 320 pp.

Read a paper: "Democracy: An Islamic Reawakening," University of North Texas, Gateway Conference Center, Denton, TX, March 22, 2013.

Chairman: Panel on Human Rights and Social Change. UNT, Gateway Conference Center, Denton, TX, March 22, 2013.

Read a paper: "Islam and Liberal Democracy," Annual Conference of Southwestern Social Science Association in San Antonio, TX, April 18, 2014.

## LECTURES

The American University at B.C.I.U., Training Program on the Middle East Area Study, 1966.

"The U. N. as Peace-Keepers in Cyprus," Southern Methodist University, Dallas, Texas, March 1, 1971.

"The Struggle for World Order," U. S. Army Sergeants Major Academy, Fort Bliss, Texas, June 5, 1975.

"Cyprus and the American Response," University of Texas at Arlington,

HONORS  
AND  
AWARDS

"The Strategic Importance of the Mediterranean Area to the American National Security," U. S. Army Sergeants Major Academy, Fort Bliss, Texas, June 24, 1976.

"Greco-Turkish Dispute Over Cyprus, Aegean Oil, and the Military

Invited by Moran, Stahl and Boyer, Inc. of Boulder, Colorado, to give

Lectures to civic and church groups on the Middle East and World Affairs, annually.

Hall of Nations Scholar, The American University, Washington, D.C 1965-1966.

A member of Beta Psi Chapter of Pi Sigma Alpha, national political science honor society, 1967.

Outstanding Educators of America, 1972.

TWC faculty nominee for the Piper Professor, 1978, 1979.

Pi Kappa Alpha Distinguished Service Award, 1978, 1980.

Selected for the Danfort Associate Program, 1979.

Charter member of Phi Alpha Theta, international history honor society at TWU, 1979.

Certificate of Appreciation, Western Social Science Association, 1984.

Charter member of Pi Gamma Mu, international honor society in the social sciences at TWU in 1989.

Texas Wesleyan Faculty Recognition Award, 1981.

Alpha Phi Omega (Xi Nu Chapter) Award, 1982.

The Texas Wesleyan Flame Award, March 5, 1988.

Certificate of Appreciation, The Fort Worth Independent School District,

International Club Service Award, May 5, 1991.



Certificate of Appreciation, Mortar Board, 1993, 1994.

Faculty Recognition , 1994.

Malone Fellow, 1995.

Certificate of Appreciation, 1993, 1994, 1995, 1996,1997, 1998

Mortar Board Membership on April 15, 1996.

The Earl Brown Distinguished Recognition Award, May 3, 2005

Texas Wesleyan University Board of Trustees Award, April 18, 2006, for Distinguished Scholarship.

Texas Wesleyan University Student Government Association Faculty/Co-Advisor Recognition Award, April 28, 2009.

#### RESEARCH GRANTS

Texas Wesleyan College, 1970, 1971, 1972, 1975, 2013.

Danfort Grant, 1980.

Richardson Faculty Enrichment Grant, 1982, 1983, 1984, 1986, 1987, 1988, Bass Faculty Enrichment Grant, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006.

Malone Fellow study tour of the United Arab Emirates and Oman from December 28, 1994 to January 15, 1995--\$10,000.

Global Scholars Grant \$5000 (2005), \$6000 (2006), \$5000 (2007)

Grant from the office of the President \$5000 (2006)

Grand from the Office of the Provost \$1500 (2013)

#### LANGUAGE

I speak and write Turkish, my native tongue, and English.

#### TEACHING EXPERIENCE

1966-1967 - Faculty Assistant at the American University, Washington, D.C.

1968-1971 - Assistant Professor of Political Science, Texas Wesleyan



1971-1981 - Associate Professor of Political Science, Texas Wesleyan

Subjects: American Government  
Diplomatic History of the United States  
International Relations  
Political Parties and Pressure Groups  
European Governments  
History and Politics of the Middle East  
Soviet Politics/Russia and Commonwealth Politics  
Politics of Developing Nations  
United Nations  
International Law  
Great Issues  
Judicial Process  
Legislative Process

1973-2012 Chairman of Political Science Department, Texas Wesleyan University.

1995-1998 Chairman of Social Science Department, Texas Wesleyan University.

1981 TO  
PRESENT Professor of Political Science.

OTHER  
WORK  
EXPERIENCE  
MEMBERSHIPS Foreign Broadcast Information Service (United States  
government installation in Cyprus), 1958-1959.  
Cyprus Auxiliary Police Force, 1957.  
The Middle East Institute.

American Association of University Professors.

Western Social Science Association.

Southwestern Social Science Association.

International Studies Association.

American Muslim Caucus

LISTED IN American Men and Women of Science, 1967, 1974.

Personalities of the South, 1971.

Contemporary Authors, 1979.

Directory of Third World Scholars and Specialists, 1980.

The International Authors and Writers Who's Who (London, 1981).

Men of Achievement (London), 1982, 1992.

Who's Who in the South and Southwest, 1990, 1992, 1994.

Who's Who in American Education, 1991.

Who's Who in Science and Engineering, 1991.

Dictionary of International Biography, (London), 1991.

Who's Who in America, 1994, 1995, 2010

The National Dean's List, 1994.

Who's Who Among America's Teachers, 1994, 2004.

Directory of American Scholars, 1998

Outstanding People of the 20<sup>th</sup> Century (London) 2000.

Who's Who Among Executives and Professionals, 2008-2009.

Marquis Who's Who, 2011, 2014.

PROFESSIONAL COMMITTEES

Texas Wesleyan College Self-Study Committee.

Scholarship Committee, 1972-1977, 1994-1995.

Chairman of the Committee on Memorials and Student Gifts, 1972-1980.

Teacher Education Committee, 1979-2007.

Faculty Representative for the Truman Scholarship Program, 1977-1990.

Chairman of one of the General Education Study Commissions, Texas Wesleyan, 1979. Member 1994-1995, 2006-2008.

Faculty Benefits Committee, 1980-1981.

Chairman, Special Activities Committee on Self-Study, Texas Wesleyan, 1981-1982.

Faculty Council Member, 1981-1984, 1987-1990, 1992-1996, 2004-2006.

Treasurer, International Studies Association in the Southwestern Region, 1981-1983.

President, AAUP, 1983-1984.

Board Member Alternate, Midwest Model United Nations, St. Louis, Missouri, 1983-1985.

Chairman, General Education Curriculum Committee, Texas Wesleyan, 1983-1985, 1986-1988.

College Appeals Board, 1983-1986, 1987-1990.

Committee on Tenure and Privilege, 1984-1989, 1991-1992, 1992-1993, and 1990-1995, and 2010-2014.

Academic Council member, 1986-1990, 1992-1996, 1997-1999, 2004-2006.

President of the Faculty Council, 1989-1990, 1998-1999, 2005-2006.

President of the Faculty Assembly, 1989-1990, 1998-1999, 2005-2006.

Faculty representative on the Board of Trustees of Texas Wesleyan University, 1988-1990, 2005-2006

Member of the Steering Committee for the centennial celebrations for Texas Wesleyan University, 1989-1990, 1998-2000.

Member on the Board of Directors, Mothers Against Drunk Driving, Tarrant County Chapter, 1990-1992.

Member of the Pre-Professional Program Academic Advisory Council at



Texas Wesleyan University, 1990-present.

Pre-Professional Academic Advisory Council, 1990-present.

Academic Mentor Program, 1990-1992, 2005-

Graduate Advisory Council, 1990-present.

Provost Search Committee, 1982.

Vice President for Enrollment Management Search Committee, 1991.

Mortar Board Honor Society, 1991-1994.

Faculty Handbook Committee, 1994.

Committee on Scholarship and Financial Aid, 1994-1996.

Committee on International Education, 1994-1996.

Committee on General Education Curriculum, 1993-1996, 2002-2004, 2006-2008.

Committee on Peer Group Report, 1994.

Provost Search Committee, 1994.

Chair, Tenure and Academic Freedom, 1994-1995, 2001-2004.

Chair of ad hoc committee on faculty/academic staff contracts, 1994

Vice-chair of Faculty Council 1988-1989, 1995-1996, 1998-1999, 2003-2004.

The President's Commission on Diversity, 1995.

Chair, Institutional Effectiveness Committee, 1995-1996.

Academic Affairs Committee 1991-1996.

Institutional Plan Committee 1995.

The Planning Committee for Wesleyan 2001, 2013.

Chair, Faculty/Trustee Liaison Committee, 1996-1997.

Member of TWU School of Law Pre-Professional Scholarships Selection Committee 1995-Present.

Committee Member on Communications Task Force, 1998.

President's Council, 1998-1999, 2005-2006.

The Sociology Search Committee, 1998.

Member of Trustees Committee on Academic Affairs, 2005-2006.

Member of Global Scholars Committee 2005-2006

Chair, Admissions Scholarship and Financial Aid Committee, 2009-2010 and member 2008-2010

Dean Search Committee, School of Natural and Social Sciences, 2012-2013

Member of Honors Program Committee, 2013-2016.

University Judicial Board, 2014.

ADVISOR TO  
CAMPUS  
GROUPS

Illotus Duodecim Fraternity, 1969-1971.

Alpha Phi Omega Fraternity, 1971-2004. Also a national member.

International Club, 1968-1972, 1980-2004.

Pre-law Advisor, 1973-1974.

Sponsor and Director of Texas Wesleyan student participation Midwest Model United Nations in St. Louis, 1972-1987.

Social Science Club, 1976-1979.

Texas Young Democrats, 1976-1980, 2008.

Pi Kappa Alpha, 1977-1982. Also national member.

Big Brother for Alpha XI Delta Sorority, 1977-1987.

Founder of the Pi Theta Chapter of Pi Sigma Alpha, the National Political

Science Honor Society, TWC, April 15, 1987.

Coach for the Model Arab League – 1988 to Present.

Hosted the Model Arab League on TWU campus - - 2007-2008.

Member of the Faculty Committee on Student Life – 2008.

Committee member on Admissions, Scholarship, and Financial Aid  
2008-2010.

Phi Alpha Delta Law Fraternity Advisor – 2006 to present

Advisor to 3PR pre-law society – 1999

SGA advisor 2000 – 2009.

History and Political/Paralegal search committee 2009.

Advisor of Student government 2009 - 2010.

#### STUDY WORKSHOPS

International Policy Making, Rice University, May 18-29, 1981

Anthropology and Discourse, Rice University, May 17-28, 1982

"Global Issues," by James E. Harf, Ohio State University. March 19-20,  
1982, Houston, Texas

Enduring Issues in American and English Legal and Constitutional  
History, Rice University, May 20-31, 1985.

Sponsor of Texas Wesleyan student participation in Model Arab League in  
Texas, 1992-present.

Diversity Workshop, Texas Wesleyan University, February 27, 1996.

Evaluating, Judging, and Improving Faculty Performance. Dallas,  
Texas, February 9, 1996.

#### STUDY ABROAD

Director, Mexican Summer Program in Mazatlan, Mexico, 1977,  
1979, 1980, 1981, 1985, 1987, 1988.

Associate Director, Summer Program in Mexico, 1979



Director, Holy Land Trip in 1996 and 1998.

Director, China Trip, 2011.

COUNTRIES Finland, USSR, Germany, Austria, Mexico, Great Britain, Turkey, Switzerland, Greece, Cyprus, Lebanon, Jordan, Israel, Italy, France, Egypt, Yugoslavia, Iceland, Ireland, Netherlands, the Bahamas, Bahrain, United Arab Emirates, Oman, Cuba, Spain, Czech Republic, Austria, China, Brazil, Argentina, and Peru.

### **Faculty Highlights**

The Earl Brown distinguished Recognition Award, 2005.

TWU Board of Trustees Award – 2006.

Global Scholars Grant for Travel to Europe, China, and Latin America – 2004, 2005, 2006

Talked and participated in seminars on American Government/Elections to the Muslim.

Community 2004, 2009, 2009, 2010.

Wesleyan, article, Fall 2006 issue, China: The Emerging Power

Book review (Texas Government) for Wadsworth publication, 2006.

Completing a book on Cyprus, for publication in 2011.

Who's Who Among Executives and Professionals 2008 – 2009.

Who's Who in America – 2011, 2014.

### **TWU Community Service**

History and Political Science Search Committee 2009.

Coach to Model Arab League since 1988.

Hosted the Model Arab League on TWU Campus – 2007 – 2008.

Programs changes in Political Science – 2008 – 2009.

Advising Freshman and Transfer students to TWU.

Member of Faculty Committee on Student Life – 2008.

Mortar Board “Top Prof” March 5, 2006, 2007, 2008, 2010.

Participated in University College Day, 2004 to present.

Freshman Advising in the ARC.

Phi Alpha Delta Law Fraternity Advisor – 2006 to present.

On Three Tenure Committees – 2006.

SGA Advisor – 2007 – 2009.

Chair, Admissions Scholarship and Financial Aid Committee, 2009 – 2010.

Wesleyan Tenure Committee – 2010-2015

On one Tenure Committee- 2013.



## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve Al-Hedayah Academy
2. Full name Yushau Sodiq  
Home Address 6536 McCart Aven, Fort Worth, TX 76133  
Business Name and Address Dept. of Religion, Texas Christian University, Fort Worth,  
Phone Number 817-257-6439  
E-mail address y.sodiq@tcu.edu
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes  
Al-Hedayah Academy, Fort Worth; Islamic School of Tarrant County (IATC), Fort Worth
4. What was your motivation to serve on the board of the proposed charter school?  
To help advance education of the students and make sure that they receive quality education
5. What is your understanding of the appropriate role of a public charter school board member?  
To assist in providing quality education to students and let them be great achievers and leaders of tomorrow
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
Supervising the progress of the school and making sure that the goals and objectives of the school are achieved as planned and that educational discipline is maintained.
7. Describe the specific knowledge and experience that you would bring to the board.  
Enhancing educational program, supervising the school's progress and advising towards the greater achievement of students in terms of their education

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
To provide quality education to our students to become leaders of tomorrow and good citizens.
2. What is your understanding of the school's proposed educational program?  
To offer the best education in Tarrant county to our students and help them achieve their goals by providing good educational environment, qualified teachers and programs and supervising the progress of the programs to make sure that they are implemented through the assigned channels.
3. What do you believe to be the characteristics of a successful school?  
To produced students with excellent critical thinking who can depend on themselves and becoming the leaders of tomorrow. The programs should be geared towards their needs of tomorrow in terms of technology and science.
4. How will you know that the school is succeeding (or not) in its mission?



By continued efforts of supervising the progress in the school and making any necessary amendment whenever necessary. Also by evaluating what has been taught and how it correlated to the program designed to be implemented in school.

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### Governance

1. Describe the role that the board will play in the school's operation.

Our major role is to set the guidelines and monitor their implementation through the Principal and all those who are in daily contact with the students (the teachers). We'll serve as advisory committee only.

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2. How will you know if the school is successful at the end of the first year of operation?

We would evaluate the progress of the school through many means as our disposal.

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3. How will you know at the end of four years of the school is successful?

By evaluating our annual report for the previous years and then come to a conclusion of what has been achieved positively or negatively and then act upon it.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To work in collaboration with the principal and evaluate the progress and continuously monitoring the progress at the school and suggesting any improvement necessary at any time and make sure that suggestive improvements are implemented and adhered to.

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5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

To make sure that there are well designed program of education, monitor how those programs are implemented, supervise the progress of their implementation and advice accordingly. If there is a need for disciplinary action, then the board will take necessary step to suggest such action as appropriate.

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### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

Yes, I do know some other board members as citizens at the same community

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

Yes, I do know someone who is working there as members in the same community and in academia.

---

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

No.

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4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

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Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

Not applicable

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5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

Not applicable

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6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

No, does not apply to me.



7. List all business or organizations of which you are a partner or in which you have a majority interest.

I am an Associate professor of religious studies at Texas Christian University, Fort Worth.

I am a member of the American Academy of Religion, an International education group in the USA.

I am a member of Nigerian National Council of the Nigerian Organizations in the USA.

I am a member of the African Religious Group at the American Academy of Religion

I am a member of the Islamic Group at the American Academy of Religion

I am a member of the Islamic Association of Tarrant County, Fort Worth, TX.

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8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

I have not served before as member of the chartered school.

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9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

No, I do not intend to be employed by the Charter School.

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10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

No.

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11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

No.

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12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

No

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13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

No.

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### Certification

I, Yushau Sodiq, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.



Y. Sodiq

Signature

3-21-2014

Date

VERIFICATION

State of TEXAS

County of TARRANT

On this day, Yushau Sodiq (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

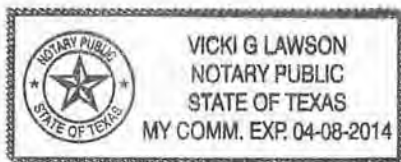
Subscribed and sworn to before me this 21 day of

March, 2014.

(Notary Public) Vicki G Lawson

My commission expires 04/08/2014

(SEAL)



## **YUSHAU SODIQ**

2800 S. University Drive  
Department of Religion  
Texas Christian University  
TCU Box 29800  
Fort Worth, TX 76129  
Ph: 817-257-6439  
E-mail: [y.sodiq@tcu.edu](mailto:y.sodiq@tcu.edu)

### **EXPERIENCE**

Yushau is an educator and serves as a tenured Associate Professor at Texas Christian University (TCU) in Fort Worth, Texas in the Department of Religion. As community activists, he lectures extensively and promotes excellence in education. He has served on the Education Committee at Al-Hedayah Academy for over 15 years and has been its Chairman in the past. In that capacity, he has helped raise financial and community support for the academy. He has also acquired experience in management and human resources having actively engaged in the interview process to hire school principal.

### **EDUCATION AND PROFESSIONAL BACKGROUND**

#### **TEMPLE UNIVERSITY, Philadelphia, PA**

1. Doctor of Philosophy (PhD), 1991, Religion and Law
2. Masters of Arts (MA), 1988, Religious Studies

#### **ISLAMIC UNIVERSITY OF MEDINA, Medina, Saudi Arabia**

1. Masters of Arts (MA) in Law
2. Bachelor of Arts (BA) in Law

### **PROFESSIONAL APPOINTMENTS**

Assistant Professor and Associate Professor, TCU, Fort Worth, Texas: 1992 - current

### **RESEARCH AND CREATIVE ACTIVITIES**

#### Refereed Publications

- a) "Muslim Perception of Christians and Christianity in Nigeria," in *Fractured Spectrum: Perspectives on Christian-Muslim Encounters in Nigeria*, edited by Akintunde E. Akinade. New York: Peter Lange, 2013, pp. 147-157.
- b) "Isma`il al-Faruqi and Ijtihad" in *Islam and Knowledge: Al-Faruqi's Concept of Religion in Islamic Thought*. Edited by Imtiyaz Yusuf. New York: I. B. Tauris, 2012, pp. 127-137. 2<sup>nd</sup> appearance
- c) "Nigerian Civil Government and the Application of Islamic Law" a chapter in *Religion, Conflict, and Democracy in Modern Africa*, edited by Samuel K. Elolia. Princeton Theological Monograph Series. (Oregon: Pickwick Publication, 2012); pp.342-371. 2<sup>nd</sup> appearance



- d) "Islam in Africa" in *The Wiley-Blackwell Companion to African Religions*, edited by Elias Kifon Bongmba. (UK: West Sussex, A John Wiley and Sons Inc., Publications, 2012); 323-337. 2<sup>nd</sup> appearance.
- e) "Islamic Law in Zamfara State of Nigeria: Success or Failure" in *Bulletin of Ecumenical Theology*, vol. 23 (2011): 28-52. 3<sup>rd</sup> appearance.
- f) "Nation of Islam" in *Religion and Violence: An Encyclopedia of Faith and Conflict from Antiquity to the Present*, edited by Jeffrey Ian Ross. (New York: M.E. Sharpe, Inc., 2011); pp. 488-493. 3<sup>rd</sup> appearance.

#### Non-Refereed Publication

- a) "Nigeria," in *Encyclopedia of Islam and Women*. (New York: Oxford University Press, 2013), vol. 2, pp. 8-14. 1<sup>st</sup> appearance. (3500 words). This entry is about the roles of Muslim women in Nigeria and their contributions to the development of Nigeria as a country.
- b) Book review of *Islam, Religion, Practice, Culture and World Order*, by Ismai'l Raji al-Faruqi, edited by Imtiyaz Yusuf in *The American Journal of Islamic Social Sciences (AJISS)*, vol. 30, no. 2, (Spring 2013): 119-122.
- c) Book review of *Feeling Betrayed: The Roots of Muslim Anger at America* by Steven Kull in *The American Journal of Islamic Social Sciences (AJISS)*, vol. 30, no 1 (Winter 2013): 94-97.
- a) Book review of: *Black Mecca: The African Muslims in Harlem*, by Zain Abdullah, in *The American Journal of Islamic Social Sciences (AJISS)*, vol. 29, no 1 (Winter 2012): 134-137. 2<sup>nd</sup> appearance
- b) Book review of: *Gender and Islam in Africa: Rights, Sexuality and Law*, edited by Margot Badran, in *The American Journal of Islamic Social Sciences (AJISS)*, vol. 29, no. 4 (Fall 2012): 87-90. 2<sup>nd</sup> appearance.

Materials or activities accepted or scheduled but not yet published.

"West Africa Muslim Immigrants and their participation in American Politics" to be published in a book on *African Immigrants in the USA*.

Papers presented, participation on panels, etc., at scholarly meetings (including date, place and sponsor of meeting).

- a) "How do Africans respond to Global Islamophobia?" Paper presented at AAR African Association for the Study of Religions (P23-302) at the annual AAR conference in Baltimore on November 23, 2013.
- b) Discussion of Islamic law in Nigeria and its role in politics at SBL African Biblical Hermeneutics Section (S24-204) presented at the annual AAR conference in Baltimore on November 24, 2013.
- c) "The role of Islamic law in the New Arab Spring Countries: Egypt, Libya and Tunisia," paper presented at the Southwest Commission on Religious Studies, AAR Comparative and Asian Studies section in Dallas on March 9-10, 2013.
- d) "Islam in West Africa," paper presented at the Annual Nigerian Youth Program (Platform), at Miami, Florida on December 24, 2013.
- e) Chaired a panel discussion on Leadership in Islam at the Leadership Conference organized and sponsored by the Nation Council of the Nigerian Muslim Association in the USA, held in Houston on March 29-30, 2013.

Professional and Administrative Service: Offices and committee assignment in professional organizations



- i) Member of the Steering committee for African Religions Group of the American Academy of Religion. It is renewed for 2013-14.
- ii) Chairman, Institute of Medieval and Post Medieval Studies, Dallas for 2013-2014.
- iii) Outreach program coordinator of the Association of the Muslim Social Scientists in Dallas / Fort Worth areas.
- iv) Coordinator for the religious programs for the Platform of the Nigerian National Council of the Nigerian Muslim Organizations in the USA.

TCU committee Assignment: Member of the Admission and Retention Committee

#### Other University and or College or Departmental Contribution

- a) Chair of the Advisory Committee to the chairperson of the department of religion.
- b) Library Acquisition Coordinator for the Department of Religion
- c) I served as a peer reviewer for adjunct instructor Dr. Edward McMahon in Fall of 2013.
- d) Taught a class on Terrorism in Islam at Dr. C. Bellinger's Class at Brite Divinity on Feb-2013.

#### Professional Related Community Activities

- a) A board member of the Board of Education of al-Hedayah Academy in Fort Worth.
- b) Chair and president for the Institute of Medieval and Post Medieval Studies (IMPMS) in Dallas.
- c) Organized a session through the Institute of Medieval and Post Medieval Studies (IMPMS) on Ibn Sina (Averroes), the Spanish medieval scholar on March 24, at Fun Asia, Dallas at 1-3.00 pm. It was attended by more than 40 people.
- d) I also organized a public lecture on Jamal Din Afghani and Mr. E. Thomas' experience in Afghanistan on May 12, 2013 at Fun-Asia, Dallas.
- e) I organized a public lecture on Persian Female Poets on October 20, 2013 at Dera Grill in Irving. It is organized by the Institute of Medieval and Post Medieval Studies.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment D: Assurances

Sponsoring Entity: Al-Hedayah Academy, Inc.

Proposed Charter School Name: Brentwood Stair Preparatory School

### **Nineteenth Generation Charter Application Bilingual Education/ESL, Section 504, and Dyslexia Assurances**

*TEC, Chapter 29, Subchapter B, TEC §12.104(b)(2)(G), and 19 TAC §§89.1201-1265* require charter schools to identify limited English proficient students based on state criteria and to provide an appropriate bilingual education or English as a second language program conducted by teachers certified for such courses.

- A. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to limited English proficient students.

**Check one:**

Yes

No

Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

- B. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

**Check one:**

Yes

No

*TEC §38.003, TEC §12.104(b)(2)(K), 19 TAC §74.28* and Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, require charter schools to identify students with dyslexia or related disorders and to provide appropriate educational services.

- C. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students with dyslexia or related disorders.

**Check one:**

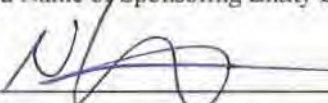
Yes

No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.

Nabil M. Bawa, Board President

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair  
(must sign in blue ink)

3/22/2014

Date



**Al-Hedayah Academy Inc.**

Name of Sponsoring Entity

**75-2416881**

FEI No./Taxpayer ID

**Brentwood Stair Preparatory School**

Proposed Charter School Name

**TEXAS EDUCATION AGENCY**

**Division of Planning and Grant Reporting**

**General Application of Assurances for Federal Programs Administered by the  
U.S. Department of Education**

Authority for Data Collection: 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a).


Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.

Instructions: This general application will be in effect for the duration of participation in federal programs until such time as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512)463-7004.

Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

Typed Name of Authorized Official or Charter Holder	Date <i>3-20-2014</i>	Telephone 817-265-6667	Authorized Original Signature (blue ink) 	
Julia Michelle Nusrallah, EDD				
Typed Title of Authorized Official of Charter Holder CEO/Superintendent				
Address of Charter Holder	City	State	Zip Code	
8601 Randol Mill Road	Fort Worth	TX	76120	



## ASSURANCES

The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

### Assurance is hereby given that

- (1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;
- (3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f\* of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;
- (5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) in the case of any project involving construction-
  - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
  - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

### AND

In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

- (1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and  
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (2) the applicant will adopt and use proper methods of administering each such program, including —
  - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
  - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

\* Section 1232f, United States Code, Title 20, Education

## RECORDS

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.



Sponsoring Entity: Al-Hedayah Academy, Inc.

Proposed Charter School Name: Brentwood Stair Preparatory School

### **Nineteenth Generation Charter Application Special Assurances Document**

*The chair of the proposed sponsoring entity shall initial each of the following on this page and the next to indicate an understanding of and a commitment to comply with each of following assurances:*

NB **Open Meetings Requirements:**

The charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

NB Furthermore, the charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

NB **Public Information Requirements:**

The charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

NB **Criminal History Check Requirements:**

The charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

NB **Annual Training Requirements:**

The charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

NB **Residential Facilities Monitoring (RFM) System:**

*The charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.*

NB **Special RF Training:**

The charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.



Sponsoring Entity: Al-Hedayah Academy Inc.

Proposed Charter School Name: Brentwood Stair Preparatory School

Admission and Enrollment

NB The charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

NB The charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

NB The charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

NB The charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the State Board of Education (SBOE) as a performing arts school with an audition component or the charter was amended by the commissioner of education to designate the school a performing arts school with an audition component.

NB The charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition was specifically approved by the SBOE when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

Withdrawal and Expulsion Issues

NB The charter holder understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leave code is in the rare instances when:

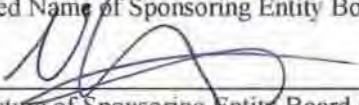
- a student is withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the district discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided.

NB The charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

NB The charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

*I the undersigned hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and the previous page.*

Nabil M. Bawa, Board President  
Printed Name of Sponsoring Entity Board Chair

  
Signature of Sponsoring Entity Board Chair

3/22/2014  
Date



Sponsoring Entity: Al-Hedavah Academy, Inc.

Proposed Charter School Name: Brentwood Stair Preparatory School

**Nineteenth Generation Charter Application  
Special Education Assurances and Development of Policies and Procedures**

Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613 (a) (1), each charter school must have on file with the Texas Education Agency (TEA) a plan that provides assurances that it has in effect policies, procedures and programs consistent with State policies and procedures governing special education. Charter schools are required to develop plans using the online Legal Framework for the Child-Centered Process following the guidance below. Posting plans on the Legal Framework is not required, but is strongly encouraged.

**Electronic Submission**

Region 18 Education Service Center (ESC) in coordination with other ESCs provides leadership to the State in the electronic development of charter policies and procedures through the online **Legal Framework for the Child-Centered Process Phase IV: "Charting the Course"** (Legal Framework-Phase IV) at <http://framework.esc18.net/>.

**Applicant Assurance Statement**

The sponsoring entity's CEO must sign the assurance statement below certifying that the proposed charter school will have in place upon opening the above-described special education policies and procedures. Once the contract is issued and a county district number is assigned, the charter holder will develop its policies and procedures through the online Legal Framework.

**Future Updates to Policies and Procedures**

Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

**Technical Assistance**


For questions concerning or information about the electronic submission of charter policies and procedures, please consult with your regional ESC special education contact at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.

**Assurance Statement**

By signing below, the sponsoring entity assures that the proposed charter school will have in place prior to opening policies and procedures that ensure implementation of IDEA 2004 and *all* federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.

Nabil M. Bawa, Board President

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair  
(must sign in blue ink)

3/22/2014  
Date



In his absence, the sponsoring entity President, Nabil M. Bawa, delegated signature authority to the Vice President, Walid Joulani, to sign the campaign disclosure forms.

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: H. IBRAHIM SALIH  
(Please Print or Type Full Name)

Employer or Company Represented: TEXAS WESLEYAN UNIVERSITY  
(Please Print or Type Full Name)

Position/Title: PROFESSOR AND CHAIR  
(Please Print or Type Full Name)

Date of contribution or gift: NOT APPLICABLE

Amount contribution or gift: \_\_\_\_\_

Name of person receiving contribution or gift: \_\_\_\_\_

Detailed description of contribution or gift: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NABIL BAWA  
Print or Type Name of Sponsoring Entity Board President

3/20/14  
Date

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: YUSHAU SODIQ  
(Please Print or Type Full Name)

Employer or Company Represented: TEXAS CHRISTIAN UNIVERSITY  
(Please Print or Type Full Name)

Position/Title: ASSOCIATE PROFESSOR  
(Please Print or Type Full Name)

Date of contribution or gift: NOT APPLICABLE

Amount contribution or gift: \_\_\_\_\_

Name of person receiving contribution or gift: \_\_\_\_\_

Detailed description of contribution or gift: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NABIL BAWA  
Print or Type Name of Sponsoring Entity Board President

3/20/14  
Date

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: LYNDA JONES-MUBARAK  
(Please Print or Type Full Name)

Employer or Company Represented: RETIRED  
(Please Print or Type Full Name)

Position/Title: NOT APPLICABLE  
(Please Print or Type Full Name)

Date of contribution or gift: NOT APPLICABLE

Amount contribution or gift: \_\_\_\_\_

Name of person receiving contribution or gift: \_\_\_\_\_

Detailed description of contribution or gift: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NABIL BAWA  
Print or Type Name of Sponsoring Entity Board President

3/20/14  
Date

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: HASSAN HALABY  
(Please Print or Type Full Name)

Employer or Company Represented: TADMOR, INC.  
(Please Print or Type Full Name)

Position/Title: CEO  
(Please Print or Type Full Name)

Date of contribution or gift: 2013

Amount contribution or gift: \$500.00

Name of person receiving contribution or gift: Ellison

Detailed description of contribution or gift: Political

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NABIL BAWA, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa

Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: HASSAN HALABY  
(Please Print or Type Full Name)

Employer or Company Represented: TADMOR, INC.  
(Please Print or Type Full Name)

Position/Title: CEO  
(Please Print or Type Full Name)

Date of contribution or gift: 2013

Amount contribution or gift: \$2,000.00

Name of person receiving contribution or gift: Marc Veasey

Detailed description of contribution or gift: Political

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NABIL BAWA, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: HASSAN HALABY  
(Please Print or Type Full Name)

Employer or Company Represented: TADMOR, INC.  
(Please Print or Type Full Name)

Position/Title: CEO  
(Please Print or Type Full Name)

Date of contribution or gift: 2013

Amount contribution or gift: \$2,500.00

Name of person receiving contribution or gift: Wendy Davis

Detailed description of contribution or gift: Political

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NABIL BAWA, MBA

Print or Type Name of Sponsoring Entity Board President

Nabil Bawa

Signature of Sponsoring Entity Board President

3/20/14

Date

3/20/14

Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: HASSAN HALABY  
(Please Print or Type Full Name)

Employer or Company Represented: TADMOR, INC.  
(Please Print or Type Full Name)

Position/Title: CEO  
(Please Print or Type Full Name)

Date of contribution or gift: 2013

Amount contribution or gift: \$250.00

Name of person receiving contribution or gift: Thomas Wilder

Detailed description of contribution or gift: Political

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NABIL BAWA, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: HASSAN HALABY  
(Please Print or Type Full Name)

Employer or Company Represented: TADMOR, INC.  
(Please Print or Type Full Name)

Position/Title: CEO  
(Please Print or Type Full Name)

Date of contribution or gift: 2007

Amount contribution or gift: \$250.00

Name of person receiving contribution or gift: Thomas Wilder

Detailed description of contribution or gift: Political

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NABIL BAWA, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: HASSAN HALABY  
(Please Print or Type Full Name)

Employer or Company Represented: TADMOR, INC.  
(Please Print or Type Full Name)

Position/Title: CEO  
(Please Print or Type Full Name)

Date of contribution or gift: 2006

Amount contribution or gift: \$1,000.00

Name of person receiving contribution or gift: National Restaurants Association

Detailed description of contribution or gift: Political

NABIL BAWA, MBA

Print or Type Name of Sponsoring Entity Board President

Nabil Bawa

Signature of Sponsoring Entity Board President

3/20/14

Date

3/20/14

Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: HASSAN HALABY  
(Please Print or Type Full Name)

Employer or Company Represented: TADMOR, INC.  
(Please Print or Type Full Name)

Position/Title: CEO  
(Please Print or Type Full Name)

Date of contribution or gift: 2004

Amount contribution or gift: \$1,000.00

Name of person receiving contribution or gift: Nader for President

Detailed description of contribution or gift: Political

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NABIL BAWA, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/04  
Date

3/20/04  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: HASSAN HALABY  
(Please Print or Type Full Name)

Employer or Company Represented: TADMOR, INC.  
(Please Print or Type Full Name)

Position/Title: CEO  
(Please Print or Type Full Name)

Date of contribution or gift: 2004

Amount contribution or gift: \$500.00

Name of person receiving contribution or gift: Marc Veasey

Detailed description of contribution or gift: Political

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NABIL BAWA, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: Julia Michelle Nusrallah, EDD  
(Please Print or Type Full Name)

Employer or Company Represented: \_\_\_\_\_  
(Please Print or Type Full Name)

Position/Title: \_\_\_\_\_  
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: \_\_\_\_\_

Name of person receiving contribution or gift: \_\_\_\_\_

Detailed description of contribution or gift: \_\_\_\_\_

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NABIL BAWA, MBA  
Print or Type Name of Sponsoring Entity Board President

3.20.14  
Date

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 1/1/2014

Amount contribution or gift: \$250.00

Name of person receiving contribution or gift: Lon Burnam

Detailed description of contribution or gift: State Rep. Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2014

Amount contribution or gift: \$100.00

Name of person receiving contribution or gift: Sharen Wilson

Detailed description of contribution or gift: DA Campaign

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Nabil M. Bawa, MBA

Print or Type Name of Sponsoring Entity Board President

Nabil Bawa

Signature of Sponsoring Entity Board President

3/20/14

Date

3/20/14

Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2013

Amount contribution or gift: \$500.00

Name of person receiving contribution or gift: Amir Omar

Detailed description of contribution or gift: Richardson Mayor Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 1/1/2013

Amount contribution or gift: \$500.00

Name of person receiving contribution or gift: Keith Ellison

Detailed description of contribution or gift: Congressional Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 11/1/2013

Amount contribution or gift: \$500.00

Name of person receiving contribution or gift: Marc Veasey

Detailed description of contribution or gift: Congressional Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

3/20/14  
Date

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2012

Amount contribution or gift: \$200.00

Name of person receiving contribution or gift: Andy Nguyen

Detailed description of contribution or gift: County Commissioner

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2012

Amount contribution or gift: \$250.00

Name of person receiving contribution or gift: Keneth Sanders

Detailed description of contribution or gift: Congressional Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2012

Amount contribution or gift: \$100.00

Name of person receiving contribution or gift: Matt Hayes

Detailed description of contribution or gift: Justice of the Peace Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2010

Amount contribution or gift: \$200.00

Name of person receiving contribution or gift: Mel LeBlanc

Detailed description of contribution or gift: Arlington City Councilman

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2010

Amount contribution or gift: \$100.00

Name of person receiving contribution or gift: Mary Louis Garcia

Detailed description of contribution or gift: County Clerk Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/10  
Date

3/20/10  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 12/1/2010

Amount contribution or gift: \$100.00

Name of person receiving contribution or gift: Tan Parker

Detailed description of contribution or gift: State Rep. Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/11  
Date

3/20/11  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2010

Amount contribution or gift: \$500.00

Name of person receiving contribution or gift: Jamal Qaddura

Detailed description of contribution or gift: Justice of the Peace Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/10  
Date

3/20/10  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2009

Amount contribution or gift: \$200.00

Name of person receiving contribution or gift: John Cornyn

Detailed description of contribution or gift: Congressional Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2010

Amount contribution or gift: \$100.00

Name of person receiving contribution or gift: Lana Wolf

Detailed description of contribution or gift: Arlington City Councilman

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/10  
Date

3/20/10  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2008

Amount contribution or gift: \$200.00

Name of person receiving contribution or gift: Tom Corbin

Detailed description of contribution or gift: Justice of the Peace Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date

CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 1/1/2008

Amount contribution or gift: \$300.00

Name of person receiving contribution or gift: William Burch

Detailed description of contribution or gift: State Rep. Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2007-2013

Amount contribution or gift: \$400.00

Name of person receiving contribution or gift: Joe Barton

Detailed description of contribution or gift: Congressional Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

3/20/14  
Date

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2006-2013

Amount contribution or gift: \$300.00

Name of person receiving contribution or gift: Diane Patrick

Detailed description of contribution or gift: State Rep. Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2006-2013

Amount contribution or gift: \$400.00

Name of person receiving contribution or gift: Tom Wilder

Detailed description of contribution or gift: District Clerk Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/10/14  
Date

3/12/14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2006

Amount contribution or gift: \$100.00

Name of person receiving contribution or gift: Gloria Pena

Detailed description of contribution or gift: Arlington I.S.D. Campaign

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2004-2013

Amount contribution or gift: \$1000.00

Name of person receiving contribution or gift: Robert Rivera

Detailed description of contribution or gift: Arlington City Councilman

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Nabil M. Bawa, MBA

Print or Type Name of Sponsoring Entity Board President

Nabil Bawa

Signature of Sponsoring Entity Board President

3/20/14

Date

3/20/14

Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2004-2006

Amount contribution or gift: \$650.00

Name of person receiving contribution or gift: Arlington Republican Club

Detailed description of contribution or gift: PWR PAC

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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

3. 20. 14  
Date

Nabil Bawa  
Signature of Sponsoring Entity Board President

3. 20. 14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 3/1/2004

Amount contribution or gift: \$500.00

Name of person receiving contribution or gift: George Bush

Detailed description of contribution or gift: Presidential Campaign

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

3.20.14  
Date

Nabil Bawa  
Signature of Sponsoring Entity Board President

3.20.14  
Date

CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2/1/2004

Amount contribution or gift: \$1000.00

Name of person receiving contribution or gift: Robert Cluck

Detailed description of contribution or gift: Arlington Mayor Campaign

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date

CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 3/1/2004

Amount contribution or gift: \$500.00

Name of person receiving contribution or gift: Clint Burgess

Detailed description of contribution or gift: Constable Campaign

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

3/20/14  
Date

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Walid Joulani  
(Please Print or Type Full Name)

Employer or Company Represented: J & M Motors, Inc.  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2001-2013

Amount contribution or gift: \$600.00

Name of person receiving contribution or gift: Betsy Price

Detailed description of contribution or gift: Tax Assessor & Ft. Worth Mayor Campaign

\_\_\_\_\_  
\_\_\_\_\_  
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Nabil M. Bawa, MBA  
Print or Type Name of Sponsoring Entity Board President

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: ALEXANDER FARR  
(Please Print or Type Full Name)

Employer or Company Represented: VINSON & ELKINS, LL.P  
(Please Print or Type Full Name)

Position/Title: ASSOCIATE ATTORNEY  
(Please Print or Type Full Name)

Date of contribution or gift: NOT APPLICABLE

Amount contribution or gift: \_\_\_\_\_

Name of person receiving contribution or gift: \_\_\_\_\_

Detailed description of contribution or gift: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NABI BAWA  
Print or Type Name of Sponsoring Entity Board President

3/20/14  
Date

NABI BAWA  
Signature of Sponsoring Entity Board President

3/20/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: NABIL BAWA  
(Please Print or Type Full Name)

Employer or Company Represented: PRICE WATERHOUSE COOPERS, LLP  
(Please Print or Type Full Name)

Position/Title: SENIOR CONSULTANT  
(Please Print or Type Full Name)

Date of contribution or gift: NOT APPLICABLE

Amount contribution or gift: \_\_\_\_\_

Name of person receiving contribution or gift: \_\_\_\_\_

Detailed description of contribution or gift: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nabil Bawa  
Print or Type Name of Sponsoring Entity Board President

3/20/14  
Date

Nabil Bawa  
Signature of Sponsoring Entity Board President

3/20/14  
Date



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E: Eligibility Documents

**GENERATION 19 ELIGIBILITY DOCUMENTATION COVER SHEET AND COMPLETENESS CHECKLIST**

A complete eligibility documentation submission must be assembled in this order:

- 1. Completed Eligibility Documentation Coversheet
- 2. 501(c)(3) determination letter from the IRS
- 3. Articles of Incorporation (*if incorporated before December 31, 2005*) OR Certificate of Filing and Certificate of Formation (*if incorporated after January 1, 2006*), and any amendments to these documents
- 4. Current bylaws including any amendments
- 5. Attendance receipt from an applicant information session
- 6. Copies of the published notice(s) of the public meetings held for each proposed campus, as they appeared in PRINTED MEDIA.
- 7. Applicants from other states:
  - a. The completed Out of State Portfolio Demonstration Form (*found on the next page of this document*)
  - b. Copies of the state-issued performance data for EVERY charter school/campus currently in operation

Name of Sponsoring Entity Al-Hedayah Academy, Inc.

Primary contact person: Juia Michelle Nusrallah, EDD

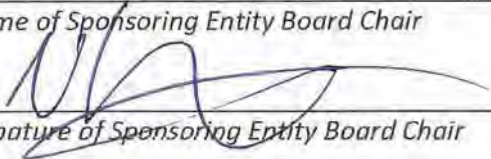
Phone Number: 817-265-6667 Email: mnusrallah@hedayah.com

**Certification**

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization

Nabil M. Bawa, Board President

Name of Sponsoring Entity Board Chair

  
Signature of Sponsoring Entity Board Chair

3/22/2014  
Date

**OUT OF STATE OPERATOR PORTFOLIO DEMONSTRATION FORM**

- We have read and understood TEC§§12.101 and 12.1011
- The portfolio history provided in Attachment OS.1 is a true and accurate representation of our school portfolio to date, and includes all schools that have ever been operated by our organization.
- The academic performance data provided in Attachment OS.1 is true and accurate, and includes all available information on all of our schools currently in operation, regardless of opening year.
- Our portfolio performance is in compliance with statutory eligibility requirements listed above, namely:
  - We have not, in the last 10 years, lost any school under our management for any of the reasons described.
  - We are not affiliated with an organization that has, in the last 10 years, lost any school under its management for any of the reasons described.
  - The academic data provided in this eligibility packet and in Attachment OS.1 demonstrates that every school in our portfolio, regardless of location, is performing equivalent to one of the two highest performance levels in the Texas accountability rating system.

**-OR-**

- Our portfolio performance is NOT in compliance with statutory eligibility requirements listed above.

**EXPLAIN ANY LOSSES OF SCHOOLS OR ANY ACADEMIC PERFORMANCE DEFICIENCIES THAT ARE OUT OF COMPLIANCE AS NOTED ABOVE. TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

**Certification**

By my signature below, I certify that the information contained herein, and in all elements of our open enrollment charter school application, is true and accurate. I understand that the TEA reserves the right to request additional information about the schools in our portfolio or a subset thereof, and that the TEA may contact other organizations with whom we hold contracts, including the authorizers or governing bodies of schools in our portfolio, to verify information and conduct due diligence.

N/A

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Title*



DEPARTMENT OF TREASURY

INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR  
1100 COMMERCE STREET  
DALLAS, TEXAS 75242-000

Date: APR 06 1993

AL-HEDAYAH ACADEMY INC  
PO BOX 101385  
FORT WORTH, TX 76185

Employer Identification Number:  
75-2416881

Contact Person:  
SHARI FLOWERS  
Contact Telephone  
(214) 767-3526

Accounting Period Ending:  
December 31  
Form 990 Required:  
YES  
Addendum Applies:  
N/A

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501 (c)(3).

We have further determined that you are not a private foundation within the meaning of section 509 (a) of the Code because you are an organization described in section 509 (a) (1) and 170 (b) (1) (A) (vi).

If your sources for support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

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 (1a)(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 Internal Revenue Service had given notice that you would no longer be classified as a section 509(a) (1) organization.

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



Hope Andrade  
Secretary of State

## Office of the Secretary of State

### Certificate of Fact

The undersigned, as Secretary of State of Texas, does hereby certify that the document, Articles Of Incorporation for AL-HEDAYAH ACADEMY, INC. (file number 122247001), a Domestic Nonprofit Corporation, was filed in this office on February 21, 1992.

It is further certified that the entity status in Texas is in existence.

In testimony whereof, I have hereunto signed my name officially and caused to be impressed hereon the Seal of State at my office in Austin, Texas on February 14, 2012.



A handwritten signature in black ink, appearing to read "Hope Andrade".

Hope Andrade  
Secretary of State





The State of Texas

Secretary of State

FEB. 24, 1992

ISMAIL TAHIR  
318 W. MAIN ST. STE. 204  
ARLINGTON ,TX 76010

RE:  
AL-HEDIYAH ACADEMY, INC.  
CHARTER NUMBER 01222470-01

IT HAS BEEN OUR PLEASURE TO APPROVE AND PLACE ON RECORD THE ARTICLES OF INCORPORATION THAT CREATED YOUR CORPORATION. WE EXTEND OUR BEST WISHES FOR SUCCESS IN YOUR NEW VENTURE.

AS A CORPORATION, YOU ARE SUBJECT TO STATE TAX LAWS. SOME NON-PROFIT CORPORATIONS ARE EXEMPT FROM THE PAYMENT OF FRANCHISE TAXES AND MAY ALSO BE EXEMPT FROM THE PAYMENT OF SALES AND USE TAX ON THE PURCHASE OF TAXABLE ITEMS. IF YOU FEEL THAT UNDER THE LAW YOUR CORPORATION IS ENTITLED TO BE EXEMPT YOU MUST APPLY TO THE COMPTROLLER OF PUBLIC ACCOUNTS FOR THE EXEMPTION. THE SECRETARY OF STATE CANNOT MAKE SUCH DETERMINATION FOR YOUR CORPORATION.

IF WE CAN BE OF FURTHER SERVICE AT ANY TIME, PLEASE LET US KNOW.



VERY TRULY YOURS,

*John Hannah Jr.*  
Secretary of State



ARTICLES OF INCORPORATION

FILED  
In the Office of the  
Secretary of State of Texas

FEB 21 1992

Corporations Section

ARTICLE ONE

The name of the corporation is: Al-Hediyah Academy, Inc.

ARTICLE TWO

The corporation is a non-profit corporation.

ARTICLE THREE

The period of duration is perpetual.

ARTICLE FOUR

The purposes for which the corporation is organized are:

1. To establish and maintain Islamic educational institutions.
2. To provide an Islamic education that is first-rate on the national scale yet in full accordance with the Islamic principles, local, state, and national guidelines.
3. To promote understanding, education, and cooperation between Muslim and non-Muslim communities.
4. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its member, 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 Four 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 in behalf of or in opposition to any candidate for public office.
5. 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 corresponding section of any future federal tax code and its regulations as they now exist or as they may hereafter be amended.
6. Upon dissolution of the corporation, assets shall be distributed exclusively to charitable, religious, or other exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and its regulations as they now exist or as they may hereafter be amended.

ARTICLE FIVE

The street address of its initial registered office is 318 W. Main Street, Suite 204, Arlington, Texas 76010, and the name of its initial registered agent at such address is ISMAIL TAHIR.

ARTICLE SIX

The number of directors constituting the initial Board of Directors are three (3), and the names and addresses of the persons who are to serve as directors until the first annual meeting of the shareholders or their successors are elected and qualified are:

Linda Mohamed, 4805 Locke Ave., #110, Fort Worth, Tarrant County, Texas 76107

Moujahed Bakhach, 4800 Bonnell, Fort Worth, Tarrant County, Texas 76107

Ismail Tahir, 318 W. Main St., Ste. 204, Arlington, Tarrant County, Texas 76010

ARTICLE SEVEN

The name and address of the incorporator is:

Ismail Tahir  
318 W. Main Street, Suite 204  
Arlington, Texas 76010.

*Ismail Tahir*

Ismail Tahir, Incorporator

STATE OF TEXAS

COUNTY OF TARRANT

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

Given under my hand and seal of office this 19<sup>th</sup> day of February, 1992



*Leatrice Skinner*  
Notary Public, Tarrant County,  
Texas

LEATRICE SKINNER  
Printed Name

My commission expires: 10-7-95

1260620



# **AMENDED ARTICLES OF INCORPORATION**

## **ARTICLE ONE**

The name of the corporation is: AL-HEDAYAH ACADEMY, INC.

## **ARTICLE TWO**

The corporation is a non-profit corporation.

## **ARTICLE THREE**

The duration is perpetual

## **ARTICLE FOUR**

The purpose for which the corporation is organized are:

1. To establish and operate a full-time accredited open enrollment academy whose curriculum and activities conform to applicable laws of the United States of America and the State of Texas.
2. To help students and parents of immigrants families to integrate into the mainstream American culture and society.
3. No part of the net earning of the corporation shall inure to the benefit of or be distributed 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 Four hereof. No substantial part of the activities of the corporation shall be for the carrying on of propaganda or otherwise attempting to influence legislature and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) and political campaign on behalf of or in opposition to any candidate for public office.
4. 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 corresponding section of any future federal tax code and its regulations as they now exist or as they may hereafter be amended.
5. Upon dissolution of the corporation, assets shall be distributed exclusively to a charitable or other exempt purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code and its regulations as they now exist or as they may hereafter be amended.



**ARTICLE FIVE**

The amended street address of registered agent is 1300 Camina Lago, Irving, Texas 75039, and the name of the current registered agent at such address is NABIL BAWA.

**ARTICLE SIX**

The number of the trustees constitution the Board of Trustees shall not exceed ten (10), and the names and addresses of the persons who are to serve as trustees are:

- Nizam Peerwani, 7913 Blenheim Place, Fort Worth, Texas 76120
- Hassan Halaby, 7901 Chartwell Lane, Fort Worth, Texas 76120
- Walid Joulani, 2900 Rush Court, Arlington, Texas 76017
- Abdul Rahman Itani, 14160 Laurel Lane, Southlake, Texas 76092

**ARTICLE SEVEN**

The name and address of the incorporate is:

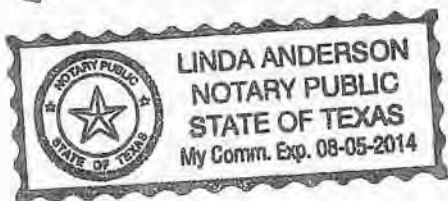
Ismail Tahir  
318 West Main Street, Suite 204 Arlington, Texas 76010

§ STATE OF TEXAS

§ COUNTY OF TARRANT

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

Given under my hand and seal of office this 31<sup>st</sup> day of 07 Aug 2012,



*Linda Anderson*  
Notary Public, Tarrant County  
Texas

LINDA F. ANDERSON  
LINDA F. ANDERSON

My Commission expires: 8-5-14

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



Hope Andrade  
Secretary of State

## Office of the Secretary of State

### CERTIFICATE OF FILING OF

AL-HEDAYAH ACADEMY, INC.  
File Number: 122247001

The undersigned, as Secretary of State of Texas, hereby certifies that the statement of change of registered agent/office for the above named entity has been received in this office and has been 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 Filing.

Dated: 06/04/2012

Effective: 06/04/2012



A handwritten signature in cursive script, appearing to read "Hope Andrade".

Hope Andrade  
Secretary of State



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

JUN 04 2012

Corporations Section

---

STATEMENT OF CHANGE  
OF REGISTERED AGENT AND OFFICE OF  
AL-HEDAYAH ACADEMY, INC.

---

1. The name of the non-profit corporation is Al-Hedayah Academy, Inc. (the "Corporation"). The Corporation's filing number with the Texas Secretary of State is 122247001.
2. The street address of the Corporation's registered office, as presently shown in the records of the Texas Secretary of State, is:  

318 West Main Street, Suite 204  
Arlington, Texas 76010
3. The street address of the Corporation's new registered office is:  

1300 Camino Lago  
Irving, Texas 75039
4. The name of the Corporation's registered agent, as presently shown in the records of the Texas Secretary of State, is Ismail Tahir.
5. The name of the Corporation's new registered agent is Nabil Bawa.
6. The street address of the Corporation's registered office and the street address of the registered agent's business are the same.
7. The change specified in this statement was authorized by the Corporation in the manner required by the Texas Business Organizations Code.

DATED this the fourth day of June, 2012.

Al-Hedayah Academy, Inc.

By: 

John Barr, Attorney-in-fact for  
Dr. Abdul R. Itani, President



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



Hope Andrade  
Secretary of State

## Office of the Secretary of State

June 05, 2012

Lawyer's Aid Service Inc  
PO Box 848  
Austin, TX 78767 USA

-----  
RE: AL-HEDAYAH ACADEMY, INC.  
File Number: 122247001

It has been our pleasure to file the Change of Registered Agent/Office for the referenced entity. Enclosed is the certificate evidencing filing. Payment of the filing fee is acknowledged by this letter.

If we may be of further service at any time, please let us know.

Sincerely,

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

Enclosure

**Constitution and Bylaws  
Of  
Al-Hedayah Academy, Inc.**

**PREAMBLE**

Al-Hedayah Academy, Inc. is a voluntary non-profit organization of Muslims living in North Texas, both born and immigrant, whose objectives are to establish and maintain an Islamic education institution from KG to Grade VIII, with curriculum that conforms to the applicable laws of the United States of America, the State of Texas and the Islamic ethics and morals.

**ARTICLE I. NAME**

The name of this organization shall be Al-Hedayah Academy, Inc., henceforth referred to as Al-Hedayah.

**ARTICLE II. BOARD OF DIRECTORS**

1. **Number**: The property and business of Al-Hedayah and the management of its affairs shall be vested in a committee of thirteen (13) members which shall include the Principal of the Academy and the Chairperson of Women's Auxiliary. The Principal and the Chairperson of Women's Auxiliary shall be Ad-Hoc members.
2. **Qualification**: Members shall be Muslims in good standing.
3. **Election and Term**: All officers and members of the Board of Directors shall be elected by the presiding Board of Directors of Al-Hedayah. The term of each officer and member shall be for two (2) years. The officers and members of the Board of Directors shall be eligible for re-election for an unlimited numbers of terms.
4. **Duties**: The Board of Directors shall:
  - 4.1 Have control of the properties and affairs of Al-Hedayah and shall formulate its policies.
  - 4.2 Authorize proper expenditures and take all necessary and proper steps to carry out the purpose of Al-Hedayah and promote its best interest.
  - 4.3 Formulate and promulgate Bylaws defining the functions of each standing committee.
  - 4.4 Appoint the chairman of each standing committee
  - 4.5 Appoint the full-time Headmaster as well as the full-time Imam.
  - 4.6 Approve the budgets of each standing committee
  - 4.7 Receive and accept property, whether real, personal, or mixed by way of gift, bequest, or devise from any person, firm, trust, or corporation, to be held, administered, and disposed of in accordance with and in pursuit to the provisions of these Articles. However, no gift, bequest, or devise of any such property shall be received or accepted if it is:
    - a. conditioned



- b. or limited in such a manner as to require the disposition of the income or its principal for any purpose other than the purpose set forth in this Constitution and the corresponding Bylaws, or
- c. as shall in the opinion of the Board of Directors jeopardize the federal Income Tax exemption of this Association pursuant to section 501(C)(3) of the Internal Revenue Code of 1954, as now enforced or afterwards amended.

5. **Meetings:** The Board of Directors shall meet at least ten times each year. Special meetings may be called by the President or, in his absence, by the Vice President, whenever he deems it necessary. Furthermore, the Secretary shall call a special meeting whenever requested to do so in writing by at least six (6) voting members.

Two (2) weeks notice shall be given for meetings. In case of an emergency, the President may call a special meeting without issuing two (2) weeks notice.

6. **Quorum:** Two-third (2/3) of the voting members shall constitute a quorum for the transaction of business, but if a quorum is not present at any meeting, a lesser number may adjourn the meeting to another day not more than fourteen (14) days later, at which time those present shall constitute a quorum. Each member shall be entitled to one vote. All motions shall be adopted by a simple majority.

7. **Rules of Order:** All meetings shall commence with an invocation. The normal order of business shall be

- 7.1 Call to Order with an Invocation
- 7.2 Approval of Agenda
- 7.3 Minutes from previous meeting and approval of minutes
- 7.4 Matters arising from minutes (Unfinished business)
- 7.5 Treasurer's Report
- 7.6 New business
- 7.7 Adjourn

8. **Minutes:** The Secretary of the Board shall be responsible for writing the minutes of each meeting and shall note the following:

- 8.1 The time and place of each meeting of the Board
- 8.2 The names of the Board members present
- 8.3 All official actions of the Board by consensus
- 8.4 All official votes of the Board

The minutes shall be presented for approval at the next regular meeting of the Board. The minutes may be amended as deemed necessary and all such amendments shall be recorded. All members of the Board, including those that are absent, shall receive a copy of the minutes with the amendments in a timely fashion.



9. **Communications:** All communications and notices shall be given in writing.
10. **Attendance:** If a member is absent 30% of the meetings in a given year without the approval of the Board, then the absent member is automatically deemed to have resigned, and the position will be declared vacant and filled in accordance with the rules established.
11. **Vacancies:** A vacancy shall be promptly filled by the vote of a majority of the Board of Directors at the next regularly scheduled meeting after such a vacancy occurs and the member so elected shall hold the remainder of the term of the office.
12. **Remuneration:** All members of the Board of Directors shall serve on a voluntary basis without any remuneration.

### ARTICLE III. OFFICERS

1. The Officers of Al-Hedayah shall consist of a President, Vice President, Secretary and Treasurer. Each shall be elected for a period of two (2) years by a majority vote of the Board of Directors and may be eligible for re-election for an unlimited number of terms. Election of officers shall take place in August of alternate year. All voting members of the Board of Directors are eligible to be an Officer. The Imam shall not be eligible to be an Officer.
2. **Powers and Duties:** The powers and duties of the Officers shall be as follows:

#### PRESIDENT

The President will preside at all regular and special meetings of the Board of Directors; will appoint all Ad Hoc committees; will present at the Annual Meeting such reports, suggestions or communications as he may deem necessary; will sign all contracts in the name of Al-Hedayah; will enforce these constitution and bylaws; will cause all the books and records to be properly kept, and cause all meetings to be called as herein provided.

#### VICE PRESIDENT

The Vice Chairman will perform the duties of President in his absence.

#### SECRETARY

The Secretary will serve all notices required by this Constitution; will keep accurate minutes of all meetings of the Board of Directors; will conduct all correspondence; will maintain a list of all members; will notify all persons of their election as officers, Directors or Chairperson of a committee; will prepare an annual report of the transactions of Al-Hedayah; will perform all the customary duties of a secretary.



## TREASURER

The Treasurer will receive and deposit in a bank approved by the Board of Directors, all donations and other revenues and keep an accurate account thereof; will make appropriate disbursements on a regular basis; will prepare an annual budget, prepare reports of the finances of the Al-Hedayah on a monthly and on annual basis as well as whenever requested by the President; provide receipts to donors; at the end of his or her term, shall deliver to the successor all books, monies and other property of Al-Hedayah then in his or her possession within two (2) weeks.

## ARTICLE IV. COMMITTEES

The standing committees will include:

1. Education Committee of Al-Hedayah Academy
2. Office of Development
3. Al-Hedayah Women's Auxiliary

The chairperson for each of the above three (3) standing committees shall be nominated by the President and elected by the Board of Directors. With the exception of the Education Committee, the standing committee shall be created whenever deemed necessary and appropriate by the majority of the Directors. There shall always be an Education Committee. A chairperson may be a duly elected member of the Board of Directors, and he or she shall propose the composition of his or her committee to the Board of Directors for approval. The term of the chairperson shall be for two (2) years and he or she shall be eligible for re-nomination and re-election for an unlimited number of terms. Election of a chairperson shall take place in August of the select year or when the standing committee is being created. In case of vacancy, the President must declare the position vacant and proceed to nominate and elect the chairperson in accordance with the above established procedures at the next scheduled meeting of the Board of Directors.

A chairperson may be removed from his or her position before the expiration of his or her term by a two-third ( $\frac{2}{3}$ ) majority of the Board of Directors.

Ad Hoc Committee(s) shall be appointed by the President as and when deemed necessary. The Chairperson(s) of Ad Hoc Committee(s) shall report to the Board of Directors.

## ARTICLE V. AL-HEDAYAH EDUCATION COMMITTEE

1. **Purpose:** The purpose of the Education Committee of Al-Hedayah is to develop and institute a certified curriculum at Al-Hedayah Academy as well as to supervise its academic program, its building and its grounds.
2. **Oversight:** The oversight for the Al-Hedayah Academy Education Committee shall be provided by the Board of Directors.



3. **Appointments:** The Board of Directors shall appoint the Chairman of the Education Committee for a term of two (2) years in the select year. The Chairman shall in turn elect members who will constitute the Education Committee. The committee shall consist of a minimum of five members and no more than ten members. All such appointments shall be ratified by the Board of Directors. The full-time Principal shall be an automatic full member of the Education Committee and shall be eligible to vote.
4. **Officers:** The Officers of the Education Committee shall consist of a Chairman, Secretary and Treasurer. The Secretary and Treasurer shall be elected for a period of one (1) year by a majority vote of the Education Committee and may be eligible for re-election for an unlimited numbers of terms. Election of officers shall take place in August of each year. All voting members of the Education Committee are eligible to be an Officer, except the Headmaster.
5. **Term of Office:** Each member of the Education Committee shall hold office for a term of two years. Vacancies on the committee must be filled by appointment of the Chairman and ratified by the Board of Directors for the unexpired term of the member whose position has been vacated. Each member shall be eligible for re-appointment for an unlimited numbers of terms.
6. **Responsibilities:** To provide oversight to the Principal, approve hiring of faculty and staff, propose and present annual budget to the Board of Directors and approve the annual school calendar.

#### ARTICLES VI. PRINCIPAL

1. The principal should be a college graduate with at least a minimum of a Master of Education degree from a recognized university and must have a minimum of five (5) years of experience of which two (2) years should be in management and administration of a school. He should qualify and obtain Texas teacher's certification.
2. The headmaster must possess command, both oral and written, of English and Arabic languages.
3. The principal shall be appointed by the Board of Directors who shall be safeguard his rights and evaluate his performance.
4. The immediate supervision shall be provided by the Education Committee.
5. The Board of Directors shall set the annual salary and the fringe benefits including travel allowance of the headmaster which will be reviewed annually. All such agreements shall be enumerated in a written contract which may be periodically renewed.
6. The principal shall be an automatic full voting member of the Education Committee and an Ad Hoc non-voting member of the Board of Directors.
7. The duties and responsibilities of the principal shall include:
  - 7.1 Supervise the school staff, faculty and student body
  - 7.2 Maintain discipline whilst the school is in session in order to ensure safety of the students, staff, faculty and the property
  - 7.3 Ensure availability and possession of required student text books, student supplies



- and other school supplies
- 7.4 Institute indoor and outdoor safety including safety policy in the science laboratory
  - 7.5 Conduct periodic fire, tornado and other safety drills for the entire school
  - 7.6 Work closely with the *Treasurer* of the Education Committee to create an annual school budget as well as make recommendation for adjustments of the budget on a quarterly basis. Furthermore, the headmaster shall supervise and ensure that all tuition and other student fees and accounts payable are current.
  - 7.7 Work closely with the *Director* of Physical Plant to maintain the building and the grounds of the school carry out timely repair of its equipment and institute of scheduled janitorial services
  - 7.8 Obtain and maintain accreditation of the Al-Hedayah Academy by the Southern Association of Colleges and Schools or similar organizations.
  - 7.9 Be a liaison between the Al-Hedayah Academy and other area Islamic schools as well as other private and governmental schools, both locally and nationally.
  - 7.10 Enforce other matters defined by this Constitution and the Bylaws of the Education Committee pertaining to the Academy.
8. The Education Committee shall establish a petty cash account which shall be supervised by the headmaster
  9. No officer or a member of the Education Board shall not interfere with the headmaster in the management of the school but may address his or her concern to the Education Committee for deliberation
  10. The Education Committee shall not have the authority to censure, discipline or dismiss the headmaster, but shall instead make a written report to the Board of Directors for deliberation and appropriate action by the Board of Directors if this is deemed necessary.

#### ARTICLE IX. AMENDMENTS

1. Suggested amendments must be addressed, in writing, to the President
2. Depending upon the number and nature of amendments proposed, the Board of Directors may elect to consider the amendment itself or cause an Ad Hoc Bylaws Committee to be created for the purpose of amending the Constitution and Bylaws.
3. After considering the amendments, the Board of Directors must present the amendment, with its recommendation(s), for vote by the Board of Directors at its next regular meeting, or a special meeting called therefor.
4. A two-third ( $\frac{2}{3}$ ) majority vote of members present at a regular meeting is necessary for the passage of an amendment. A quorum is required before such business is transacted. This requirement applies in the event a special meeting is called for the purpose. A copy of any proposed changes shall be mailed to the members at least twenty (20) days before the meeting called to consider the same.



ARTICLE X. DISSOLUTION

The Board of Directors reserves the right to discontinue Al-Hedayah if it deems it so necessary. Dissolution may be carried out only by a two-third (2/3) of the members of the Board of Directors. In the event of dissolution, the assets of Al-Hedayah will be transferred to a non-profit Sunni Islamic religious organization within the United States of America.

ARTICLE XI. RESTRICTIONS AND REQUIREMENTS

DIVIDENDS: Al-Hedayah shall not pay dividends or other corporate income to its members, officers, or directors, or otherwise accrue distributable profits or permit realization of private gain. Al-Hedayah shall have no power to take any action prohibited by the Act.

TAX EXEMPTION: Al-Hedayah shall have no power to take any action that would be inconsistent with the requirements for a tax exemption under the Internal Revenue Code Section 501(c)(3) and related regulations, rulings and procedures. Al-Hedayah shall have no power to take any action that would be inconsistent with the requirements for receiving tax deductible charitable contributions under Internal Revenue Code 107(c)(2) and related regulations, rulings and procedures.

ARTICLE XII: NON DISCRIMINATORY PRACTICES

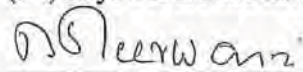
Al-Hedayah shall not discriminate against any person or student, in its conduct of business as a school or in any other function, because of such a person's race, creed, color, religion, age or national origin.

CERTIFICATE OF AUTHENTICITY

§ COUNTY OF TARRANT

§ STATE OF TEXAS

I, Nizam Peerwani, the undersigned, hereby attest that I was the presiding officer of the Constitution and Bylaws Committee and that the aforementioned Constitution of Al-Hedayah Academy, Inc. and the Bylaws as detailed in these pages one through seven (7) are a true and accurate copy and incorporate all the amendments adopted by the Board of Directors of Al-Hedayah Academy, Inc. at a meeting held on July 2, 1998 at 903 Shadywood Court, Arlington, Texas 76012. I also attest that a quorum was established and continuously present throughout the meeting and that each Article and Section were adopted with a two-third majority. I further attest that a copy of the proposed draft amendments was mailed or provided to each member at least fourteen (14) days before the meeting was called to consider the same.



Nizam Peerwani, MD

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Constitution and Bylaws of  
*Al-Hedayah Academy, Inc.*  
A TEXAS NONPROFIT CORPORATION  
Amended and Effective as of 09-01-2012

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Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective 09-01-2012

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# Constitution of Al-Hedayah Academy, Inc.

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## Preamble

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Al-Hedayah Academy, Inc., hereinafter referred to as “Al-Hedayah”, is a voluntary, non-profit corporation organized under the Texas Business Organizations Code, deriving its tax exemption pursuant to section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of subsequently enacted federal law (hereinafter the “Code”).

The primary purpose of Al-Hedayah is to operate a full-time accredited open enrollment academy whose curriculum and activities conform to applicable laws of the United States of America and the State of Texas. Al-Hedayah shall encourage enrollment of students from the under-privileged communities, especially immigrant families from various parts of the world including Africa, the Middle-East and Latin America. Al-Hedayah shall fulfill this primary purpose without discrimination based on race, creed, color, age, gender or national origin.

## ARTICLE I: NAME

The name of this organization shall be Al-Hedayah Academy, Inc.

## ARTICLE II: BOARD OF TRUSTEES


The Board of Trustees is Al-Hedayah Academy’s governing board and shall hold the academy’s financial, physical, human assets and operations in trust for future generations and shall safeguard its Constitution and Bylaws.

The Board of Trustees shall convene once every quarter or more often as deemed necessary. Individual trustees have no legal authority, nor are they entitled to special privileges. Rather, their authority and fiduciary responsibilities arise exclusively from their participation with other members of the governing board when it is officially convened.

The appointment and responsibilities of trustees and its officers shall be defined by the Bylaws.

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Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective 09-01-2012

  
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(initials)



1 **ARTICLE III: EXECUTIVE BOARD**

2  
3 The Executive Board of Al-Hedayah shall be vested with power by the Board of Trustees  
4 to manage the business, property, and affairs of Al-Hedayah in compliance with the Texas  
5 Business Organizations Code (hereinafter the "TBOC") pertaining to non-profit  
6 organizations, the Articles of Incorporation, and the provisions of this Constitution and  
7 the Bylaws.

8  
9 **ARTICLE IV: ELECTION OF EXECUTIVE BOARD**


10  
11 Members (hereinafter the "Directors") of the Executive Board shall be both appointed by  
12 the Board of Trustees and elected by (a) the Women's Auxiliary, and (b) the Parent-  
13 Teacher Organization.

14  
15 **ARTICLE V: EXECUTIVE BOARD MEETINGS**

16  
17 Regular meetings of the Executive Board shall be held monthly, or more frequently as  
18 deemed necessary by the Executive Board. Special meetings may be called by the  
19 Chairperson or any fifty (50) percent of directors. An orientation meeting shall be held  
20 each year for newly elected or appointed directors of the Executive Board. At the  
21 discretion of the Executive Board, meetings may be open to the public except at such  
22 times as personnel, real estate, or litigation matters are on the agenda for discussion.

23  
24 **ARTICLE VI: DIRECTORS OF THE EXECUTIVE BOARD**

25  
26 The directors of the Executive Board shall include a Chairperson, a Vice Chairperson, a  
27 Secretary, a Budget Director and a General Counsel. At the discretion of the Board of  
28 Trustees, directors may include additional Vice Chairpersons, and other directors and  
29 assistant directors as considered necessary by the Trustees. Directors shall be governed  
30 by all portions of this Constitution and shall fulfill the duties and responsibilities  
31 delineated in the Bylaws.

  
(Initials)



1 ARTICLE VII: RULES OF PROCEDURE

2  
3 The proceedings and business of the Executive Board shall be governed by the Bylaws.  
4 The General Counsel shall be the Parliamentarian who shall be knowledgeable of and  
5 responsible for enforcing the Rules.  
6

7 ARTICLE VIII: STANDING COMMITTEES


8  
9 The Executive Board shall create or ensure the existence of the following committees to  
10 conduct the business and affairs of Al-Hedayah:

- 11 1. The Education Committee of Al-Hedayah Academy shall be a permanent  
12 committee appointed by the Executive Board;  
13 2. The Finance and Audit Committee shall be a permanent committee appointed by  
14 the Executive Board;  
15 3. The Fundraising Committee shall be a permanent committee appointed by the  
16 Executive Board;  
17 4. The Women’s Auxiliary shall be a permanent committee whose officers shall be  
18 elected by the women members including parents of students enrolled at Al-  
19 Hedayah or volunteers; and  
20 5. The Parent-Teacher Organization shall be a permanent committee whose officers  
21 shall be elected by the parents, full-time faculty and staff at the academy;  
22

23 The Executive Board may from time to time designate and appoint additional standing  
24 committees. Such committees shall have a minimum of three (3) members, and shall be  
25 chaired by a member of the Executive Board. In addition, the Chairperson of the  
26 Executive Board at his or her discretion may appoint a temporary or an Ad Hoc  
27 committee for a specific task or objective. The Ad Hoc committee shall be dissolved  
28 after the completion of the task or achievement of the objective. All such committees  
29 shall be authorized to exercise any powers, responsibilities, and duties that are consistent  
30 with applicable laws, the Articles of Incorporation and the provisions of this Constitution  
31 and the Bylaws.

32 ARTICLE IX: CONFLICTS OF INTEREST

33  
34 Trustees, directors, officers, and committee members of Al-Hedayah shall discharge their  
35 duties in good faith, with ordinary care, in a manner a reasonably prudent person in such

 (initials)



1 position would believe to be in the best interest of Al-Hedayah and in a manner consistent  
2 with applicable provisions of the TBOC, the Conflict of Interest Policy, and the Code of  
3 Ethics contained in the Bylaws.

4  
5 **X. INDEMINIFICATION OF TRUSTEES, OFFICERS AND VOLUNTEERS**

6  
7 Al-Hedayah shall indemnify a trustee, director, officer, or volunteer who was, is, or is  
8 threatened to be made a named defendant or respondent in litigation or other proceedings  
9 because such a person is, or was a trustee, director, officer, volunteer, or other person  
10 related to Al-Hedayah, to the extent provided by the TBOC. The Board of Trustees shall  
11 have the power in the Bylaws to define the requirements and the limitations for Al-  
12 Hedayah to indemnify trustees, directors, officers, volunteers, or others related to Al-  
13 Hedayah.

14  
15 **ARTICLE XI: AMENDMENTS**

16  
17 The Articles of Incorporation of Al-Hedayah, the Constitution and the Bylaws may be  
18 amended by special resolution in the manner set forth in the Bylaws.


19  
20 **ARTICLE XII: DISSOLUTION**

21  
22 A two-thirds (2/3) majority vote of Trustees shall be required to dissolve Al-Hedayah. In  
23 the event of dissolution, any assets remaining after payment of or provision for its debts  
24 and liabilities shall, consistent with the purposes of Al-Hedayah, be paid over to an  
25 educational institution in the United States exempt under the provisions of section  
26 501(c)(3) of the Code. No part of the net assets or net earnings shall inure to the benefit  
27 of or be paid or distributed to a Trustee, director, officer, member, donor, or employee of  
28 Al-Hedayah.

29  
30 **ARTICLE XIII. RESTRICTIONS AND REQUIREMENTS**

31  
32 **DIVIDENDS:** Al-Hedayah shall not pay dividends or other corporate income to its  
33 members, officers, directors or trustees, or otherwise accrue distributable profits or permit  
34 realization of private gain. Al-Hedayah shall have no power to take any action prohibited  
35 by the TBOC.

Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective 09-01-2012

 (initials)

1 TAX EXEMPTION: Al-Hedayah shall have no power to take any action that would  
2 be inconsistent with the requirements for a tax-exemption under the section 501(c)(3) of  
3 the Code and all related regulations, rulings and procedures. Al-Hedayah shall have no  
4 power to take any action that would be inconsistent with the requirements for receiving  
5 tax deductible charitable contributions under the same.

6

7

**ARTICLE XIV: NON DISCRIMINATORY PRACTICES**


8

9 Al-Hedayah shall not discriminate against any person or student, in its conduct of  
10 business as a school or in any other function, because of such a person's race, creed,  
11 color, age, gender or national origin.

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13 End of Constitution.

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# Bylaws of Al-Hedayah Academy, Inc.

These Bylaws constitute the rules, procedures and policies adopted by Al-Hedayah, for the regulation and management of its affairs and fulfillment of its stated purposes.

## Section 1. REGISTERED OFFICE AND AGENT

Al-Hedayah shall maintain a registered office and a registered agent in the State of Texas. The Board of Trustees shall appoint a registered agent as provided in the Texas Business Organizations Code (hereinafter the "TBOC"). The registered office shall be the legal address of Al-Hedayah Academy, Inc.

## Section 2. BOARD OF TRUSTEES

**5.1 Qualifications:** A Trustee must possess good overall character, education, and professionalism and demonstrate genuine dedication to the stated purpose of Al-Hedayah. A Trustee must have previously served Al-Hedayah as a director, officer or volunteer. An employee of Al-Hedayah or a non-U.S. citizen is ineligible to serve on the Board of Trustees.

**5.2 Conflict of Interest:** A Trustee must not be a director, officer, or a trustee in another school whose primary office is registered in the State of Texas or States adjoining Texas.


**5.3 Number of Trustees:** The Board of Trustees shall consist of a minimum of three (3) trustees and no more than ten (10). A trustee shall be elected by a two-thirds majority of the Board of Trustees.

**5.4 Term of Trustees:** A Trustee shall serve for life. The Chairperson of the Executive Board shall serve as an ad hoc member on the Board of Trustees during his or her tenure as the chairperson.

**5.5 Removal of a Trustee:** A Trustee may be removed with or without cause. Cause for removal of a Trustee may include failure to discharge the duties and responsibilities

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Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective 09-01-2012

 (Initials)



1 specifically enumerated in the Constitution or these Bylaws; for violation of any Codes,  
2 rules, or regulations expressly set forth in the Constitution or incorporated by reference;  
3 or, for any activities that reflect unfavorably on Al-Hedayah. A Trustee may be removed  
4 by a simple majority. The Trustee shall have the right to file a written appeal with the  
5 President of the Board of Trustees stating the grounds for appeal if the Trustee is removed  
6 with a stated cause. The President shall form an independent, three (3) member fact-  
7 finding committee to consider the appeal and report their findings to the Board prior to a  
8 vote to reinstate the Trustee. A majority vote on the appeal will be final.


9  
10 **5.6 Resignation:** Any Trustee may resign at any time by delivering a written notice to  
11 the Secretary or President of the Board of Trustees. Such resignation shall be effective  
12 upon receipt or at such time specified in the notice of resignation, but not longer than  
13 thirty (30) days from receipt of said notice.

14  
15 **5.7 Vacancies:** Vacancies on the Board of Trustees caused either by death,  
16 resignation, or removal shall be filled as soon as practicable. The President shall appoint  
17 an Ad Hoc Nominating Committee to seek and vet suitable replacement candidate who  
18 shall be elected to the Board by a majority vote. The newly appointed Trustee filling the  
19 vacancy shall serve for life.

20  
21 **5.8 Responsibilities:** The Board of Trustees shall:

- 22  
23 A. Appoint directors to the Executive Board including the Chairperson and the  
24 General Counsel as well as fill vacancies caused by death, resignation or removal.  
25 A director appointed to fill a vacancy shall serve to complete the unfinished term;  
26  
27 B. Ratify the appointment of a Principal by the Executive Board; and  
28  
29 C. Ratify all the budgets of all standing committees.  
30

31 **5.9 Compensation:** Trustees shall not receive any salary or other compensation for  
32 their services, except may be reimbursed for any actual, verified expenses incurred in the  
33 performance of their duties for the Al-Hedayah.  
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 (initials)



1 Section 6. BOARD OF TRUSTEES MEETINGS  
2

3 **6.1 Location of Board Meetings:** Regular and Special Meetings of the Board of  
4 Trustees will be held on the campus of Al-Hedayah Academy, 8601 Randol Mill Road,  
5 Fort Worth, Texas 76120, or upon written notice provided to all members not less than  
6 three (3) days in advance at any other place within Tarrant County, Texas that the  
7 President may designate.  
8

9 **6.2 Regular and Special Meetings:** Regular meetings of the Board of Trustees shall  
10 be held quarterly or more frequently as deemed necessary by the Board of Trustees.  
11 Special meetings may be called by the President or at least fifty (50) percent of the  
12 Trustees.  
13


14 **6.3 Notice of Board Meetings:** All Trustees shall be given notice of the date, time,  
15 and place of regular meetings by regular mail, telephone, facsimile, or email not less than  
16 two (2) weeks prior to the meeting. In case of an emergency, the President may call a  
17 special meeting without issuing prior notice.  
18

19 **6.4 Waiver of Notice:** Attendance by a Trustee at any meeting of the Board of  
20 Trustees for which the Trustee did not receive the required notice will constitute a waiver  
21 of notice of such meeting.  
22

23 **6.5 Quorum:** Two-thirds (2/3) of the voting members of the Board of Trustees shall  
24 constitute a quorum. A quorum must be present before business may be transacted or  
25 motions made or passed. If a quorum is not present, the meeting shall be adjourned and  
26 rescheduled within two (2) weeks, with notice of the new meeting. At the subsequent  
27 meeting, those present shall constitute a quorum. Each member shall be entitled to one  
28 vote. All motions shall be adopted by a simple majority including appointment or  
29 removal of a Trustee.  
30

31 **6.6 Proxy Voting Prohibited:** Proxy voting shall not be permitted.  
32

33 **6.7 Actions without a Meeting:** Any action required or permitted to be taken by the  
34 Board of Trustees under the TBOC, the Articles of Incorporation, and the Constitution  
35 may be taken without a meeting, if a two-thirds (2/3) majority of Trustees individually

 (initials)



1 and collectively consent in writing, setting forth the action to be taken. Such written  
2 consent shall have the same force and effect as a unanimous vote of the Board.

3  
4 **6.8 Order of Meetings:** The usual order of business shall be:


- 5 A. Call to Order
- 6 B. Approval of Minutes of Previous Meeting
- 7 C. Matters Arising from Minutes - Unfinished Business
- 8 D. New Business
- 9 E. Adjournment

10  
11 There shall be no new agenda items added at the time of meeting and matters outside the  
12 agenda may not be deliberated or voted upon at the meeting.

13  
14 **6.9 Agenda:** The Secretary, in consultation with the President, shall be responsible for  
15 preparing and making available to each member of the Board of Trustees, a copy of the  
16 written agenda not less than three (3) days prior to the scheduled meeting. Any member  
17 of the Board of Trustees wishing to add an item to the agenda should submit the item to  
18 the Secretary in writing not less than one (1) week prior to the scheduled meeting.

19  
20 **6.10 Minutes:** The Secretary of the Board of Trustees, or a member designated by the  
21 President in the Secretary's absence, shall be responsible for recording the minutes of  
22 each meeting. The minutes shall contain when and by whom the meeting was called to  
23 order, location of the meeting, whether the meeting was a regular, special or other type of  
24 meeting, the time the meeting adjourned, names of those present, those with an excused  
25 absence, and those not excused, quorum information, approval of agenda, correction and  
26 adoption of minutes of the previous meeting, record of what occurred at the meeting with  
27 all actions approved by a majority vote of the Trustees and the date, time, and place of the  
28 next meeting.

29 The minutes shall be presented for approval at the next regular meeting of the Trustees.  
30 Typographical errors or misreported items may be corrected with such corrections duly  
31 noted. Minutes may be amended by a majority vote of the Trustees. Upon approval and  
32 adoption of the minutes by the Board, the Secretary shall certify their accuracy and shall  
33 provide a copy of the same to each trustee, whether present or absent, within seven (7)  
34 days of signature. The original copy of all minutes shall be maintained at the principal  
35 office of the corporation.

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1 Section 7. DIRECTORS  
2

3 The Directors of the Board of Trustees shall include a President, a Vice President, and a  
4 Secretary. One member may hold two or more offices, except for those serving as  
5 President or Secretary. Officers shall be elected by, and from among the members of the  
6 Board of Trustees for one (1) year term and may be re-nominated and re-elected for an  
7 unlimited number of terms. Election shall be held in the month preceding the start of a  
8 calendar year.  
9

10 **7.1 President:** The President of the Board of Trustees shall:  
11

12 A. Supervise and control the affairs of Al-Hedayah and shall exercise such  
13 supervisory powers as may be given by the Board of Trustees;  
14

15 B. Perform all duties incident to such office and such other duties as may be  
16 provided in the Constitution and these Bylaws or as may be prescribed from time  
17 to time by the Board of Trustees;  
18


19 C. Set the agenda for each meeting of the Board of Trustees in accordance  
20 with the requirements of the Constitution and these Bylaws; and  
21

22 D. Preside at all Board meetings and exercise parliamentary control in  
23 accordance with these Bylaws.  
24

25 **7.2 Vice President:** The Vice President of the Board of Trustees shall act in place of  
26 the President in the event of the President's absence or inability to act, and shall exercise  
27 and discharge such other duties as may be required by the Board.  
28

29 **7.3 Secretary:** The Secretary of the Board of Trustees shall:  
30

31 A. Perform all duties incident to the office of Secretary and such other duties  
32 as may be required by law, by the Articles of Incorporation, or by the Constitution  
33 and these Bylaws;  
34

  
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1 B. Attest to and keep the Constitution and other legal records of Al-Hedayah,  
2 or copies thereof, at the principal office of Al-Hedayah;

3  
4 C. Take minutes of all meetings of the committees and Board of Trustees, and  
5 keep the original copy of all minutes at the principal office of Al-Hedayah;

6  
7 D. Keep a record of the names, addresses, and email addresses of the Trustees  
8 at the principal office of Al-Hedayah; and

9  
10 E. Ensure that all required notices are duly given in accordance with the  
11 Constitution and these Bylaws, or as required by law.

12  
13 In the case of absence or disability of the Secretary, the Vice President shall perform the  
14 functions of the Secretary.

15  
16 Section 8. AL-HEDAYAH ACADEMY STANDING COMMITTEES

17  
18 There shall be four (4) standing committees. A full-time or a part-time employee of Al-  
19 Hedayah cannot be a voting member of any of the standing committees.


20  
21 **8.1 EXECUTIVE BOARD:**

22  
23 **A. Qualifications:** A director on the Executive Board whether appointed or  
24 elected must possess good overall character, education, and professionalism and  
25 demonstrate genuine dedication to the stated purpose of Al-Hedayah. Additionally, he or  
26 she must have been a member of the Al-Hedayah community for at least three (3) years.  
27 An employee of Al-Hedayah or a non-U.S. citizen is ineligible to serve on the Executive  
28 Board.

29  
30 **B. Conflict of Interest:** A director must not be an officer or a trustee in  
31 another school whose primary office is registered in the State of Texas or States adjoining  
32 Texas.

33  
34 **C. Number of Directors:** The Executive Board shall consist of no more than  
35 ten (10) directors, eight (8) of whom shall be appointed by the Board of Trustees, and two

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1 (2) elected including the chairperson of the Women’s Auxiliary of Al-Hedayah and the  
2 chairperson of Al-Hedayah PTO.

3  
4 **D. Term:** There shall be two categories of directors on the Executive Board:  
5 Appointed and Elected.


6  
7 a. An appointed director may serve with no term limits.

8  
9 b. An elected director shall serve terms of two (2) years and may be eligible  
10 for election to one (1) consecutive term. After serving two (2) consecutive terms,  
11 a director must vacate his or her position for at least one (1) term before seeking  
12 re-election to, or in the case of a vacancy, being appointed to another term.

13  
14 Additionally, the elected chairperson of The Women’s Auxiliary and the elected  
15 chairperson of Al-Hedayah PTO shall serve as a director for the duration of their  
16 respective term as the chairperson, and shall have the same rights as the appointed and  
17 elected directors.

18  
19 **E. Resignation:** A director may resign at any time by delivering a written  
20 notice to the Secretary or Chairperson of the Executive Board. Such resignation shall be  
21 effective upon receipt or at such time specified in the notice of resignation, but not later  
22 than thirty (30) days from receipt of said notice.

23  
24 **F. Removal:** A director, whether appointed or elected, may be removed with  
25 or without cause. Cause for removal of a director may include failure to discharge the  
26 duties and responsibilities specifically enumerated in the Constitution or these Bylaws;  
27 for violation of any Codes, rules, or regulations expressly set forth in the Constitution or  
28 incorporated by reference; or, for any activities that reflect unfavorably on Al-Hedayah.  
29 A director may be removed by a simple majority. The director shall have the right to file  
30 a written appeal with the Chairperson of the Executive Board stating the grounds for  
31 appeal if the director is removed with a stated cause. The Chairperson shall form an  
32 independent, three (3) member fact-finding committee to consider the appeal and report  
33 their findings to the Board prior to a vote to reinstate the director. A majority vote on the  
34 appeal will be final.


 (initials)



1           **G. Vacancies:** Vacancies on the Executive Board caused either by death,  
2 resignation, or removal shall be filled as soon as practicable by the Board of Trustees.

3  
4           **H. Responsibilities:** The Executive Board shall:

- 5  
6           a. Control and safeguard the properties and affairs of Al-Hedayah, formulate  
7 strategic plans, approve policies and procedures, and approve the actions of  
8 all Al-Hedayah committees;  
9  
10          b. Authorize proper expenditures through direct control of its central treasury  
11 (General Account) and take all necessary and proper steps to carry out the  
12 purpose of Al-Hedayah and promote its best interest;  
13  
14          c. Appoint full-time Principal, Assistant Principal, Budget Manager, and  
15 Office Manager on need basis to be ratified by the Board of Trustees;  
16  
17          d. Appoint full-time and part-time faculty and staff appointments  
18 recommended by the Principal with the approval of the Education  
19 Committee;  
20  
21          e. Approve and supervise the budgets of all standing committees, with all such  
22 budgets to be ratified by the Board of Trustees; and  
23          f. Receive and accept property, whether real, personal, or mixed by way of  
24 gift, bequest, or devise from any person, firm, trust, or corporation, to be  
25 held, administered, and disposed of in accordance with and pursuant to the  
26 provisions of these Bylaws. However, no gift, bequest, or devise of any  
27 such property shall be received or accepted if it is:  
28  
29               1. limited in such a manner as to require the disposition of the income  
30 or its principal for any purpose other than the purpose set forth in the  
31 Constitution and these Bylaws, or  
32  
33               2. as shall in the opinion of the Executive Board jeopardize the federal  
34 income tax exemption of Al-Hedayah pursuant to section 501(c)(3)  
35 of the Code.

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1           **I. Compensation:** Directors shall not receive any salary or other  
2 compensation for their services, except may be reimbursed for any actual, verified  
3 expenses incurred in the performance of their duties for the Al-Hedayah.  
4

5           **J. Absence:** Each director of the Executive Board shall communicate with the  
6 Chairperson or Secretary in advance of any Board meetings from which the director  
7 anticipates being absent informing them of the same. Any director who is absent from  
8 three (3) successive Executive Board meetings without excused cause shall be deemed to  
9 have resigned due to non-participation, and the position shall be declared vacant, unless  
10 the Board affirmatively votes to retain that director as a member of the Board.  
11

12           **K. Location of Board Meetings:** Regular and Special Meetings of the  
13 Executive Committee will be held on the campus of Al-Hedayah Academy, 8601 Randol  
14 Mill Road, Fort Worth, Texas 76120, or upon written notice provided to all directors not  
15 less than three (3) days in advance at any other place within Tarrant County, Texas that  
16 the Chairperson may designate.  
17


18           **L. Regular and Special Meetings:** Regular meetings of the Executive Board  
19 shall be held monthly or more frequently as deemed necessary by the Executive Board.  
20 Special meetings may be called by the Chairperson or at least fifty (50) percent of the  
21 directors. An orientation meeting will be held each year for the new directors of the  
22 Executive Board at which time each new member will read and acknowledge receipt of a  
23 certified copy of the Constitution and Bylaws and Business Rules.  
24

25           **M. Notice of Board Meetings:** All directors shall be given notice of the date,  
26 time, and place of regular meetings by regular mail, telephone, facsimile, or email not less  
27 than two (2) weeks prior to the meeting. In case of an emergency, the Chairperson may  
28 call a special meeting without issuing prior notice.  
29

30           **N. Waiver of Notice:** Attendance by a director at any meeting of the Executive  
31 Committee for which the director did not receive the required notice will constitute a  
32 waiver of notice of such meeting.  
33

34           **O. Quorum:** Two-thirds (2/3) of the voting members of the Executive Board  
35 shall constitute a quorum. A quorum must be present before business may be transacted

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1 or motions made or passed. If a quorum is not present, the meeting shall be adjourned  
2 and rescheduled within two (2) weeks, with notice of the new meeting. At the subsequent  
3 meeting, those present shall constitute a quorum. Each director shall be entitled to one  
4 vote. All motions shall be adopted by a simple majority including appointment or  
5 removal of a director.

6  
7 **P. Proxy Voting Prohibited:** Proxy voting shall not be permitted.

8  
9 **Q. Actions without a Meeting:** Any action required or permitted to be taken  
10 by the Executive Board under the TBOC, the Articles of Incorporation, and the  
11 Constitution may be taken without a meeting, if a two-thirds (2/3) majority of directors  
12 individually and collectively consent in writing, setting forth the action to be taken. Such  
13 written consent shall have the same force and effect as a unanimous vote of the Board.


14  
15 **R. Order of Meetings**

16 The usual order of business shall be:

- 17 a. Call to Order  
18 b. Approval of Minutes of Previous Meeting  
19 c. Matters Arising from Minutes - Unfinished Business  
20 d. Written Report of Budget Director  
21 e. Written Committee Reports  
22 f. New Business  
23 g. Adjournment.

24  
25 There shall be no new agenda items added at the time of meeting and matters outside the  
26 agenda may not be deliberated or voted upon at the meeting.

27  
28 **S. Agenda:** The Secretary, in consultation with the Chairperson, shall be  
29 responsible for preparing and making available to each director of the Executive Board, a  
30 copy of the written agenda not less than three (3) days prior to the scheduled meeting.  
31 Any director of the Executive Board wishing to add an item to the agenda should submit  
32 the item to the Secretary in writing not less than one (1) week prior to the scheduled  
33 meeting.

 (initials)



1           **T. Minutes:** The Secretary of the Executive Board, or a director designated by  
2 the Chairperson in the Secretary's absence, shall be responsible for recording the minutes  
3 of each meeting. The minutes shall contain when and by whom the meeting was called to  
4 order, location of the meeting, whether the meeting was a regular, special or other type of  
5 meeting, the time the meeting adjourned, names of those present, those with an excused  
6 absence, and those not excused, quorum information, approval of agenda, correction and  
7 adoption of minutes of the previous meeting, record of what occurred at the meeting with  
8 all actions approved by a majority vote of the directors and the date, time, and place of the  
9 next meeting.

10  
11 The minutes shall be presented for approval at the next regular meeting of the directors.  
12 Typographical errors or misreported items may be corrected with such corrections duly  
13 noted. Minutes may be amended by a majority vote of the directors. Upon approval and  
14 adoption of the minutes by the Board, the Secretary shall certify their accuracy and shall  
15 provide a copy of the same to each director, whether present or absent, within seven (7)  
16 days of signature. The original copy of all minutes shall be maintained at the principal  
17 office of the corporation.

18  
19           **U. Directors:** The directors of the Executive Board shall include a  
20 Chairperson, a Vice Chairperson, a Secretary, and a Budget Director. At the discretion of  
21 the Board of Trustees the officers may include one or more additional Vice Chairpersons,  
22 and other officers and assistant officers as considered necessary to be appointed by the  
23 Trustees. Officers shall be elected by, and from among the members of the Executive  
24 Board for one (1) year term and may be re-nominated and re-elected for an unlimited  
25 number of terms. Election shall be held in the month preceding the start of calendar year.

26  
27           **a. Chairperson:** The Chairperson of the Executive Board shall:

- 28  
29           1. Supervise and control the affairs of Al-Hedayah and shall exercise such  
30 supervisory powers as may be given by the Board of Trustees;  
31  
32           2. Perform all duties incident to such office and such other duties as may be  
33 provided in the Constitution and these Bylaws or as may be prescribed from  
34 time to time by the Board of Trustees;  
35

 (initials)




- 1           3. Set the agenda for each meeting of the Executive Board in accordance with  
2           the requirements of the Constitution and these Bylaws;
- 3
- 4           4. Preside at all Board meetings and exercise parliamentary control in  
5           accordance with these Bylaws;
- 6
- 7           5. Appoint all Ad Hoc committees;
- 8
- 9           6. Sign all contracts, including employment contracts, and tax returns on  
10          behalf of Al-Hedayah; and
- 11
- 12          7. Serve as an ex-officio member of all standing committees, unless otherwise  
13          provided by the Board of Trustees or the Constitution.
- 14

15           **b. Vice Chairperson:** The Vice Chairperson of the Executive Board shall act  
16 in place of the Chairperson in the event of the Chairperson's absence or inability to act,  
17 and shall exercise and discharge such other duties as may be required by the Board.

18           **c. Secretary:** The Secretary of the Executive Board shall:

- 19
- 20           1. Perform all duties incident to the office of Secretary and such other duties  
21           as may be required by law, by the Articles of Incorporation, or by the  
22           Constitution or these Bylaws;
- 23
- 24           2. Attest to and keep the Constitution and other legal records of Al-Hedayah,  
25           or copies thereof, at the principal office of Al-Hedayah;
- 26
- 27           3. Take minutes of all meetings of the committees and the Executive Board,  
28           and keep the original copy of all minutes at the principal office of Al-  
29           Hedayah;
- 30
- 31           4. Keep a record of the names, addresses, and email addresses of the directors  
32           at the principal office of Al-Hedayah;
- 33
- 34           5. Set up procedures for any elections, with the approval of the Executive  
35           Board, and keep a record of all votes cast in such elections;

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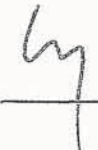
1 6. Ensure that all required notices are duly given in accordance with the  
2 Constitution and these Bylaws, or as required by law; and  
3

4 7. See that all books, reports, statements, certificates, and other documents and  
5 records of Al-Hedayah are properly kept and timely filed.  
6

7 In the case of absence or disability of the Secretary, the Vice Chairperson shall perform  
8 the functions of the Secretary.  
9

10 **d. Budget Director:** The Budget Director of the Executive Board shall be an  
11 individual possessing an education or professional background in finance and or  
12 accounting and shall:  
13

- 14 1. Prepare annual budgets of Al-Hedayah Academy for the fiscal year in  
15 consultation with other members of the Finance/Audit Committee;
- 16 2. Supervise all income and expenditures;  
17
- 18 3. Maintain records of all financial transactions including accounts receivable  
19 and accounts payable;  
20
- 21 4. Prepare or cause to be prepared monthly and annual reports for the  
22 Executive Board, providing an accounting of all transactions and of the  
23 financial conditions of Al-Hedayah;  
24
- 25 5. Interview families seeking financial aid for tuition payment;  
26
- 27 6. Sign all deposits or cause to be signed, withdrawals and check  
28 disbursements authorized by the Executive Board;  
29
- 30 7. Provide receipts to all donors;  
31
- 32 8. Ensure that all corporate and tax forms are filed and applicable taxes are  
33 paid on a timely basis;  
34

 (initials)



1 9. Keep all records, books, and annual reports of the financial activities of Al-  
2 Hedayah at the principal office of Al-Hedayah and make them available at  
3 the request of any Trustee, director, or other authorized person during  
4 regular business hours for inspection and copying; and  
5


6 10. Deliver all property of Al-Hedayah to the successor within two (2) weeks.  
7

8 **8.2 Finance and Audit Committee:** The Finance/Audit Committee shall consist of  
9 three (3) members who shall be responsible for ensuring that the financial statements and  
10 procedures of Al-Hedayah are evaluated to determine that adequate fiscal controls and  
11 procedures are in place and that Al-Hedayah is financially sound. The Committee shall  
12 also be responsible for preparing all annual budgets of Al-Hedayah for approval by the  
13 Executive Board and ratification by the Board of Trustees as well as for providing  
14 oversight to human resources.  
15

16 The Chairperson and two members shall be appointed by the Executive Board. The  
17 Budget Director of the Executive Board shall be a permanent member of the  
18 Finance/Audit Committee along with the Director of Human Resources.  
19

20 **8.3 Education Committee of Al-Hedayah Academy:** The Education Committee of  
21 Al-Hedayah Academy shall serve as the administrative body for the full-time academy,  
22 subject to direct oversight by the Executive Board and shall be comprised of seven (7)  
23 voting members including a Chairperson and a Secretary. The Chairperson and four (4)  
24 members shall be appointed by the Executive Board on professional qualifications and  
25 experience criteria established by the Executive Board for each position. The remaining  
26 two (2) members shall be elected by the General Body of the Al-Hedayah PTO. The  
27 Education Committee shall assist the Executive Board in carrying out the management of  
28 the academy. The Principal shall be an Ex-Officio member of the Education Committee.  
29

30 **8.4 The Women's Auxiliary of Al-Hedayah:** The Women's Auxiliary of Al-Hedayah  
31 shall be a permanent committee whose officers shall include a Chairwoman, a Treasurer  
32 and a Secretary who shall be elected in accordance with its Bylaws and shall operate the  
33 school store, organize the annual school carnival, and assist in social and cultural  
34 activities undertaken by the academy.  
35

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1 **8.5 Fundraising Committee:** The Fundraising Committee is a permanent committee  
2 whose responsibility shall be to organize and execute all fundraising activities at Al-  
3 Hedayah in support of the full-time academy as well as campus improvement programs.  
4 The committee shall consist of three (3) persons including the Chairperson who shall be a  
5 member of the Executive Board.

6  
7 The Fundraising Committee, with the assistance of the Budget Office, shall establish a  
8 comprehensive donor list from previous years, create a donor recognition letter ("thank  
9 you" card) which should be mailed promptly to the donor, and establish as well as  
10 institute a pledge follow-up system to procure all uncollected pledges.


11  
12 **Section 9. AL-HEDAYAH ACADEMY PRINCIPAL**

13  
14 The Principal of Al-Hedayah Academy shall be a college graduate and hold a Master's  
15 Degree from a recognized university in the United States and must also have a minimum  
16 of five (5) years of experience of which two (2) years should be in management and  
17 administration of a school. He or she should qualify and obtain Texas Teacher's  
18 certification.

19  
20 The Principal shall be appointed by the Executive Board who shall approve the annual  
21 compensation and any fringe benefits. The appointment and compensation shall be  
22 ratified by the Board of Trustees. The Principal shall be an Ex-Officio member of the  
23 Education Committee. The Principal is required to attend all regular and special meetings  
24 of the Education Committee, special events such as annual school carnival, fundraising  
25 events, annual fundraising banquet, Faculty and Staff Appreciation Dinner and any other  
26 social or cultural event hosted by Al-Hedayah Academy and deemed important by the  
27 Education Committee. The Principal shall attend the Executive Board meeting upon  
28 request. Duties and responsibilities of the principal shall be established by the Education  
29 Committee Bylaws.

30  
31 **Section 10. GENERAL COUNSEL**

32  
33 The General Counsel shall be appointed by the Board of Trustees to serve on the  
34 Executive Board as a full voting member of the Executive Board without term limits and  
35 must be a licensed attorney in the State of Texas. The General Counsel is obligated to


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1 view Al-Hedayah as his or her client but not the individual representatives or agents  
2 thereof. The General Counsel shall serve as a volunteer and receive no remuneration.

3  
4 Duties and Responsibilities of the General Counsel shall include:

- 5  
6 1. **Federal Law Issues:** Shall serve as correspondent with the Internal Revenue  
7 Service on all tax-exemption matters, including notification of certain nonprofit  
8 changes – name, bylaws, certificate of formation, budgets, and accounting periods.  
9 Shall work with the Budget Director to file the academy’s annual I.R.S. Form 990  
10 tax return.  
11
- 12 2. **Internal Governance:** Shall ensure that the corporate books and records are kept  
13 up to date, as required by law. Shall draft or update bylaws and governing  
14 documents (conflict of interest, whistleblower, record retention agreements).  
15
- 16 3. **Contracts and Memos of Understanding (MOUs):** Shall draft legal documents  
17 related to the employment of independent contractors, staff, employees, and or  
18 service providers. Shall create contracts related to confidentiality and proprietary  
19 information. Shall review contracts for special events, including vendors, facility  
20 conference room or venue.  
21
- 22 4. **Leases:** Shall draft contracts for lease and/or rental of property.  
23
- 24 5. **Risk Management:** Shall offer assistance with obtaining appropriate insurance  
25 and setting liability protections in place. Shall draft Release of Waiver of  
26 Liability, Assumption of Risk, Indemnity, and Consent agreements.  
27
- 28 6. **Fundraising Counsel:** Shall provide advice on fundraising laws and regulations,  
29 planned gifts, major gifts – including naming rights gifts, corporate sponsorship,  
30 gift annuity programs, multi-state fundraising registration, raffles and charitable

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1 gaming, pledge enforcement, third-party events. Shall provide samples of receipts  
2 with appropriate tax language.

3  
4 7. **Day-to-Day Advice:** Shall offer counsel on legal questions or business matters, as  
5 they arise.

6  
7 8. **Parliamentarian:** Shall ascertain that all meetings of the directors are conducted  
8 in accordance with the Constitution and Bylaws.

9  
10 **Section 11: OFFICE MANAGER AND BUDGET MANAGER**


11  
12 The Office Manager and the Budget Manager of Al-Hedayah Academy shall be appointed  
13 by the Executive Board if deemed necessary. Their qualifications, terms of appointment,  
14 compensation, and duties and responsibilities shall be established by the Executive Board  
15 and enumerated in the Bylaws of the Education Committee of Al-Hedayah Academy, and,  
16 in the case of the Budget Manager, the Budget Policy of Al-Hedayah Academy.

17  
18 **Section 12: EMPLOYMENT CONTRACT**

19  
20 An employment contract is a written agreement between Al-Hedayah and an employee at  
21 the commencement of the period of employment and stating the exact nature of their  
22 business relationship, detailing the compensation the employee will receive in exchange  
23 for specific work performed. The employment contract shall define the job description,  
24 vacation, holidays, sick leave or personal days as well as fringe benefits including  
25 discounts, health insurance benefits and other benefits. All employment contracts must  
26 be approved by the General Counsel to ensure proper legal language.

27  
28 The contract shall be executed only by the employee and the Chairperson of the Executive  
29 Board. The Budget Director must certify in the contract that there are funds available to  
30 support the said employment. This written contract shall supersede all oral agreements.  
31 As part of the contractual obligation, all full-time employees of Al-Hedayah shall undergo  
32 a mandatory criminal background check and provide evidence of vaccination and  
33 tuberculosis testing as enumerated in the Bylaws of the Education Committee. The  
34 Director of Human Resources shall certify that the credentials of each employee are

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1 verified, a background criminal search is conducted and proof of vaccination and  
2 tuberculous testing are provided by the employee.

3  
4 **Section 13: OPERATIONS, FINANCE & AUDITS**  
5

6 **13.1 Execution of Documents:** Unless specifically authorized by the Executive Board  
7 or as otherwise required by law, all final contracts, deeds, conveyances, leases,  
8 promissory notes, or legal written instruments executed in the name of and on behalf of  
9 Al-Hedayah shall be signed and executed by the Chairperson of the Executive Board and  
10 the Budget Director (or such other person designated by the Board of Trustees), pursuant  
11 to the general authorization of the Board. All conveyances of land by deed shall be  
12 signed by the Chairperson or two other members of the Executive Board and must be  
13 approved by a resolution of the Board of Trustees.  
14


15 **13.2 Disbursement of Funds:** Financial transactions that exceed what has been  
16 approved in the annual budget shall require majority approval of the Executive Board to  
17 be ratified by the Board of Trustees. In all other transactions, the Executive Board may  
18 dispense the funds of Al-Hedayah in accordance with the annual budget ratified by the  
19 Board of Trustees and the purposes of Al-Hedayah as set forth in the Articles of  
20 Incorporation and the Constitution and these Bylaws.  
21

22 **13.3 Procurement Policy and Business Rules:** All Trustees, directors, officers and  
23 employees of Al-Hedayah shall adhere strictly to the Al-Hedayah Procurement Policy and  
24 Business Rules which are defined by the Finance and Audit Committee and approved by  
25 the Board of Trustees.  
26

27 **13.4 Records:** Al-Hedayah will keep correct, accurate and, complete records of  
28 accounts and minutes of the proceedings of Board of Trustees, the Executive Board, and  
29 Committee meetings and all corporate records and electronic documents in strict  
30 compliance with the civil and criminal penalty provisions of the Sarbanes–Oxley Act.  
31 The Executive Committee shall establish a detailed Document Retention and Destruction  
32 Policy which shall be enforceable upon approval by the Executive Board.  
33

34 **13.5 Inspection of Books and Records:** All books and records of Al-Hedayah may be  
35 inspected by any Trustee or an Executive Board director for any purpose at any

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\_\_\_\_\_  
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1 reasonable time on written demand and by any member of the General Body in good  
2 standing. All students' records and employment records shall be exempt from such public  
3 inspection and scrutiny in accordance with the prevailing statutes. The Education  
4 Committee, and the Director of Human representing the Resources Finance-Audit  
5 committee, shall be allowed such access on need basis.  
6

7 **13.6 Loans to Management:** Al-Hedayah shall not loan money or property to, or  
8 guarantee the obligations of, any Al-Hedayah Trustee, director, officer or volunteer.  
9

10 **13.7 Audit:** At the discretion of the Executive Board, or when required by the Board of  
11 Trustees, Al-Hedayah shall conduct a full external audit of its finances.  
12


13 **13.8 Fiscal Year:** The Al-Hedayah fiscal year shall be July 1 through June 30.  
14

#### 15 Section 14. CONFLICTS OF INTEREST 16

17 **14.1 Purpose of Policy:** Al-Hedayah Trustees, directors, officers, committee members,  
18 volunteers and employees owe a duty of loyalty to the organization in the exercise of their  
19 official authority and shall avoid conflicts of interest, and the appearance of conflicts of  
20 interest. A conflict of interest, or the appearance of a conflict, can arise whenever a  
21 transaction, or an action of Al-Hedayah conflicts with the personal interests, financial or  
22 otherwise, of a Trustee, director, officer, committee member, volunteer or employee, or  
23 an immediate family member, or employer that impairs or appears to impair their ability  
24 to act in the best interest of the organization. This policy is intended to supplement, but  
25 not replace, any applicable state and federal laws governing conflicts of interest  
26 applicable to nonprofit and charitable organizations.  
27

28 **14.2 Definitions:** The following definitions shall apply for purposes of the Al-Hedayah  
29 Conflicts of Interest Policy:  
30

31 A. **Interested person:** An interested person is any Trustee, director, principal  
32 officer, volunteer, or member of a committee with delegated powers, who has a direct or  
33 indirect financial interest, as defined below.  
34

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1           **B. Financial interest:** A person has a financial interest if the person has,  
2 directly or indirectly, through business, investment, or family ownership or investment  
3 interest in any entity with which Al- Hedayah has a transaction or arrangement; a  
4 compensation arrangement with Al-Hedayah or with any entity or individual with which  
5 Al-Hedayah has a transaction or arrangement; or, a potential ownership or investment  
6 interest in, or compensation arrangement with, any entity or individual with which Al-  
7 Hedayah is negotiating a transaction or arrangement. Compensation includes direct and  
8 indirect remuneration as well as gifts or favors that are not insubstantial.  
9


10           **C. Independent Trustee:** A Trustee, director, officer, committee member or  
11 volunteer shall be considered "independent" only if all four of the following  
12 circumstances applied at all times during Al-Hedayah's tax year as defined by I.R.S.  
13 Form 990:  
14

- 15           a. The Trustee was not compensated as an officer or other employee of the  
16 organization or of a related organization, nor was the Trustee compensated  
17 by an unrelated organization or individual for services provided to the filing  
18 organization or to a related organization;  
19
- 20           b. The Trustee did not receive total compensation nor other payments  
21 exceeding \$10,000 during the organization's tax year as an independent  
22 contractor for services provided;  
23
- 24           c. Neither the Trustee, nor an family member of the Trustee was involved in a  
25 transaction with the organization that is required to be reported under  
26 Schedule L for the organization's tax year; and  
27
- 28           d. Neither the Trustee, nor any family member of the Trustee was involved in  
29 a transaction with a taxable or tax-exempt related organization of a type and  
30 amount that would reportable on Schedule L.  
31

32 **14.3 Duty to Disclose:** In connection with any actual or possible conflict of interest, an  
33 interested person must disclose the existence of the financial interest and be given the  
34 opportunity to disclose all material facts to the Executive Board.  
35

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Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective 09-01-2012

  
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(initials)



1 **14.4 Recusal:** A Trustee, director, or officer, or other member of a committee with  
2 Board delegated powers must recuse himself or herself at any time from involvement in  
3 any decision or discussion in which he or she believes he or she may have a conflict of  
4 interest, without going through the process for determining whether a conflict of interest  
5 exists.  
6

7 **14.5 Annual Statements:** Each trustee, director, officer, or member of a committee  
8 with Board delegated powers shall annually sign a statement which affirms such person:  
9

- 10 A. Has received a copy of the conflict of interest policy;  
11  
12 B. Has read and understands the policy;  
13  
14 C. Has agreed to comply with the policy; and  
15  
16 D. Understands Al-Hedayah is nonprofit organization and in order to maintain  
17 its federal tax exemption it must engage primarily in activities which accomplish  
18 one or more of its tax-exempt purposes.  
19


20 Each voting member of the Board of Trustees or Executive Board shall annually sign a  
21 statement which declares whether such person is "independent" as defined in Section  
22 14.2(C) above. If at any time during the year, the information in the annual statement  
23 changes materially, the member shall disclose such changes and revise the annual  
24 disclosure form. The chairperson of Finance and Audit Committee shall regularly and  
25 consistently monitor and enforce compliance with this policy by reviewing annual  
26 statements and taking such other actions as are necessary for effective oversight.  
27

## 28 Section 15. CODE OF ETHICS

29

30 Al-Hedayah, its Trustees, directors, officers, committee members and employees will  
31 comply with the following Code of Ethics in all of their actions and shall at no time:  
32

- 33 A. Perform any act that is inconsistent with the ethical codes;  
34 B. Violate any provision of the Constitution and these Bylaws;

  
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(initials)



1 C. Engage in any activity with the intention of harming Al-Hedayah or any of its  
2 operations;

3 D. Act in any way that would make it unduly difficult to carry on the intended or  
4 ordinary business of Al-Hedayah;

5 E. Derive an improper personal benefit from the operation of Al-Hedayah;

6 F. Use the assets of Al-Hedayah, directly or indirectly, for any purpose other than  
7 carrying on the business of Al-Hedayah;

8 G. Wrongfully transfer or dispose of Al-Hedayah property, including intangible  
9 property such as goodwill; or

10 H. Use the name of Al-Hedayah (or any substantially similar name) or any trademark  
11 or trade name adopted by Al-Hedayah, except on behalf of the organization in the  
12 ordinary course of Al-Hedayah's mission.

13  
14 **Section 16. WHISTLEBOWER POLICY**

15  
16 If any employee, whether full-time or part-time, reasonably believes that some policy,  
17 practice, or activity of Al-Hedayah is in violation of law, a written complaint may be filed  
18 by that employee with the Chairperson of the Executive Board. It is the intent of Al-  
19 Hedayah to adhere to all laws and regulations that apply to the organization and the  
20 underlying purpose of this policy is to support the organization's goal of legal  
21 compliance.


22  
23 Al-Hedayah will not retaliate against an employee who, in good faith, has made a protest  
24 or raised a complaint against some practice of Al-Hedayah, or of another individual or  
25 entity with whom Al-Hedayah has a business relationship, on the basis of a reasonable  
26 belief that the practice is in violation of law, or a clear mandate of public policy.

27  
28 Al-Hedayah will not retaliate against employees who disclose or threaten to disclose to a  
29 supervisor or a public body, any activity, policy, or practice of Al-Hedayah that the  
30 employee reasonably believes is in violation of a law, or a rule, or regulation mandated  
31 pursuant to law or is in violation of a clear mandate of public policy concerning the  
32 health, safety, welfare, or protection of the environment.

33  

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Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective 09-01-2012

 (initials)



1 An individual may report a suspected violation anonymously or on a confidential basis,  
2 bearing in mind that in the course of the investigation it may become necessary that the  
3 source of the complainant be identified.  
4

5 **Handling Reported Violations:** Upon receipt of the complaint, the Chairperson will  
6 direct the General Counsel to contact the complainant within ten (10) business days and  
7 acknowledge the reported violation was received. The complainant will be notified as to  
8 what actions will be taken. If no further action or investigation is to follow, an  
9 explanation for the decision will be given to the complainant. Any complainant who  
10 reasonably believes they have been retaliated against in violation of this whistle blower  
11 policy shall follow the same procedures as they did when they filed the original  
12 complaint.  
13


#### 14 Section 17. DIRECTOR LIABILITY

15

16 A Trustee, director, or officer of Al-Hedayah shall not be liable to Al-Hedayah for  
17 monetary damages for any act or omission in the Trustee, director, or officer's capacity as  
18 a Trustee, director, or officer, except that this Article Seventeen does not eliminate or  
19 limit the liability of a Trustee, director, or officer for:

- 20
- 21 A. a breach of a Trustee, director, or officer's duty of loyalty to Al-Hedayah;
  - 22
  - 23 B. an act or omission not in good faith that (i) constitutes a breach of duty of a  
24 Trustee, director, or officer to Al-Hedayah or (ii) involves intentional misconduct  
25 or a knowing violation of law;
  - 26
  - 27 C. a transaction from which a Trustee, director, or officer received an improper  
28 benefit, regardless of whether the benefit resulted from an action taken within the  
29 scope of such person's duties; or
  - 30
  - 31 D. an act or omission for which the liability of a Trustee, director, or officer is  
32 expressly provided by an applicable statute.  
33

34 If it is determined that the law of the State of Texas (including without limitation the  
35 TBOC) authorizes, or if such law is amended to authorize, action further eliminating or

 (initials)



1 such statutes as so amended. Any repeal or amendment of such statutes or of the  
2 foregoing paragraph shall be prospective only and shall not adversely affect any right of  
3 protection of a Trustee, director, or officer of Al-Hedayah existing at the time of such  
4 repeal or modification.

5  
6 Al-Hedayah shall carry and maintain Director & Officer liability insurance at all times.

7  
8 **Section 18. AMENDMENTS**

- 9  
10 A. Suggested amendments to the Constitution and or the Bylaws must be addressed in  
11 writing to the President of the Board of Trustees by a Trustee, director, or officer;  
12  
13 B. Depending upon the number and nature of amendments proposed, the President  
14 may elect to consider the amendment itself or cause an Ad Hoc committee to be  
15 created for the purpose of amending the Constitution and or the Bylaws;  
16  
17 C. After considering the amendments, the Ad Hoc committee must present the  
18 amendment, with its recommendation(s), for vote by the Board of Trustees at its  
19 next regular meeting, or a special meeting called therefore;  
20  
21 D. A two-third ( $\frac{2}{3}$ ) majority vote of members present at a regular or a special meeting  
22 is necessary for the passage of an amendment. A quorum is required before such  
23 business is transacted. A copy of any proposed changes shall be mailed to the  
24 Trustees at least fourteen (14) days before the meeting is called to consider the  
25 same.

26  
27 **Section 19. EFFECTIVE DATE AND CONTINUITY**


28 This amended Constitution and Bylaws shall supersede and replace the existing  
29 Constitution and Bylaws taking effect immediately on the day and at the time when it is  
30 adopted by a two-third ( $\frac{2}{3}$ ) majority vote of members present at the meeting, where a  
31 quorum was present, and after each member having received a draft copy at least fourteen  
32 (14) days before the said meeting was called.

33  
34 **Section 20: CONVERSION TO CHARTER SCHOOL**

35 It shall be intention of Al-Hedayah Academy to seek an Open Enrollment Charter from  
36 the State of Texas. Al-Hedayah recognizes that the purposes of the Texas charter school

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Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective 09-01-2012

 (initials)



1 program (stated in TEC, §12.001) are to:

- 2 1. improve student learning;
- 3 2. increase the choice of learning opportunities within the public school system;
- 4 3. create professional opportunities that would attract new teachers to the public
- 5 school system;
- 6 4. establish a new form of accountability for public schools; and
- 7 5. encourage different and innovative learning methods.

8  
9 If such a charter is granted, Al-Hedayah Academy shall comply with all the stated and  
10 published requirements, rules and regulation as promulgated by the State of Texas  
11 including the necessity of the of the *charter holder and charter school to comply with the*  
12 *Texas Open Meetings Act and to appropriately respond to Texas Public Information Act*  
13 *requests.*

14  
15 END OF BYLAWS

16



CERTIFICATE OF AUTHENTICITY

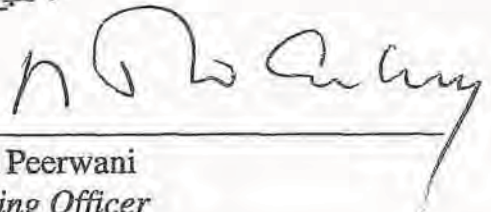
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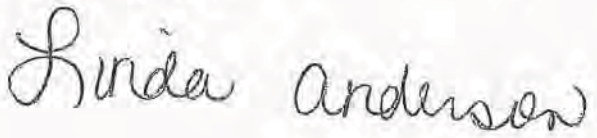
§ COUNTY OF TARRANT

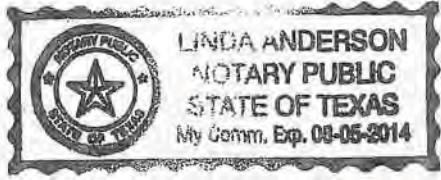
§ STATE OF TEXAS

I, Nizam Peerwani, the undersigned, after being duly sworn, hereby attest that I was the presiding officer of the Constitution and Bylaws Committee and that the aforementioned Constitution of Al-Hedayah Academy, Inc. and the Bylaws as detailed in these pages one through thirty-one (31) pages, are a true and accurate copy and incorporate all the amendments adopted by the Board of Trustees of Al-Hedayah Academy, Inc. at a meeting held in accordance with the Bylaws on and effective September 01, 2012. I also attest that a quorum was established and continuously present throughout the meeting and that each Article and Section were adopted with a two-thirds majority. I further attest that a copy of the proposed draft amendments was mailed or provided to each member at least fourteen (14) days before the meeting was called to consider the same.

Sworn, and certified this 1<sup>st</sup> day of Sept 2012.

  
\_\_\_\_\_  
Nizam Peerwani  
Presiding Officer








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Constitution and Bylaws of  
*Al-Hedayah Academy, Inc.*  
A TEXAS NONPROFIT CORPORATION  
Effective June 1, 2013

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Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective: June 1, 2013

  
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(initials)

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# Constitution of Al-Hedayah Academy, Inc.

## Preamble

14 Al-Hedayah Academy, Inc., hereinafter referred to as "Al-Hedayah" or "Al-Hedayah Academy",  
15 is a voluntary, non-profit corporation organized under the Texas Business Organizations Code,  
16 deriving its tax exemption pursuant to section 501(c)(3) of the Internal Revenue Code of 1986, as  
17 amended, or corresponding provisions of subsequently enacted federal law (hereinafter the  
18 "Code").

## Vision

19 The vision of Al-Hedayah Academy is to inculcate value, knowledge and skills particularly in  
20 core areas of science, technology and language-arts, so that each student becomes an  
21 independent, self-reliant, lifelong learner and productive member of society.

## Mission

22 The mission of Al-Hedayah Academy is to establish a non-parochial school which will provide  
23 students of diverse backgrounds with high-quality, comprehensive educational opportunities that  
24 cultivate lifelong learners in pursuit of excellence in academic, social, creative, and physical  
25 challenges conducive to the development of a culturally responsive moral character.

## Core Values

26 We care deeply about and form decisions based on these core values:

- 27 a. Courage
- 28 b. Integrity
- 29 c. Kindness
- 30 d. Respect
- 31 e. Responsibility and
- 32 f. Scholarship


## ARTICLE I: NAME

33 The name of this organization shall be Al-Hedayah Academy, Inc.

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Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective: June 1, 2013

  
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(initials)



1 **ARTICLE II: BOARD OF DIRECTORS**

2 The Board of Directors (the “Board” or “Board of Directors”) is Al-Hedayah Academy’s  
3 governing board and shall hold the academy’s financial, physical, human assets and operations in  
4 trust for future generations, and shall safeguard its Constitution and Bylaws.

5 Individual directors have no legal authority, nor are they entitled to special privileges. Rather,  
6 their authority and fiduciary responsibilities arise exclusively from their participation with other  
7 members of the governing board when it is officially convened.

8 Board of Directors of Al-Hedayah shall manage the business, property, and affairs of Al-Hedayah  
9 in compliance with the Texas Business Organizations Code (hereinafter the “TBOC”) pertaining  
10 to non-profit organizations, the Articles of Incorporation, and the provisions of this Constitution  
11 and the Bylaws.

12  
13 The appointment and responsibilities of directors and its officers shall be defined by the Bylaws.

14  
15 **ARTICLE III BOARD OF DIRECTORS MEETINGS**

16  
17 Regular meetings of the Board of Directors shall be held quarterly, or more frequently as deemed  
18 necessary, by the Board of Directors. Special meetings may be called by the President or any  
19 fifty (50) percent of directors. An orientation meeting shall be held each year for newly elected  
20 or appointed directors of the Board of Directors. At the discretion of the Board of Directors,  
21 meetings may be open to the public except at such times as personnel, real estate, or litigation  
22 matters are on the agenda for discussion.

23  
24 With the adoption of the charter, if and when it is granted by Texas Education Agency, Al-  
25 Hedayah as the sponsoring entity shall implement fully the Open Meetings Act of May 8, 1967,  
26 and all its amendments as detailed in the *Open Meetings Act Handbook* published by the Texas  
27 Attorney General’s Office ([https://www.oag.state.tx.us/open/publications\\_og.shtml](https://www.oag.state.tx.us/open/publications_og.shtml)).

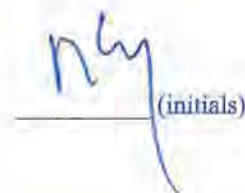
28  
29 **ARTICLE IV: OFFICERS OF BOARD OF DIRECTORS**

30  
31 The Officers of Board of Directors shall include a President, a Vice President, a Secretary, and a  
32 Budget Director. In addition, the Officers of the Board of Directors may consult with such non-  
33 member advisors as it deems fit, including Al-Hedayah’s General Counsel and other Board  
34 Advisors.

35  
36  

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Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective: June 1, 2013

  
(initials)

1 **ARTICLE V: RULES OF PROCEDURE**

2  
3 The proceedings and business of the Board of Directors shall be governed by all portions of this  
4 Constitution and shall fulfill the duties and responsibilities delineated in the Bylaws. The General  
5 Counsel shall be the Parliamentarian who shall be knowledgeable of and responsible for advising  
6 the President to enforce the Rules.  
7

8 **ARTICLE VI: STANDING COMMITTEES**

9  
10 The Board of Directors shall have the power to appoint ad Hoc committees as deemed necessary.  
11 Such committees shall have a minimum of three (3) members, and shall be chaired by a member  
12 of the Board of Directors. The Ad Hoc committee shall be dissolved after the completion of the  
13 task or achievement of the objective. Implementation of the recommendations made by the ad  
14 Hoc committee shall be at the discretion of the Board of Directors.  
15

16 **ARTICLE VII: CONFLICTS OF INTEREST**


17  
18 Directors, officers, and committee members of Al-Hedayah shall discharge their duties in good  
19 faith, with ordinary care, in a manner a reasonably prudent person in such position would believe  
20 to be in the best interest of Al-Hedayah and in a manner consistent with applicable provisions of  
21 the TBOC, the Conflict of Interest Policy, and the Code of Ethics contained in the Bylaws.  
22

23 **VIII. INDEMINIFICATION OF DIRECTORS, OFFICERS AND VOLUNTEERS**

24  
25 Al-Hedayah shall indemnify a director, officer, or volunteer who was, is, or is threatened to be  
26 made a named defendant or respondent in ligation or other proceedings because such a person is,  
27 or was a director, officer, volunteer, or other person related to Al-Hedayah, to the extent provided  
28 by the TBOC. The Board of Directors shall have the power in the Bylaws to define the  
29 requirements and the limitations for Al-Hedayah to indemnify, directors, officers, volunteers, or  
30 others related to Al-Hedayah.  
31

32 **ARTICLE IX: AMENDMENTS**

33  
34 The Articles of Incorporation of Al-Hedayah, the Constitution and the Bylaws may be amended  
35 by special resolution in the manner set forth in the Bylaws.  
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# Bylaws of Al-Hedayah Academy, Inc.

9 These Bylaws constitute the rules, procedures and policies (the "Rules") adopted by Al-Hedayah,  
10 for the regulation and management of its affairs and fulfillment of its stated purposes.

11  
12  
13  
14  
15

## Section 1: REGISTERED OFFICE AND AGENT

16 Al-Hedayah shall maintain a registered office and a registered agent in the State of Texas. The  
17 Board of Directors shall appoint a registered agent as provided in the Texas Business  
18 Organizations Code (hereinafter the "TBOC"). The registered office shall be the legal address of  
19 Al-Hedayah Academy, Inc.

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## Section 2: BOARD OF DIRECTORS

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**A. Qualifications:** In accordance with the TEC§12.1202, a director shall be 18 years of age or older, citizen of the United States citizen, be a resident of the State of Texas and must be registered to vote. Additionally, no director shall be elected if he or she has been finally convicted of a felony or has been determined mentally incompetent by a final judgment of a court. He and she must possess good overall character, education, and professionalism and demonstrate genuine dedication to the stated purpose of Al-Hedayah. An employee of Al-Hedayah, a person related to an existing director within the third degree of consanguinity or affinity as determined under Chapter 573 of the Government Code is ineligible to serve on the Board of Directors.


In compliance with TEC§12.1202, the board shall perform criminal background and obtain written verification that the (s)he meets the requirements of a qualified voter.

**B. Conflict of Interest:** A director must not be an officer or a trustee in another school whose primary office is registered in the State of Texas or States adjoining Texas.

**C. Number of Directors:** The Board of Directors shall consist of no more than eight (8) members.

**D. Term:** A director shall serve for a period of two (2) years with no term limits.

**E. Resignation:** A director may resign at any time by delivering a written notice to the Secretary or the President of the Board of Directors. Such resignation shall be effective upon receipt or at such time specified in the notice of resignation, but not later than thirty (30) days from receipt of said notice.

  
(initials)

1 **ARTICLE X: DISSOLUTION**

2  
3 A two-thirds (2/3) majority vote of directors shall be required to dissolve Al-Hedayah. In the  
4 event of dissolution, any assets remaining after payment of or provision for its debts and  
5 liabilities shall, consistent with the purposes of Al-Hedayah, be paid over to an educational  
6 institution in the United States exempt under the provisions of section 501(c)(3) of the Code. No  
7 part of the net assets or net earnings shall inure to the benefit of or be paid or distributed to a  
8 director, officer, member, donor, or employee of Al-Hedayah.

9  
10 **ARTICLE XI: RESTRICTIONS AND REQUIREMENTS**

11  
12 **DIVIDENDS:** Al-Hedayah shall not pay dividends or other corporate income to its members,  
13 officers or directors, or otherwise accrue distributable profits or permit realization of private gain.  
14 Al-Hedayah shall have no power to take any action prohibited by the TBOC.

15  
16 **TAX EXEMPTION:** Al-Hedayah shall have no power to take any action that would be  
17 inconsistent with the requirements for a tax-exemption under the section 501(c)(3) of the Code  
18 and all related regulations, rulings and procedures. Al-Hedayah shall have no power to take any  
19 action that would be inconsistent with the requirements for receiving tax deductible charitable  
20 contributions under the same.

21  
22 **ARTICLE XII: NON DISCRIMINATORY PRACTICES**

23  
24 In compliance with the Equal Employment Opportunity Commission and the laws of Texas, Al-  
25 Hedayah shall not discriminate against any person or student, in its conduct of business as a  
26 school or in any other function, because of such a person's race, color, national origin, religion,  
27 sex, disability, age and genetic information.

28  
29 End of Constitution.  
30

  
(initials)



1           **F. Removal:** A director may be removed with cause. Cause for removal of a  
2 director may include failure to discharge the duties and responsibilities specifically enumerated  
3 in the Constitution or these Bylaws; for violation of any Codes, rules, or regulations expressly set  
4 forth in the Constitution or incorporated by reference; or, for any activities that reflect  
5 unfavorably on Al-Hedayah. A director may be removed by a simple majority. The director  
6 shall have the right to file a written appeal with the President of the Board of Directors stating the  
7 grounds for appeal. The President may form an independent, three (3) member fact-finding  
8 committee to consider the appeal and report their findings to the Board prior to a vote to reinstate  
9 the director. A majority vote on the appeal will be final.

10           **G. Vacancies:** Vacancies on the Board of Directors caused either by death,  
11 resignation, or removal shall be filled as soon as practicable by the Board of Directors.

12           **H. Responsibilities:** The primary role of the Board of Directors is the establishment  
13 of policy and to ensure that the policy is enforced by the Superintendent. The Board shall:  
14

- 15           a. Appoint the school Superintendent and the Principal as well as all other executive or  
16           management positions as deemed necessary.
- 17           b. Work with the Superintendent and community to develop a vision for the school.
- 18           c. Advocate on behalf of students and their school, and promote the benefits of public  
19           education.
- 20           d. Supports the Superintendent in all decisions that conform to Board policy, other decisions  
21           made by the Board, or recognized professional standards.
- 22           e. Provide for policy on the effective management of complaints.
- 23           f. Provide for the periodic review of policies.
- 24           g. Ensure Board members understand that it acts as a unified body and that individual  
25           members have no independent authority.
- 26           h. Approve the annual budget and ensure that expenditures are carried out in accordance  
27           with the budget.
- 28           i. Receive and accept property, whether real, personal, or mixed by way of gift, bequest, or  
29           devise from any person, firm, trust, or corporation, to be held, administered, and disposed  
30           of in accordance with and pursuant to the provisions of these Bylaws. However, no gift,  
31           bequest, or devise of any such property shall be received or accepted if it is:



1. limited in such a manner as to require the disposition of the income or its principal for any purpose other than the purpose set forth in the Constitution and these Bylaws, or
2. as shall in the opinion of the Board of Directors jeopardize the federal income tax exemption of Al-Hedayah pursuant to section 501(c)(3) of the Code.

**I. Compensation:** Directors shall not receive any salary or other compensation for their services, except may be reimbursed for any actual, verified expenses incurred in the performance of their duties for Al-Hedayah.

**J. Absence:** Each director shall communicate with the President or Secretary in advance of any Board meetings from which the director anticipates being absent informing them of the same. Any director who is absent from three (3) successive meetings without excused cause shall be deemed to have resigned due to non-participation, and the position shall be declared vacant, unless the Board affirmatively votes to retain that director as a member of the Board.

**K. Location of Board Meetings:** Regular and Special Meetings of the Board of Directors will be held on the campus of Al-Hedayah Academy, 8601 Randol Mill Road, Fort Worth, Texas 76120, or upon written notice provided to all directors not less than three (3) days in advance at any other place within Tarrant County, Texas that the President may designate.

**L. Regular and Special Meetings:** Regular meetings of the Board of Directors shall be held monthly or more frequently as deemed necessary by the Board of Directors. Special meetings may be called by the President or at least fifty (50) percent of the directors. An orientation meeting will be held each year for the new directors of the Board of Directors at which time each new member will read and acknowledge receipt of a certified copy of the Constitution and Bylaws and Business Rules.

**M. Notice of Board Meetings:** All directors shall be given notice of the date, time, and place of regular meetings by regular mail, telephone, facsimile, or email not less than two (2) weeks prior to the meeting. In case of an emergency, the President may call a special meeting without issuing prior notice.

**N. Waiver of Notice:** Attendance by a director at any meeting of the Board of Directors for which the director did not receive the required notice will constitute a waiver of notice of such meeting.

**O. Quorum:** Two-thirds (2/3) of the voting members of the Board of Directors shall constitute a quorum. A quorum must be present before business may be transacted or motions made or passed. If a quorum is not present, the meeting shall be adjourned and rescheduled within two (2) weeks, with notice of the new meeting. At the subsequent meeting, those present shall constitute a quorum. Each director shall be entitled to one vote. All motions shall be adopted by a simple majority including appointment or removal of a director.

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Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective: June 1, 2013

  
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(initials)



1           **P. Proxy Voting Prohibited:** Proxy voting shall not be permitted.

2           **Q. Actions without a Meeting:** Any action required or permitted to be taken by the  
3 Board of Directors under the TBOC, the Articles of Incorporation, and the Constitution may be  
4 taken without a meeting, if a two-thirds (2/3) majority of directors individually and collectively  
5 consent in writing, setting forth the action to be taken. Such written consent shall have the same  
6 force and effect as a unanimous vote of the Board.

7           **R. Order of Meetings**

8 The usual order of business shall be:

- 9           a. Call to Order  
10           b. Approval of Minutes of Previous Meeting  
11           c. Matters Arising from Minutes - Unfinished Business  
12           d. Written report of Budget Director  
13           e. Written report from the Principal and or the Superintendent  
14           f. New Business  
15           g. Adjournment.

16  
17 There shall be no new agenda items added at the time of meeting and matters outside the agenda  
18 may be deliberated but cannot be voted upon at the meeting.

19           **S. Agenda:** The Secretary, in consultation with the President, shall be responsible  
20 for preparing and making available to each director of the Board of Directors, a copy of the  
21 written agenda not less than three (3) days prior to the scheduled meeting. Any director of the  
22 Board of Directors wishing to add an item to the agenda should submit the item to the Secretary  
23 in writing not less than one (1) week prior to the scheduled meeting.

24           **T. Minutes:** The Secretary of the Board of Directors, or a director designated by the  
25 President in the Secretary's absence, shall be responsible for recording the minutes of each  
26 meeting. The minutes shall contain when and by whom the meeting was called to order, location  
27 of the meeting, whether the meeting was a regular, special or other type of meeting, the time the  
28 meeting adjourned, names of those present, those with an excused absence, and those not  
29 excused, quorum information, approval of agenda, correction and adoption of minutes of the  
30 previous meeting, record of what occurred at the meeting with all actions approved by a majority  
31 vote of the directors and the date, time, and place of the next meeting.

32  
33 The minutes shall be presented for approval at the next regular meeting of the directors.  
34 Typographical errors or misreported items may be corrected with such corrections duly noted.  
35 Minutes may be amended by a majority vote of the directors. Upon approval and adoption of the  
36 minutes by the Board, the Secretary shall certify their accuracy and shall provide a copy of the  
37 same to each director, whether present or absent, within seven (7) days of signature. The original  
38 copy of all minutes shall be maintained at the principal office of the corporation.

  
(initials)



1           **U. Directors:** The directors of the Board of Directors shall include a President, a  
2 Vice President, a Secretary, and a Budget Director. At the discretion of the Board of Directors,  
3 the officers may include one or more additional Vice Presidents. Officers shall be elected by, and  
4 from among the members of the Board of Directors for one (1) year term and may be re-  
5 nominated and re-elected for an unlimited number of terms. Election shall be held in the month  
6 preceding the start of calendar year.

7           **a. President:** The President of the Board of Directors shall:

- 8           1. Supervise and control the affairs of Al-Hedayah and shall exercise such  
9           supervisory powers as may be given by these Constitution and Bylaws;
- 10          2. Perform all duties incident to such office and such other duties as may be  
11          provided in the Constitution and these Bylaws;
- 12          3. Set the agenda for each meeting of the Board of Directors in accordance with the  
13          requirements of the Constitution and these Bylaws;
- 14          4. Preside at all Board meetings and exercise parliamentary control in accordance  
15          with these Bylaws;
- 16          5. Appoint all Ad Hoc committees.

17          **b. Vice President:** The Vice President of the Board of Directors shall act in place of  
18 the President in the event of the President's absence or inability to act, and shall exercise and  
19 discharge such other duties as may be required by the Board.

20          **c. Secretary:** The Secretary of the Board of Directors shall perform following duties  
21 until a full-time Superintendent is appointed at which time following duties shall be performed  
22 by the Superintendent:

- 23          1. Perform all duties incident to the office of Secretary and such other duties as may  
24          be required by law, by the Articles of Incorporation, or by the Constitution or  
25          these Bylaws;
- 26          2. Attest to and keep the Constitution and other legal records of Al-Hedayah, or  
27          copies thereof, at the principal office of Al-Hedayah;
- 28          3. Take minutes of all meetings of the committees and the Board of Directors, and  
29          keep the original copy of all minutes at the principal office of Al-Hedayah;
- 30          4. Keep a record of the names, addresses, and email addresses of the directors at the  
31          principal office of Al-Hedayah;
- 32          5. Set up procedures for any elections, with the approval of the Board of Directors,  
33          and keep a record of all votes cast in such elections;
- 34          6. Ensure that all required notices are duly given in accordance with the Constitution  
35          and these Bylaws, or as required by law; and
- 36          7. See that all books, reports, statements, certificates, and other documents and  
37          records of Al-Hedayah are properly kept and timely filed.

  
\_\_\_\_\_  
(initials)



1 In the case of absence or disability of the Secretary, the Vice President shall perform the  
2 functions of the Secretary. Furthermore, for the avoidance of doubt, the Superintendent shall not  
3 participate in any meeting (including in the role of Secretary) where matters regarding the  
4 Superintendent's performance or compensation shall be discussed or decided.

5  
6 **d. Budget Director:** The Budget Director of the Board of Directors shall be an  
7 individual possessing an education or professional background in finance and or accounting.  
8 (S)he shall carry out the following duties until a full-time Superintendent is appointed at which  
9 time these duties shall be performed by the Superintendent. The duties shall include:

- 10 1. Prepare annual budgets of Al-Hedayah Academy for the fiscal year in consultation  
11 with the Principal;
- 12 2. Supervise all income and expenditures;
- 13 3. Maintain records of all financial transactions including accounts receivable and  
14 accounts payable;
- 15 4. Prepare or cause to be prepared monthly and annual reports for the Board of  
16 Directors, providing an accounting of all transactions and of the financial  
17 conditions of Al-Hedayah;
- 18 5. Interview families seeking financial aid for tuition payment;
- 19 6. Sign all deposits or cause to be signed, withdrawals and check disbursements  
20 authorized by the Board of Directors;
- 21 7. Provide receipts to all donors;
- 22 8. Ensure that all corporate and tax forms are filed and applicable taxes are paid on a  
23 timely basis;
- 24 9. Keep all records, books, and annual reports of the financial activities of Al-  
25 Hedayah at the principal office of Al-Hedayah and make them available at the  
26 request of any Trustee, director, or other authorized person during regular  
27 business hours for inspection and copying; and
- 28 10. Deliver all property of Al-Hedayah to the successor within two (2) weeks.

29  
30 Furthermore, for the avoidance of doubt, the Superintendent shall not participate in any meeting  
31 (including in any of the foregoing budget roles) where matters regarding the Superintendent's  
32 performance or compensation shall be discussed or decided.

33  
34 **Section 3. AL-HEDAYAH ACADEMY SUPERINTENDENT**

35  
36 The school's Board of Directors is a legislative and policy making body and shall govern rather  
37 than manage. If and when the State of Texas grants an Open Enrollment Public Charter to Al-  
38 Hedayah, the Board of Directors shall appoint a Superintendent and approve such person's

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Effective: June 1, 2013

  
(initials)

1 annual compensation and fringe benefits. The Superintendent shall attend all Board of Director  
2 meetings, except to the extent otherwise provided by these Bylaws.

3  
4 The Superintendent of Al-Hedayah Academy shall be a college graduate and hold a doctorate  
5 degree from a recognized university in the United States and must also have a minimum of ten  
6 (10) years of experience of which five (5) years should be in management and administration of a  
7 school.

8  
9 The primary role of the Superintendent is to provide professional educational advice on policy  
10 development and to implement the policies the Board adopts. The duties of the Superintendent  
11 shall include:

- 12 a. Prepare and disseminate the agenda for each meeting and other secretarial responsibilities  
13 as elaborated elsewhere (Section U (c) above)
- 14 b. Budgetary responsibilities as elaborated elsewhere (Section U (d) above) which shall  
15 include the preparation of the annual budget for Board consideration.
- 16 c. Safeguard and pursue Al-Hedayah's vision for excellence in education in core areas of  
17 science, technology and language-arts.
- 18 d. Set the school calendar which conforms to the state requirements.
- 19 e. Prepare and submit state and federal applications and reports.
- 20 f. Appoint and terminate all personnel, other than executive level personnel as described  
21 elsewhere in these Bylaws.
- 22 g. Be responsible for the instructional program.
- 23 h. Maintain a continuous study of current problems.
- 24 i. Determine the emergency closure of school during inclement weather conditions or other  
25 causes.
- 26 j. Keep Board members informed about the needs of the district and about school  
27 operations and programs.
- 28 k. Provide for the continuous improvement of all facets of school operations, especially as it  
29 relates to teaching and learning.
- 30 l. Encourage long-range and strategic planning.



- 1 m. Ensure that professional development opportunities are available for employees.
- 2 n. Develop a public relations program.
- 3 o. Assure that all decisions are made with the best interest of students in mind.

4  
5 **Section 4. AL-HEDAYAH ACADEMY PRINCIPAL**


6  
7 The Principal of Al-Hedayah Academy shall be a college graduate and hold a Master's Degree  
8 from a recognized university in the United States and must also have a minimum of five (5) years  
9 of experience of which two (2) years should be in management and administration of a school.  
10 (S)he should qualify and obtain Texas Teacher's certification.

11  
12 The Principal shall be appointed by the Board of Directors who shall approve such person's  
13 annual compensation and fringe benefits. The Principal shall attend the Board of Directors  
14 meeting upon request. Duties and responsibilities of the Principal shall be established by the  
15 Superintendent.

16  
17 **Section 5. GENERAL COUNSEL**

18  
19 The General Counsel shall be appointed by the Board of Directors to serve as an Ad-Hoc non-  
20 member advisor of the Board of Directors, and must be a licensed attorney in the State of Texas.  
21 The General Counsel is obligated to view Al-Hedayah as his or her client but not the individual  
22 representatives or agents thereof. The General Counsel shall serve as a volunteer and receive no  
23 remuneration.

24 The General Counsel shall provide sound, effective, and timely legal advice and representation to  
25 the Board of Directors and the Superintendent. The General Counsel shall be available for  
26 consultation at all meetings and when needed. Areas for which the General Counsel may be  
27 called upon routinely include statutory interpretation, public records, open meetings, ethics,  
28 rulemaking procedures, legislative procedures, personnel, procurement and the management of  
29 all agency litigation. The General Counsel shall take a hands-on role to assist in meeting the  
30 complex federal requirements that must be met to secure and maintain federal education funding.  
31 These include the No Child Left Behind Act (NCLB), the Individuals with Disabilities Education  
32 Act (IDEA), the Family Education Rights and Privacy Act (FERPA), and the Race to the Top  
33 grant.

 (initials)

1 **Section 6: OFFICE MANAGER AND BUDGET MANAGER**

2  
3 The Office Manager and the Budget Manager of Al-Hedayah Academy shall be appointed by the  
4 Board of Directors if deemed necessary. Their qualifications, terms of appointment,  
5 compensation, and duties and responsibilities shall be established by the Superintendent.  
6

7 **Section 7: EMPLOYMENT CONTRACT**

8  
9 Depending upon the type of employment an employee at Al-Hedayah will be at-will or be issued  
10 an employment contract. An employment contract is a written agreement between Al-Hedayah  
11 and an employee at the commencement of the period of employment and stating the exact nature  
12 of their business relationship, detailing the compensation the employee will receive in exchange  
13 for specific work performed. The employment contract shall define the job description, vacation,  
14 holidays, sick leave or personal days as well as fringe benefits including discounts, health  
15 insurance benefits and other benefits. All employment contracts shall be initiated by the  
16 Superintendent and must be reviewed by the General Counsel to ensure proper legal language.  
17


18 **Section 8: OPERATIONS, FINANCE & AUDITS**

19  
20 **8.1 Execution of Documents:** Unless specifically authorized by the Board of Directors or as  
21 otherwise required by law, all final contracts, deeds, conveyances, leases, promissory notes, or  
22 legal written instruments executed in the name of and on behalf of Al-Hedayah shall be signed  
23 and executed by the President of the Board of Directors pursuant to the general authorization of  
24 the Board. All conveyances of land by deed shall be signed by the President or two other  
25 members of the Board of Directors.  
26

27 **8.2 Disbursement of Funds:** Financial transactions that exceed what has been approved in  
28 the annual budget shall require majority approval of the Board of Directors. In all other  
29 transactions, the Superintendent may dispense the funds of Al-Hedayah in accordance with the  
30 annual budget.  
31

32 **8.3 Procurement Policy and Business Rules:** Procurement Policy and Business Rules shall  
33 be established by the Superintendent and approved by the Board of Directors.  
34

35 **8.4 Records:** Al-Hedayah will keep correct, accurate and, complete records of accounts and  
36 minutes of the proceedings of, the Board of Directors, and Committee meetings and all corporate  
37 records and electronic documents in strict compliance with the civil and criminal penalty  
38 provisions of the Sarbanes–Oxley Act. The Superintendent shall establish a detailed Document

 (initials)



1 Retention and Destruction Policy, which shall be enforceable upon approval by the Board of  
2 Directors.

3  
4 **8.5 Inspection of Books and Records:** All books and records of Al-Hedayah may be  
5 inspected by any member of the Board of Directors for any purpose at any reasonable time on  
6 written demand. All students' records and employment records shall be exempt from such public  
7 inspection and scrutiny in accordance with the prevailing statutes.

8  
9 **8.6 Loans to Management:** Al-Hedayah shall not loan money or property to, or guarantee  
10 the obligations of, any Al-Hedayah director, officer or volunteer.

11  
12 **8.7 Audit:** The Board of Directors Al-Hedayah shall ensure that a full external audit of its  
13 finances is conducted on an annual basis by an external qualified certified public accountant  
14 registered with the State of Texas.

15  
16 **8.8 Fiscal Year:** The Al-Hedayah fiscal year shall be from August 1 through July 31.


17  
18 **Section 9. CONFLICTS OF INTEREST**

19  
20 **9.1 Purpose of Policy:** Al-Hedayah directors, officers, committee members, volunteers and  
21 employees owe a duty of loyalty to the organization in the exercise of their official authority and  
22 shall avoid conflicts of interest, and the appearance of conflicts of interest. A conflict of interest,  
23 or the appearance of a conflict, can arise whenever a transaction, or an action of Al-Hedayah  
24 conflicts with the personal interests, financial or otherwise, of a director, officer, committee  
25 member, volunteer or employee, or an immediate family member, or employer that impairs or  
26 appears to impair their ability to act in the best interest of the organization. This policy is  
27 intended to supplement, but not replace, any applicable state and federal laws governing conflicts  
28 of interest applicable to nonprofit and charitable organizations.

29  
30 **9.2 Definitions:** The following definitions shall apply for purposes of the Al-Hedayah  
31 Conflicts of Interest Policy:

32  
33 A. **Interested person:** An interested person is any director, principal officer,  
34 volunteer, or member of a committee with delegated powers, who has a direct or indirect  
35 financial interest, as defined below.

36  
37 B. **Financial interest:** A person has a financial interest if the person has, directly or  
38 indirectly, through business, investment, or family ownership or investment interest in any entity

  
(initials)


1 with which Al-Hedayah has a transaction or arrangement; a compensation arrangement with Al-  
2 Hedayah or with any entity or individual with which Al-Hedayah has a transaction or  
3 arrangement; or, a potential ownership or investment interest in, or compensation arrangement  
4 with, any entity or individual with which Al-Hedayah is negotiating a transaction or arrangement.  
5 Compensation includes direct and indirect remuneration as well as gifts or favors that are not  
6 insubstantial.

7  
8 **C. Independent-Director:** A director, officer, committee member or volunteer shall  
9 be considered “independent” only if all four of the following circumstances applied at all times  
10 during Al-Hedayah’s tax year as defined by I.R.S. Form 990:

- 11  
12 a. The director was not compensated as an officer or other employee of the  
13 organization or of a related organization, nor was the director compensated by an  
14 unrelated organization or individual for services provided to the filing  
15 organization or to a related organization;  
16  
17 b. The director did not receive total compensation nor other payments exceeding  
18 \$10,000 during the organization’s tax year as an independent contractor for  
19 services provided;  
20  
21 c. Neither the director, nor an family member of the director was involved in a  
22 transaction with the organization that is required to be reported under Schedule L  
23 for the organization’s tax year; and  
24  
25 d. Neither the director, nor any family member of the director was involved in a  
26 transaction with a taxable or tax-exempt related organization of a type and amount  
27 that would reportable on Schedule L.  
28

29 **9.3 Duty to Disclose:** In connection with any actual or possible conflict of interest, an  
30 interested person must disclose the existence of the financial interest and be given the  
31 opportunity to disclose all material facts to the Board of Directors.  
32

33 **9.4 Recusal:** A director, or officer, or other member of a committee with Board delegated  
34 powers must recuse himself or herself at any time from involvement in any decision or  
35 discussion in which he or she believes he or she may have a conflict of interest, without going  
36 through the process for determining whether a conflict of interest exists.  
37

  
(initials)



1 **9.5 Annual Statements:** Each director, officer, or member of a committee with Board  
2 delegated powers shall annually sign a statement which affirms such person:

- 3  
4 A. Has received a copy of the conflict of interest policy;  
5 B. Has read and understands the policy;  
6 C. Has agreed to comply with the policy; and  
7 D. Understands Al-Hedayah is nonprofit organization and in order to maintain its  
8 federal tax exemption it must engage primarily in activities which accomplish one or  
9 more of its tax-exempt purposes.

10  
11 Each voting member of the Board of Directors shall annually sign a statement which declares  
12 whether such person is "independent" as defined in Section 9.2(C) above. If at any time during  
13 the year, the information in the annual statement changes materially, the member shall disclose  
14 such changes and revise the annual disclosure form. A director charged with oversight of all  
15 audit matters shall regularly and consistently monitor and enforce compliance with this policy by  
16 reviewing annual statements and taking such other actions as are necessary for effective  
17 oversight.

18  
19 **Section 10. CODE OF ETHICS**

20  
21 Al-Hedayah, its directors, officers, committee members and employees will comply with the  
22 following Code of Ethics in all of their actions and shall at no time:

- 23  
24 A. Perform any act that is inconsistent with the ethical codes;  
25 B. Violate any provision of the Constitution and these Bylaws;  
26 C. Engage in any activity with the intention of harming Al-Hedayah or any of its operations;  
27 D. Act in any way that would make it unduly difficult to carry on the intended or ordinary  
28 business of Al-Hedayah;  
29 E. Derive an improper personal benefit from the operation of Al-Hedayah;  
30 F. Use the assets of Al-Hedayah, directly or indirectly, for any purpose other than carrying  
31 on the business of Al-Hedayah;  
32 G. Wrongfully transfer or dispose of Al-Hedayah property, including intangible property  
33 such as goodwill; or  
34 H. Use the name of Al-Hedayah (or any substantially similar name) or any trademark or  
35 trade name adopted by Al-Hedayah, except on behalf of the organization in the ordinary  
36 course of Al-Hedayah's mission.

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1 **Section 11. WHISTLEBOWER POLICY**  
2

3 If any employee, whether full-time or part-time, reasonably believes that some policy, practice, or  
4 activity of Al-Hedayah is in violation of law, a written complaint may be filed by that employee  
5 with the President of the Board of Directors. It is the intent of Al-Hedayah to adhere to all laws  
6 and regulations that apply to the organization and the underlying purpose of this policy is to  
7 support the organization's goal of legal compliance.  
8

9 Al-Hedayah will not retaliate against an employee who, in good faith, has made a protest or  
10 raised a complaint against some practice of Al-Hedayah, or of another individual or entity with  
11 whom Al-Hedayah has a business relationship, on the basis of a reasonable belief that the  
12 practice is in violation of law, or a clear mandate of public policy.  
13

14 Al-Hedayah will not retaliate against employees who disclose or threaten to disclose to a  
15 supervisor or a public body, any activity, policy, or practice of Al-Hedayah that the employee  
16 reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or  
17 is in violation of a clear mandate of public policy concerning the health, safety, welfare, or  
18 protection of the environment.  
19

20 An individual may report a suspected violation anonymously or on a confidential basis, bearing  
21 in mind that in the course of the investigation it may become necessary that the source of the  
22 complainant be identified.  
23

24 **Handling Reported Violations:** Upon receipt of the complaint, the President will direct the  
25 General Counsel to contact the complainant within ten (10) business days and acknowledge the  
26 reported violation was received. The complainant will be notified as to what actions will be  
27 taken. If no further action or investigation is to follow, an explanation for the decision will be  
28 given to the complainant. Any complainant who reasonably believes they have been retaliated  
29 against in violation of this whistle blower policy shall follow the same procedures as they did  
30 when they filed the original complaint.  
31

32 **Section 12. DIRECTOR LIABILITY**  
33

34 A director or officer of Al-Hedayah shall not be liable to Al-Hedayah for monetary damages for  
35 any act or omission in the director, or officer's capacity as a director, or officer, except that this  
36 Section 12 does not eliminate or limit the liability of a director or officer for:

- 37 A. a breach of a director or officer's duty of loyalty to Al-Hedayah;  
38 B. an act or omission not in good faith that (i) constitutes a breach of duty of a director or

  
\_\_\_\_\_  
(initials)



- 1 officer to Al-Hedayah or (ii) involves intentional misconduct or a knowing violation of  
2 law;
- 3 C. a transaction from which a director or officer received an improper benefit, regardless of  
4 whether the benefit resulted from an action taken within the scope of such person's  
5 duties; or
- 6 D. an act or omission for which the liability of a director or officer is expressly provided by  
7 an applicable statute.

8  
9 If it is determined that the law of the State of Texas (including without limitation the TBOC)  
10 authorizes, or if such law is amended to authorize, action further eliminating or limiting the  
11 personal liability of a director or officer, then the liability of a director or officer of Al-Hedayah  
12 shall be eliminated or limited by this Section 12 (without the need of any formal amendment), to  
13 the fullest extent permitted by such statutes as so amended. Any repeal or amendment of such  
14 statutes or of the foregoing paragraph shall be prospective only and shall not adversely affect any  
15 right of protection of a director or officer of Al-Hedayah existing at the time of such repeal or  
16 modification.

17  
18 Al-Hedayah shall carry and maintain Director & Officer liability insurance at all times.


19  
20 **Section 13. AMENDMENTS**

- 21  
22 A. Suggested amendments to the Constitution and or the Bylaws must be addressed in  
23 writing to the President of the Board of Directors by a director, or officer;
- 24  
25 B. Depending upon the number and nature of amendments proposed, the President may elect  
26 to consider the amendment itself or cause an Ad Hoc committee to be created for the  
27 purpose of amending the Constitution and or the Bylaws;
- 28  
29 C. After considering the amendments, the Ad Hoc committee must present the amendment,  
30 with its recommendation(s), for vote by the Board of Directors at its next regular meeting,  
31 or a special meeting called therefore;
- 32  
33 D. A two-third (2/3) majority vote of members present at a regular or a special meeting is  
34 necessary for the passage of an amendment. A quorum is required before such business is  
35 transacted. A copy of any proposed changes shall be mailed or electronically delivered to  
36 the Board at least fourteen (14) days before the meeting is called to consider the same.

36  
37 **Section 14. EFFECTIVE DATE AND CONTINUITY**

38 This amended Constitution and Bylaws shall supersede and replace the existing Constitution and  
39 Bylaws taking effect immediately on the day and at the time when it is adopted by a two-third

Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective: June 1, 2013

 (initials)

1 (2/3) majority vote of members present at the meeting, where a quorum was present, and after  
2 each member having received a draft copy at least fourteen (14) days before the said meeting was  
3 called.


4  
5 **Section 15. CONVERSION TO CHARTER SCHOOL**

6  
7 It is the intention of Al-Hedayah Academy to seek an Open Enrollment Public Charter from the  
8 State of Texas. Al-Hedayah recognizes that the purposes of the Texas charter school program  
9 (stated in TEC, §12.001) are to:

- 10 1. improve student learning;  
11 2. increase the choice of learning opportunities within the public school system;  
12 3. create professional opportunities that would attract new teachers to the public school  
13 system;  
14 4. establish a new form of accountability for public schools; and  
15 5. encourage different and innovative learning methods.

16  
17 If such a charter is granted, Al-Hedayah Academy shall comply with all the stated and published  
18 requirements, rules and regulation as promulgated by the State of Texas including the necessity  
19 of the of the *charter holder and charter school to comply with the Texas Open Meetings Act and*  
20 *to appropriately respond to Texas Public Information Act requests.*

21  
22 END OF BYLAWS  
23

  
(initials)



UNITED STATES  
DEPARTMENT OF JUSTICE  
FEDERAL BUREAU OF INVESTIGATION  
WASHINGTON, D. C. 20535



CERTIFICATE OF AUTHENTICITY

§ COUNTY OF TARRANT

§ STATE OF TEXAS

I, Nizam Peerwani, the undersigned, after being duly sworn, hereby attest that I was the presiding officer of the Constitution and Bylaws Committee and that the aforementioned Constitution of Al-Hedayah Academy, Inc. and the Bylaws as detailed in these pages one through twenty (20) pages, are a true and accurate copy and incorporate all the amendments adopted by the Board of Directors of Al-Hedayah Academy, Inc. at a meeting held in accordance with the Bylaws on and effective June 1, 2013. I also attest that a quorum was established and continuously present throughout the meeting and that each Article and Section were adopted with a two-thirds majority. I further attest that a copy of the proposed draft amendments was mailed or otherwise provided to each member at least fourteen (14) days before the meeting was called to consider the same.

Sworn, and certified this 16<sup>th</sup> day of June 2013.



Nizam Peerwani, M.D.  
*Presiding Officer*  
Constitution & Bylaws Committee





Texas Education Agency  
Division of Charter School Administration  
Generation 19 Applicant Information Session  
Registration Form

This form must be completed using Adobe Acrobat. Preview, the default program for working with PDF files on a Mac, will not work correctly.

Applicants must attend one of the two sessions. Proof of attendance will be provided to attendees for inclusion in the submitted application in response to the Generation 19 Request for Application (RFA).

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: BRENWOOD STAIR PREPARATORY SCHOOL

Sponsoring Entity Name: AL-HEDAYAH ACADEMY

Application Contact Name: J. MICHELLE NUSRALLAH

Title/Role: Supintendent

Email: nusrallah@sbcglobal.net Phone: 817-980-9472

Board Member Attending: WALID JOULANI

Board Member Attending: NIZAM PEERWANI MD *h [Signature]*

Board Member Attending: ALEXANDER FARR

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

Board Member Attending: *[Signature]*

Date of Session:  Friday, February 7, 2014, 9:00 a.m. - 1:00 p.m.

Friday, March 7, 2014, 9:00 a.m. - 1:00 p.m.

Email the completed form by clicking on the "Submit by Email" at the bottom of the page,  
OR  
fax it to the attention of Rick Salvo at 512-463-9732  
If you have any questions about the sessions or registration, please contact Rick Salvo at  
512-463-9789 or [rick.salvo@tea.state.tx.us](mailto:rick.salvo@tea.state.tx.us).

Submit by Email

## Synopsis of Public Hearing

The public hearing was held on Friday, March 14, 2014 at 3:30 pm in the Multi-Activity Hall of the Middle School building on All-Hedayah Academy campus located at 8601 Randol Mill Road, Fort Worth, Texas 76120. The presentation was made by Walid Joulani, a Board Member Nizam Peerwani, M.D., a past President of the sponsoring agency and currently and advisor to the board. There were fifty (52) community members not affiliated in any way with the sponsoring entity of the proposed charter school who attended the public hearing. The presenter described the concept of charter school in general, stating that it is an innovative public school open to all students and held accountable for its results. In Texas as in other states, Charter schools must adhere to the same major laws and regulations as other public schools, but are freed from some of the red tape that often diverts a school's energy and resources away from acting in the best needs of students.

The Brentwood Stair Charter School if granted a charter will have operate from pre-3 through grade-8 in the first year (AY 2015-206)) with approximately 280 students. In accordance with the state law, there will be no tuition or book fees charged. The Brentwood Stair Preparatory School, will however, implement uniform policy and have slightly longer school hours as well as few more instruction days each year.

The campus and the resources which will be made available to the proposed Brentwood Stair Preparatory School were discussed including the physical location, the classroom sizes as well as playgrounds, tennis/basket ball court, IT labs, science lab and the school library. Finally, the admission policy, lottery and wait-list were discussed.

The presenters then responded to questions raised by the attendees. The event ended at 5:00 p.m.

PUBLIC NOTICE For Proposed  
Charter School  
"BRENTWOOD STAIR  
PREPARTORY SCHOOL "  
Brentwood Stair Preparatory School,  
sponsored by A-Hedayah Academy,  
hereby gives notice of a meeting  
on Friday, March 14, 2014 at 3:30  
PM at 8601 Randol Mill Road, Fort  
Worth, Texas 76120, in the Multi  
- Activity Hall of Building -2. The  
sponsoring board includes Nabil  
Bawa, Walid Joulani, Hassan  
Halaby, Alex Farr, Yusuf Abdel-  
Hafiz and Nizam Peerwani.



# INVOICE

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**BILL TO:**

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 8601 RANDOL MILL RD  
 FORT WORTH TX 76120

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PUBLIC NOTICE For Proposed Charter School "BRENTWOOD STAIR PREPARTORY SCHOOL " AR Brentwood Stair Preparatory School, sponsored by A-Hedayah Academy, hereby gives notice of a meeting on Friday, March 14,2014 at 3:30 PM at 8601 Randol Mill Road, Fort Worth , Texas 76120 , in the Multi - Activity Hall of Building -2. The sponsoring board includes Nabil Bawa , Walid Joulani , Hassan Halaby , Alex Farr , Yusuf Abdel-Hafiz and Nizam Peerwani.	I3580		1	15	15 LINE	\$6.39	\$105.90
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Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.1. Scope and Sequence



# 2010-2011 Science TEKS

Grades K – 5<sup>th</sup>

## Vertical Comparison



Nature of Science	Physical Science	Earth & Space Science	Life Science
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## Grades K – 5<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p>K.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</p>	<p>1.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</p>	<p>2.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:</p>	<p>3.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices. The student is expected to:</p>	<p>4.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:</p>	<p>5.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:</p>
<p>K.1A Identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately.</p>	<p>1.1A Recognize and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately.</p>	<p>2.1A Identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately.</p>	<p>3.1A Demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat.</p>	<p>4.1A Demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations.</p>	<p>5.1A Demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations.</p>
<p>K.1B Discuss the importance of safe practices to keep self and others safe and healthy.</p>	<p>1.1B Recognize the importance of safe practices to keep self and others safe and healthy.</p>	<p>2.1B Describe the importance of safe practices.</p>	<p>3.1B Make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics.</p>	<p>4.1B Make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic.</p>	<p>5.1B Make informed choices in the conservation, disposal, and recycling of materials.</p>
<p>K.1C Demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal.</p>	<p>1.1C Identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals.</p>	<p>2.1C Identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal.</p>			

# 1 – Process Skills: Investigation & Reasoning – Safety & Conserving Resources

## Grades K – 5<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p>K.2 Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</p>	<p>1.2 Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</p>	<p>2.2 Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:</p>	<p>3.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:</p>	<p>4.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:</p>	<p>5.2 Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:</p>
<p>K.2A Ask questions about organisms, objects, and events observed in the natural world.</p>	<p>1.2A Ask questions about organisms, objects, and events observed in the natural world.</p>	<p>2.2A Ask questions about organisms, objects, and events during observations and investigations.</p>	<p>3.2A Plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world.</p>	<p>4.2A Plan and implement descriptive investigations, including asking well-defined questions, making inferences, and selecting equipment or technology to answer his/her questions.</p>	<p>5.2A Describe, plan, and implement simple experimental investigations testing one variable.</p>
<p>K.2B Plan and conduct simple descriptive investigations such as ways objects move.</p>	<p>1.2B Plan and conduct simple descriptive investigations such as ways objects move.</p>	<p>2.2B Plan and conduct descriptive investigations such as how organisms grow.</p>	<p>3.2B Collect data by observing and measuring using the metric system and recognize differences between observed and measured data.</p>	<p>4.2B Collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps.</p>	<p>5.2B Ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology.</p>
<p>K.2C Collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools.</p>	<p>1.2C Collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools.</p>	<p>2.2C Collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools.</p>	<p>3.2C Construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data.</p>	<p>4.2C Construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data.</p>	<p>5.2C Collect information by detailed observations and accurate measuring.</p>

## 2 – Process Skills: Investigation & Reasoning – Data



## Grades K – 5<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p>K.2 Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</p>	<p>1.2 Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:</p>	<p>2.2 Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:</p>	<p>3.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:</p>	<p>4.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:</p>	<p>5.2 Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:</p>
<p>K.2D Record and organize data and observations using pictures, numbers, and words.</p>	<p>1.2D Record and organize data using pictures, numbers, and words.</p>	<p>2.2D Record and organize data using pictures, numbers, and words.</p>	<p>3.2D Analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations.</p>	<p>4.2D Analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured.</p>	<p>5.2D Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p>
<p>K.2E Communicate observations with others about simple descriptive investigations.</p>	<p>1.2E Communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.</p>	<p>2.2E Communicate observations and justify explanations using student-generated data from simple descriptive investigations.</p>	<p>3.2E Demonstrate that repeated investigations may increase the reliability of results.</p>	<p>4.2E Perform repeated investigations to increase the reliability of results.</p>	<p>5.2E Demonstrate that repeated investigations may increase the reliability of results.</p>
	<p>2.2F Compare results of investigations with what students and scientists know about the world.</p>		<p>3.2F Communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.</p>	<p>4.2F Communicate valid, oral, and written results supported by data.</p>	<p>5.2F Communicate valid conclusions in both written and verbal forms.</p>
					<p>5.2G Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.</p>

## 2 – Process Skills: Investigation & Reasoning – Communication

Grades K – 5<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p>K.3 Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:</p>	<p>1.3 Scientific investigation and reasoning. The student knows that information and critical thinking are used in making decisions. The student is expected to:</p>	<p>2.3 Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:</p>	<p>3.3 Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:</p>	<p>4.3 Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:</p>	<p>5.3 Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:</p>
<p>K.3A Identify and explain a problem such as the impact of littering on the playground and propose a solution in his/her own words.</p>	<p>1.3A Identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/her own words.</p>	<p>2.3A Identify and explain a problem in his/her own words and propose a task and solution for the problem such as lack of water in a habitat.</p>	<p>3.3A In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.</p>	<p>4.3A In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.</p>	<p>5.3A In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.</p>
<p>K.3B Make predictions based on observable patterns in nature such as the shapes of leaves.</p>	<p>1.3B Make predictions based on observable patterns.</p>	<p>2.3B Make predictions based on observable patterns.</p>	<p>3.3B Draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food.</p>	<p>4.3B Draw inferences and evaluate accuracy of services and product claims found in advertisements and labels such as for toys, food, and sunscreen.</p>	<p>5.3B Evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels.</p>
<p>K.3C Explore that scientists investigate different things in the natural world and use tools in their investigations.</p>	<p>1.3C describe what scientists do.</p>	<p>2.3C Identify what a scientist is and explore what different scientists do.</p>	<p>3.3C Represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials.</p>	<p>4.3C Represent the natural world using models such as rivers, stream tables, or fossils and identify their limitations, including accuracy and size.</p>	<p>5.3C Draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works.</p>
	<p>3.3D Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.</p>	<p>3.3D Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.</p>	<p>4.3D Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.</p>	<p>4.3D Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.</p>	<p>5.3D Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.</p>

3 – Process Skills: Investigation & Reasoning – Models & History of Science



## Grades K – 5<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p>K.4 Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:</p>	<p>1.4 Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:</p>	<p>2.4 Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:</p>	<p>3.4 Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:</p>	<p>4.4 Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry. The student is expected to:</p>	<p>5.4 Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:</p>
<p>K.4A Collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as terrariums and aquariums.</p>	<p>1.4A Collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as terrariums and aquariums.</p>	<p>2.4A Collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums; and</p>	<p>3.4A Collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums.</p>	<p>4.4A Collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, pan balances, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, compasses, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums.</p>	<p>5.4A Collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums.</p>
<p>K.4B Use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment.</p>	<p>1.4B Measure and compare organisms and objects using non-standard units.</p>	<p>2.4B Measure and compare organisms and objects using non-standard units that approximate metric units.</p>	<p>3.4B Use safety equipment as appropriate, including safety goggles and gloves.</p>	<p>4.4B Use safety equipment as appropriate, including safety goggles and gloves.</p>	<p>5.4B Use safety equipment, including safety goggles and gloves.</p>

## 4 – Process Skills: Investigation & Reasoning – Tools & Measurement

## Grades K – 5<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p>K.5 Matter and energy. The student knows that objects have properties and patterns. The student is expected to:</p> <p>K.5A Observe and record properties of objects, including relative size and mass, such as bigger or smaller and heavier or lighter, shape, color, and texture.</p>	<p>1.5 Matter and energy. The student knows that objects have properties and patterns. The student is expected to:</p> <p>1.5A Classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color, and texture.</p>	<p>2.5 Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:</p> <p>2.5A Classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid.</p>	<p>3.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <p>3.5A Measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float.</p>	<p>4.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <p>4.5A Measure, compare, and contrast physical properties of matter, including size, mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float.</p>	<p>5.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <p>★ 5.5A Classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy.</p>
<p>K.5B Observe, record, and discuss how materials can be changed by heating or cooling.</p>	<p>1.5B Predict and identify changes in materials caused by heating and cooling such as ice melting, water freezing, and water evaporating.</p>	<p>2.5B Compare changes in materials caused by heating and cooling.</p>	<p>3.5B Describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container.</p>	<p>4.5B Predict the changes caused by heating and cooling such as ice becoming liquid water and condensation forming on the outside of a glass of ice water.</p>	<p>✓ 5.5B Identify the boiling and freezing/melting points of water on the Celsius scale.</p>
	<p>2.5C Demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting.</p>	<p>2.5D Combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties.</p>	<p>✓ 3.5C Predict, observe, and record changes in the state of matter caused by heating or cooling.</p>	<p>4.5C Compare and contrast a variety of mixtures and solutions such as rocks in sand, sand in water, or sugar in water.</p>	<p>✓ 5.5C Demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand.</p>
			<p>3.5D Explore and recognize that a mixture is created when two materials are combined such as gravel and sand and metal and plastic paper clips</p>		<p>✓ 5.5D Identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water.</p>

## 5 – Physical Science: Matter & Energy

★ = Readiness Standard

✓ = Supporting Standard



## Grades K – 5<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

Kindergarten		1 <sup>st</sup> grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
K.6 Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life. The student is expected to:	1.6 Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life. The student is expected to:	2.6 Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:	3.6 Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:	4.6 Force, motion, and energy. The student knows that energy exists in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	5.6 Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	
K.6A Use the five senses to explore different forms of energy such as light, heat, and sound.	1.6A Identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life.	2.6A Investigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter.	3.6A Explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life.	4.6A Differentiate among forms of energy, including mechanical, sound, electrical, light, and heat/thermal.	5.6A Explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy.	
K.6B Explore interactions between magnets and various materials.	1.6B Predict and describe how a magnet can be used to push or pull an object.	2.6B Observe and identify how magnets are used in everyday life.	3.6B Demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons.	4.6B Differentiate between conductors and insulators.	5.6B Demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound.	
K.6C Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.	1.6C Describe the change in the location of an object such as closer to, nearer to, and farther from.	2.6C Trace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp.	3.6C Observe forces such as magnetism and gravity acting on objects.	4.6C Demonstrate that electricity travels in a closed path, creating an electrical circuit, and explore an electromagnetic field.	5.6C Demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water.	
K.6D Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow.	1.6D Demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow.	2.6D Compare patterns of movement of objects such as sliding, rolling, and spinning.		4.6D Design an experiment to test the effect of force on an object such as a push or a pull, gravity, friction, or magnetism.	5.6D Design an experiment that tests the effect of force on an object.	

## 6 – Physical Science: Force, Motion & Energy

★ = Readiness Standard

✓ = Supporting Standard

## Grades K – 5<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p>K. 8 Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</p>	<p>1. 8 Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p>	<p>2. 8 Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</p>	<p>3. 8 Earth and space. The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</p>	<p>4. 8 Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:</p>	<p>5. 8 Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:</p>
<p>K. 7A Observe, describe, compare, and sort rocks by size, shape, color, and texture.</p>	<p>1. 7A Observe, describe, compare, and sort components of soil by size, color, and texture.</p>	<p>2. 7A Observe and describe rocks by size, texture, and color.</p>	<p>3. 7A Explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains.</p>	<p>✓ 4. 7A Examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants.</p>	<p>★ 5. 7A Explore the processes that led to the formation of sedimentary rocks and fossil fuels</p>
<p>K. 7B Observe and describe physical properties of natural sources of water, including color and clarity.</p>	<p>1. 7B Identify and describe a variety of natural sources of water, including streams, lakes, and oceans.</p>	<p>2. 7B Identify and compare the properties of natural sources of freshwater and saltwater.</p>	<p>✓ 3. 7B Investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides.</p>	<p>4. 7B Observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice.</p>	<p>★ 5. 7B Recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice.</p>
<p>K. 7C Give examples of ways rocks, soil, and water are useful.</p>	<p>1. 7C Gather evidence of how rocks, soil, and water help to make useful products.</p>	<p>2. 7C Distinguish between natural and manmade resources.</p>	<p>3. 7C Identify and compare different landforms, including mountains, hills, valleys, and plains.</p>	<p>✓ 4. 7C Identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation.</p>	<p>★ 5. 7C Identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels.</p>
			<p>3. 7D Explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved.</p>		<p>✓ 5. 7D Identify fossils as evidence of past living organisms and the nature of the environments at the time using models.</p>

## 7 – Earth/Space Science: Geology (Earth Materials/Change over Time)

★ = Readiness Standard

✓ = Supporting Standard



## Grades K – 5<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p>K.8 Observe and describe weather changes from day to day and over seasons.</p>	<p>1.8 Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:</p>	<p>2.8 Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</p>	<p>3.8 Earth and space. The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</p>	<p>4.8 Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:</p>	<p>5.8 Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:</p>
<p>K.8A Observe and describe weather changes from day to day and over seasons.</p>	<p>1.8A Record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy.</p>	<p>2.8A Measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data.</p>	<p>3.8A Observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation.</p>	<p>✓ 4.8A Measure and record changes in weather and make predictions using weather maps, and a weather symbols, and a map key.</p>	<p>✓ 5.8A Differentiate between weather and climate.</p>
<p>K.8B Identify events that have repeating patterns, including seasons of the year and day and night.</p>	<p>1.8B Observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun.</p>	<p>2.8B Identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation.</p>	<p>3.8B Describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle.</p>	<p>✓ 4.8B Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process.</p>	<p>✓ 5.8B Explain how the Sun and the ocean interact in the water cycle.</p>
<p>K.8C Observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun.</p>	<p>1.8C Identify characteristics of the seasons of the year and day and night.</p>	<p>2.8C Explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions.</p>	<p>3.8C Construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions.</p>	<p>✓ 4.8C Collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time.</p>	<p>★ 5.8C Demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky.</p>
<p>1.8D Demonstrate that air is all around us and observe that wind is moving air.</p>	<p>2.8D Observe, describe, and record patterns of objects in the sky, including the appearance of the Moon.</p>	<p>3.8D Identify the planets in Earth's solar system and their position in relation to the Sun.</p>	<p>✓ 3.8D Identify the planets in Earth's solar system and their position in relation to the Sun.</p>	<p>✓ 5.8D Identify and compare the physical characteristics of the Sun, Earth, and Moon.</p>	

# 8 – Earth/Space Science: Weather & Astronomy

★ = Readiness Standard

✓ = Supporting Standard

## Grades K – 5<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p>K. 9 Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:</p>	<p>1. 9 Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:</p>	<p>2. 9 Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:</p>	<p>3. 9 Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:</p>	<p>4. 9 Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment. The student is expected to:</p>	<p>5. 9 Organisms and environments. The student knows that there are relationships, system, and cycles within environments. The student is expected to:</p>
<p>K. 9A Differentiate between living and nonliving things based upon whether they have basic needs and produce offspring.</p>	<p>1. 9A Sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring.</p>	<p>2. 9A Identify the basic needs of plants and animals.</p>	<p>✓3. 9A Observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem.</p>	<p>4. 9A Investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food.</p>	<p>★5. 9A Observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements.</p>
<p>K. 9B Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.</p>	<p>1. 9B Analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver.</p>	<p>2. 9B Identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things.</p>	<p>3. 9B Identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field.</p>	<p>4. 9B Describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web such as a fire in a forest.</p>	<p>★5. 9B Describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers.</p>
<p>1. 9C Gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter.</p>	<p>1. 9C Gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter.</p>	<p>2. 9C Compare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake and wooded area.</p>	<p>3. 9C Describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.</p>	<p>✓5. 9C Predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways.</p>	<p>✓5. 9D Identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals.</p>

## 9 – Life Science: Needs & Interactions

★ = Readiness Standard

✓ = Supporting Standard



## Grades K – 5<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
K. 10 Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:	1. 10 Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:	2.10 Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:	3. 10 Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:	4. 10 Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to:	5.10 Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:
K.10A Sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape.	1. 10A Investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats.	2. 10A Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water.	3.10A Explore how structures and functions of plants and animals allow them to survive in a particular environment.	4. 10A Explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants.	★5.10A Compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals.
K.10B Identify parts of plants such as roots, stem, and leaves and parts of animals such as head, eyes, and limbs.	1. 10B Identify and compare the parts of plants.	2. 10B Observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant.	3. 10B Explore that some characteristics of organisms are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment such as animals using tools to get food.	4. 10B Demonstrate that some likenesses between parents and offspring are inherited, passed from generation to generation such as eye color in humans or shapes of leaves in plants. Other likenesses are learned such as table manners or reading a book and seals balancing balls on their noses.	★5.10B Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle.
K. 10C Identify ways that young plants resemble the parent plant.	1. 10C Compare ways that young animals resemble their parents.	2. 10C Investigate and record some of the unique stages that insects undergo during their life cycle.	✓3.10C Investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs.	4. 10C Explore, illustrate, and compare life cycles in living organisms such as butterflies, beetles, radishes, or lima beans.	✓5. 10C Describe the differences between complete and incomplete metamorphosis of insects.
K.10D Observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.	1. 10D Observe and record life cycles of animals such as a chicken, frog, or fish.				

# 10 – Life Science: Adaptations & Life Cycles

★ = Readiness Standard

✓ = Supporting Standard

# 2010-2011 Science TEKS

## Grades 6<sup>th</sup> – 8<sup>th</sup>

### Vertical Comparison



RICE



Nature of Science	Physical Science	Earth & Space Science	Life Science
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✓ = Supporting Standard

★ = Readiness Standard



## Grades 6<sup>th</sup> – 8<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

6th	7th	8th
<p>6.1 Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to</p> <p>6.1A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards</p> <p>6.1B Practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials.</p>	<p>7.1 Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to</p> <p>7.1A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards</p> <p>7.1B Practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials.</p>	<p>8.1 Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to</p> <p>8.1A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards</p> <p>8.1B Practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials.</p>
<p>6.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:</p> <p>6.2A Plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology;</p> <p>6.2B Design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology.</p> <p>6.2C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers;</p> <p>6.2D Construct tables and graphs, using repeated trials and means, to organize data and identify patterns;</p> <p>6.2E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.</p>	<p>8.2 Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:</p> <p>8.2A Plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology;</p> <p>8.2B Design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology.</p> <p>8.2C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers</p> <p>8.2D Construct tables and graphs, using repeated trials and means, to organize data and identify patterns</p> <p>8.2E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends</p>	

# 1 – Process Skills: Investigation & Reasoning – Safety, Resources & Investigations

## Grades 6<sup>th</sup> – 8<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

6th	7th	8th
<p>6.3 Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:</p> <p>6.3A In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student</p> <p>6.3B Use models to represent aspects of the natural world such as a model of Earth's layers</p> <p>6.3C Identify advantages and limitations of models such as size, scale, properties, and materials; and</p> <p>6.3D Relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.</p>	<p>7.3 Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:</p> <p>7.3A In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student</p> <p>7.3B Use models to represent aspects of the natural world such as human body systems and plant and animal cells;</p> <p>7.3C Identify advantages and limitations of models such as size, scale, properties, and materials; and</p> <p>7.3D Relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.</p>	<p>8.3 Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:</p> <p>8.3A In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student</p> <p>8.3B Use models to represent aspects of the natural world such as human body systems and plant and animal cells;</p> <p>8.3C Identify advantages and limitations of models such as an atom, a molecule, space, or a geologic feature</p> <p>8.3D Relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.</p>
<p>6.4 Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:</p> <p>6.4A Use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, timing devices, and other equipment as needed to teach the curriculum; and</p> <p>6.4B use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher.</p>	<p>7.4 Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:</p> <p>7.4A Use appropriate tools to collect, record, and analyze information, including life science models, hand lens, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks, and other equipment as needed to teach the curriculum; and</p> <p>7.4B Use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher.</p>	<p>8.4 Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:</p> <p>8.4A use appropriate tools to collect, record, and analyze information, including lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators; computers; spectrometers; timing devices; and other equipment as needed to teach the curriculum; and</p> <p>8.4B Use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher.</p>

# 1 – Process Skills: Investigation & Reasoning – Scientific Thinking, Science and Society, Tools



<p style="text-align: center;">Grades 6<sup>th</sup> – 8<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison</p>		
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<p>6.5 Matter and energy. The student knows the differences between elements and compounds. The student is expected to:</p> <p>6.5A Know that an element is a pure substance represented by chemical symbols;</p> <p>6.5B Recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere;</p> <p>✓6.5C Differentiate between elements and compounds on the most basic level; and</p> <p>6.5D Identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change.</p> <p style="text-align: center;">✎ NO CORRESPONDING TEKS ✎</p>	<p>7.5 Matter and energy. The student knows that interactions occur between matter and energy. The student is expected to:</p> <p>7.5A Recognize that radiant energy from the Sun is transformed into chemical energy through the process of photosynthesis;</p> <p>7.5B Demonstrate and explain the cycling of matter within living systems such as in the decay of biomass in a compost bin; and</p> <p>✓7.5C Diagram the flow of energy through living systems, including food chains, food webs, and energy pyramids.</p> <p style="text-align: center;">✎ NO CORRESPONDING TEKS ✎</p>	<p>8.5 Matter and energy. The student knows that matter is composed of atoms and has chemical and physical properties. The student is expected to:</p> <p>8.5A Describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud</p> <p>★8.5B Identify that protons determine an element's identity and valence electrons determine its chemical properties, including reactivity;</p> <p>★8.5C Interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements</p> <p>★8.5D Recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts;</p> <p>★8.5E Investigate how evidence of chemical reactions indicate that new substances with different properties are formed; and</p> <p>★8.5F Recognize whether a chemical equation containing coefficients is balanced or not and how that relates to the law of conservation of mass.</p>
<p>6.6 Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:</p> <p>✓6.6A Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability;</p> <p>✓6.6B Calculate density to identify an unknown substance; and</p> <p>6.6C Test the physical properties of minerals, including hardness, color, luster, and streak.</p>	<p>7.6 Matter and energy. The student knows that matter has physical and chemical properties and can undergo physical and chemical changes. The student is expected to:</p> <p>✓7.6A Identify that organic compounds contain carbon and other elements such as hydrogen, oxygen, phosphorus, nitrogen, or sulfur;</p> <p>✓7.6B Distinguish between physical and chemical changes in matter in the digestive system; and</p> <p>7.6C Recognize how large molecules are broken down into smaller molecules such as carbohydrates can be broken down into sugars.</p>	<p style="text-align: center;"><b>8.6</b></p> <p style="text-align: center;">✎ SEE BELOW ✎ Force, Motion &amp; Energy</p>
<p>6.7 Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:</p> <p>6.7A Research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources</p> <p>6.7B Design a logical plan to manage energy resources in the home, school, or community</p>	<p style="text-align: center;"><b>7.7</b></p> <p style="text-align: center;">✎ SEE BELOW ✎ Force, Motion &amp; Energy</p>	<p style="text-align: center;"><b>8.7</b></p> <p style="text-align: center;">✎ SEE BELOW ✎ Earth &amp; Space</p>

# 1 – Physical Science: Matter & Energy – Elements & Compounds, Minerals & Resources (6<sup>th</sup>)

✓ = Supporting Standard

★ = Readiness Standard

## Grades 6<sup>th</sup> – 8<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<p style="text-align: center;"><b>6.6</b></p> <p>↑ SEE ABOVE ↑ Matter &amp; Energy</p>	<p style="text-align: center;"><b>7.6</b></p> <p>↑ SEE ABOVE ↑ Matter &amp; Energy</p>	<p>8.6 Force, motion, and energy. The student knows that there is a relationship between force, motion, and energy. The student is expected to:</p> <ul style="list-style-type: none"> <li>★ 8.6A Demonstrate and calculate how unbalanced forces change the speed or direction of an object's motion;</li> <li>✓ 8.6B Differentiate between speed, velocity, and acceleration; and</li> <li>★ 8.6C Investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches.</li> </ul>
<p style="text-align: center;"><b>6.7</b></p> <p>↑ SEE ABOVE ↑ Matter &amp; Energy</p>	<p>7.7 Force, motion, and energy. The student knows that there is a relationship among force, motion, and energy. The student is expected to:</p> <ul style="list-style-type: none"> <li>✓ 7.7A Contrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still</li> <li>7.7B Illustrate the transformation of energy within an organism such as the transfer from chemical energy to heat and thermal energy in digestion; and</li> <li>7.7C Demonstrate and illustrate forces that affect motion in everyday life such as emergence of seedlings, turgor pressure, and geotropism.</li> </ul>	<p style="text-align: center;"><b>8.7</b></p> <p>↓ SEE BELOW ↓ Earth &amp; Space</p>
<p>6.8 Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:</p> <ul style="list-style-type: none"> <li>6.8A Compare and contrast potential and kinetic energy;</li> <li>✓ 6.8B Identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces</li> <li>✓ 6.8C Calculate average speed using distance and time measurements</li> <li>✓ 6.8D Measure and graph changes in motion; and</li> <li>6.8E Investigate how inclined planes and pulleys can be used to change the amount of force to move an object.</li> </ul>	<p style="text-align: center;"><b>7.8</b></p> <p>↓ SEE BELOW ↓ Earth &amp; Space</p>	<p style="text-align: center;"><b>8.8</b></p> <p>↓ SEE BELOW ↓ Earth &amp; Space</p>
<p>6.9 Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:</p> <ul style="list-style-type: none"> <li>6.9A investigate methods of thermal energy transfer, including conduction, convection, and radiation</li> <li>6.9B Verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting; and</li> <li>✓ 6.9C Demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy.</li> </ul>	<p style="text-align: center;"><b>7.9</b></p> <p>↓ SEE BELOW ↓ Earth &amp; Space</p>	<p style="text-align: center;"><b>8.9</b></p> <p>↓ SEE BELOW ↓ Earth &amp; Space</p>

## 1 – Physical Science: Force, Motion & Energy – Energy Transformations



## Grades 6<sup>th</sup> – 8<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison

6th	7th	8th
<p><b>6.7</b></p> <p>↑ SEE ABOVE ↑ Matter &amp; Energy</p>	<p><b>7.7</b></p> <p>↑ SEE ABOVE ↑ Force, Motion &amp; Energy</p>	<p>8.7 Earth and space. The student knows the effects resulting from cyclical movements of the Sun, Earth, and Moon. The student is expected to:</p> <p>★8.7A Model and illustrate how the tilted Earth rotates on its axis, causing day and night, and revolves around the Sun causing changes in seasons</p> <p>★8.7B Demonstrate and predict the sequence of events in the lunar cycle; and</p> <p>✓8.7C Relate the position of the Moon and Sun to their effect on ocean tides.</p>
<p><b>6.8</b></p> <p>↑ SEE ABOVE ↑ Force, Motion &amp; Energy</p>	<p>NO CORRESPONDING TEKS</p>	<p>8.8 Earth and space The student knows characteristics of the universe. The student is expected to</p> <p>★8.8A Describe components of the universe, including stars, nebulae, and galaxies, and use models such as the Hertzsprung-Russell diagram for classification</p> <p>✓8.8B recognize that the Sun is a medium-sized star near the edge of a disc-shaped galaxy of stars and that the Sun is many thousands of times closer to Earth than any other star</p> <p>✓8.8C Explore how different wavelengths of the electromagnetic spectrum such as light and radio waves are used to gain information about distances and properties of components in the universe</p> <p>✓8.8D Model and describe how light years are used to measure distances and sizes in the universe; and</p> <p>8.8E Research how scientific data are used as evidence to develop scientific theories to describe the origin of the universe</p>
<p><b>6.9</b></p> <p>↑ SEE ABOVE ↑ Force, Motion &amp; Energy</p>	<p>NO CORRESPONDING TEKS</p>	<p>8.9 Earth and space. The student knows that natural events can impact Earth systems. The student is expected to:</p> <p>✓8.9A Describe the historical development of evidence that supports plate tectonic theory</p> <p>★8.9B Relate plate tectonics to the formation of crustal features; and</p> <p>★8.9C Interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering</p>
<h1>1 – Earth/Space Science: solar System and Beyond, Space Exploration, Habitats (7<sup>th</sup>)</h1>		

<p style="text-align: center;">Grades 6<sup>th</sup> – 8<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison</p>		
6th	7th	8th
<p>6.10 Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to</p> <p>6.10A Build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere</p> <p>6.10B Classify rocks as metamorphic, igneous, or sedimentary by the processes of their formation</p> <p>6.10C Identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American; and</p> <p>6.10D Describe how plate tectonics causes major geological events such as ocean basins, earthquakes, volcanic eruptions, and mountain building</p>	<p><b>7.10</b>            ↓ SEE BELOW ↓            Organisms &amp; Environment</p>	<p>8.10 Earth and space. The student knows that climatic interactions exist among Earth, ocean, and weather systems. The student is expected to:</p> <p>✓8.10A Recognize that the Sun provides the energy that drives convection within the atmosphere and oceans, producing winds and ocean currents;</p> <p>✓8.10B Identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressures and fronts; and</p> <p>✓8.10C Identify the role of the oceans in the formation of weather systems such as hurricanes.</p>
<p>☛ NO CORRESPONDING TEKS ☛</p>		
<p>6.11 Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:</p> <p>6.11A Describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets</p> <p>✓6.11B Understand that gravity is the force that governs the motion of our solar system</p> <p>6.11 C Describe the history and future of space exploration, including the types of equipment and transportation needed for space travel</p>	<p><b>7.11</b>            ↓ SEE BELOW ↓            Organisms &amp; Environment</p>	<p style="text-align: center;"><b>8.11</b>            ↓ SEE BELOW ↓            Organisms &amp; Environment</p>
<p style="text-align: center;"><b>1 – Earth/Space Science: structural Geology, Solar System (6<sup>th</sup>), Meteorology (8<sup>th</sup>)</b></p>		

✓ = Supporting Standard

★ = Readiness Standard



<p>Grades 6<sup>th</sup> – 8<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison</p>	
6 <sup>th</sup>	8 <sup>th</sup>
<p><b>6.10</b>            ↑ SEE ABOVE ↑            Earth and Space</p>	<p><b>8.10</b>            ↑ SEE ABOVE ↑            Earth and Space</p>
<p>7.10 Organisms and environments. The student knows that there is a relationship between organisms and the environment. The student is expected to:</p> <p>7.10A Observe and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms;</p> <p>✓7.10B Describe how biodiversity contributes to the sustainability of an ecosystem; and</p> <p>✓7.10C Observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds.</p> <p>7.11 Organisms and environments. The student knows that populations and species demonstrate variation and inherit many of their unique traits through gradual processes over many generations. The student is expected to:</p> <p>✓7.11A Examine organisms or their structures such as insects or leaves and use dichotomous keys for identification;</p> <p>7.11B Explain variation within a population or species by comparing external features, behaviors, or physiology of organisms that enhance their survival such as migration, hibernation, or storage of food in a bulb; and</p> <p>✓7.11C Identify some changes in genetic traits that have occurred over several generations through natural selection and selective breeding such as the Galapagos Medium Ground Finch (<i>Geospiza fortis</i>) or domestic animals.</p>	<p>8.11 Organisms and environments. The student knows that interdependence occurs among living systems and the environment and that human activities can affect these systems. The student is expected to:</p> <p>★8.11A Describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems;</p> <p>★8.11B Investigate how organisms and populations in an ecosystem depend on and may compete for biotic and abiotic factors such as quantity of light, water, range of temperatures, or soil composition;</p> <p>★8.11C Explore how short- and long-term environmental changes affect organisms and traits in subsequent populations; and</p> <p>✓8.11D Recognize human dependence on ocean systems and explain how human activities such as runoff, artificial reefs, or use of resources have modified these systems.</p>
<p><b>6.11</b>            ↑ SEE ABOVE ↑            Earth and Space</p>	<p>NO CORRESPONDING TEKS</p>
<p>NO CORRESPONDING TEKS</p>	<p>NO CORRESPONDING TEKS</p>
<p><b>1 – Life Science:</b> organisms and Environments – Habitats, Populations and Individuals, Evolution</p>	

✓ = Supporting Standard

★ = Readiness Standard

<p style="text-align: center;"><b>Grades 6<sup>th</sup> – 8<sup>th</sup> 2010-2011 Science TEKS Vertical Comparison</b></p>		
6th	7th	8th
<p>6.12 Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:</p> <p>6.12A Understand that all organisms are composed of one or more cells</p> <p>6.12B Recognize that the presence of a nucleus determines whether a cell is prokaryotic or eukaryotic</p> <p>6.12C Recognize that the broadest taxonomic classification of living organisms is divided into currently recognized Domains</p> <p>✓6.12D Identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms</p> <p>6.12E Describe biotic and abiotic parts of an ecosystem in which organisms interact; and</p> <p>6.12F Diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem.</p>	<p>7.12 Organisms and environments. The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. The student is expected to:</p> <p>7.12A Investigate and explain how internal structures of organisms have adaptations that allow specific functions such as gills in fish, hollow bones in birds, or xylem in plants;</p> <p>✓7.12B Identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems;</p> <p>7.12C Recognize levels of organization in plants and animals, including cells, tissues, organs, organ systems, and organisms;</p> <p>✓7.12D Differentiate between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole;</p> <p>7.12E Compare the functions of a cell to the functions of organisms such as waste removal; and</p> <p>✓7.12F Recognize that according to cell theory all organisms are composed of cells and cells carry on similar functions such as extracting energy from food to sustain life</p>	<p>✎ NO CORRESPONDING TEKS ✎</p>
<p>✎ NO CORRESPONDING TEKS ✎</p>	<p>7.13 Organisms and environments. The student knows that a living organism must be able to maintain balance in stable internal conditions in response to external and internal stimuli. The student is expected to:</p> <p>7.13A Investigate how organisms respond to external stimuli found in the environment such as phototropism and fight or flight; and</p> <p>7.13B Describe and relate responses in organisms that may result from internal stimuli such as wilting in plants and fever or vomiting in animals that allow them to maintain balance</p>	<p>✎ NO CORRESPONDING TEKS ✎</p>
<p>✎ NO CORRESPONDING TEKS ✎</p>	<p>7.14 Organisms and environments. The student knows that reproduction is a characteristic of living organisms and that the instructions for traits are governed in the genetic material. The student is expected to:</p> <p>7.14A Define heredity as the passage of genetic instructions from one generation to the next generation;</p> <p>✓7.14B Compare the results of uniform or diverse offspring from sexual reproduction or asexual reproduction; and</p> <p>✓7.14C Recognize that inherited traits of individuals are governed in the genetic material found in the genes within chromosomes in the nucleus.</p>	<p>✎ NO CORRESPONDING TEKS ✎</p>
<h1>1 – Life Science: Organization of Organisms, Structures &amp; Behavior, Inheritance</h1>		

✓ = Supporting Standard

★ = Readiness Standard



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.2. Exit Requirements

## Brentwood Stair Preparatory School Promotion Requirements

Brentwood Star Preparatory School will apply promotion requirements In accordance with Texas Education Code 28.021 (a) “A Student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level” and student attendance “a student cannot have a total number of unexcused absences that exceed 10% of the class meetings.”

Grade Level	Promotion Requirements to Advance to the Next Grade Level
<b>Pre-Kindergarten</b>	<ul style="list-style-type: none"> <li>• Students must demonstrate satisfactory progress in the developmental domains and early learning disciplines according to TEA Pre-Kindergarten Guidelines, curriculum and local policy.</li> <li>• Students will not be retained in Pre-Kindergarten, except in rare circumstances with recommendation and agreement by the teacher, parent, and principal.</li> </ul>
<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>• Students must demonstrate success in ELA/Reading, Mathematics, Science and Social Studies</li> <li>• Students must demonstrate success in grade appropriate skill-sets</li> <li>• Students must have sufficient attendance*</li> <li>• Students will not be retained in Kindergarten, except in rare circumstances with recommendation and agreement by the teacher, parent, and principal.</li> </ul>
<b>Grades 1 to2</b>	<ul style="list-style-type: none"> <li>• Student should maintain an average of 70 or above in reading, other language arts, mathematics, and science or social studies.</li> <li>• Student should demonstrate satisfactory progress on the ITBS assessments</li> <li>• Students must have sufficient attendance*</li> </ul>
<b>Grades 3 to 5</b>	<ul style="list-style-type: none"> <li>• Students must satisfy the minimum requirements on all STAAR assessments.</li> <li>• State requirement of overall yearly average of 70 or above and local requirement of an average of 70 or above in reading, other language arts, mathematics, and science or social studies.</li> <li>• Student should demonstrate satisfactory progress on the ITBS assessments</li> <li>• Students must have sufficient attendance*</li> </ul>
<b>Grades 6 to 8</b>	<ul style="list-style-type: none"> <li>• Students must satisfy the minimum requirements on all STAAR assessments.</li> <li>• State requirement of overall yearly average of 70 or above and a local requirement of an average of 70 or above in three of the four core courses: Language arts (average of reading and English), mathematics, science, and social studies.</li> <li>• Student should demonstrate satisfactory progress on the ITBS assessments</li> <li>• Students must have sufficient attendance*</li> </ul>

According to state and federal laws for English Language Learners, the Grade Placement Committee (GPC) in consultation with the Language Proficiency Assessment Committee (LPAC) will determine promotion standards.

According to state and federal laws for students with disabilities, the campus ARD/IEP committee will determine the promotion status based on mastery of IEP goals and objectives and /or course requirements.



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.3. Principal Documents

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://www.state.tx.us/TEA/ASKTED/Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$55,000 to \$92,000
Kennedale ISD	220914	Kennedale, Texas	3,163	\$53,000 to \$75,000
Castleberry ISD	220917	Fort Worth, Texas	3,814	\$55,000 to \$90,000



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

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## JOB DESCRIPTION

**POSITION:** PRINCIPAL  
**REPORTS TO:** CEO/SUPERINTENDENT

<b>Exempt Position/ 12 Month Standard Contract</b>
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### Purpose

To act as the educational and operational leader of the school responsible for the effective execution of policies adopted by the board of directors and the superintendent. To assume, in conjunction with the superintendent, administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the school and for the annual appraisal of school staff.

### Minimum Qualifications

#### Education/Certification:

Master's Degree or higher required.

Teaching certificate preferred.

Mid-Management or Principal certified or actively pursuing a school administration certificate required.

#### Experience:

Minimum of three (3) years' teaching experience in grades K-12.

A minimum of ten (10) years' experience of which at least five (5) years should be in school administration.

Knowledge and/or experience with public or charter schools desirable.

## Responsibilities and Duties

### Key Duties

1. Build a common vision for school improvement and a learner-centered culture based on the vision, mission and core values.
2. Manage all operations of the school in accordance with federal, state, local and education laws to ensure compliance.
3. Manage all the physical operations of the campus to ensure proper use, maintenance, safety and security are a priority.
4. Implement a high-quality, rigorous curriculum aligned to standards and based on 21<sup>st</sup> Century learning research.
5. Work with the superintendent to create strategies for attracting, developing, assessing and retaining a high performing faculty and staff.
6. Communicate all policies and procedures to the faculty, staff, students and community promulgated by the board and superintendent.
7. Effective report school information, performance data, curriculum and achievements to all relevant stakeholders.
8. Conduct performance reviews, mentor and develop opportunities for professional growth or remediation of all employees.
9. Foster a learner-centered culture that cultivates innovation, lifelong learning, global awareness and cultural responsiveness.
10. Establish special programs (ELL, special education, G/T) as required.

### Instructional Management

11. Responsible for development, supervision and monitoring of instructional programs and extracurricular activities.



12. Responsible for communicating and carrying out established policies; delegates and accepts responsibility for completion of tasks and communicates program goals, objectives and policies to the faculty, staff, parents, students, and community.
13. Works with faculty and staff to establish, monitor and revise student schedules, classroom schedules, facility schedules (i.e. library, computer lab, physical education) and all other special scheduling situations.
14. Responsible for developing the yearly calendar, operational forms, handbooks and policies in collaboration with the superintendent.

### **Personnel Management, Professional Growth and Development**

15. Responsible for establishing and managing professional development program for faculty and staff through various means, ensuring that the methods and content support the faculty and staff according to their professional needs, goals and objectives of the school.
16. Responsible for supervising, interacting, and holding meetings to provide direction to the faculty and staff with regards to performance and processes – ensuring compliance with policy and the campus improvement plan.
17. Responsible to schedule, evaluate and remediate the faculty, teacher aides, and substitutes to obtain optimal performance and productivity in accordance with the vision and mission.
18. Responsible for conducting regular faculty and staff meetings, and attending the vertical and horizontal team meetings.

### **Management of Fiscal, Administrative, and Facilities Functions**

19. Promote a safe environment based on a student code of conduct and safety policies responsive to student and staff needs.
20. Responsible for supporting the superintendent with accurately managing student and financial data (i.e. budgeting, PEIMS, federal title funds, audits, etc.).
21. Responsible for supervising and involving the faculty and staff in setting budgetary goals relative to their work environment, while helping them to prioritize and utilizing materials wisely.
22. Responsible for the collection and management of data and records; as well as the maintenance of the school filing system, data collection software and school related history.
23. Responsible for the management of a safe campus in compliance with laws, civil regulations and board policies with the school crisis plan, fire/tornado/disaster drills scheduling implementation and record keeping; keep fire system and extinguishers in good working order and inspected, performing safety inspections and documenting safety hazards to the superintendent.
24. Responsible for evaluate and requesting the purchase of educational materials, textbooks, assessments and other curriculum in accordance with state and SACS standards and ensure proper alignment throughout the curriculum.
25. Assist the superintendent and budget office in managing federal funding to ensure that proper testing, reporting, usage, and inventory.
26. Responsible for maintaining proper documentation and reporting required for SACS (Southern Association of Colleges and Schools) to ensure compliance with standards.
27. Responsible for the oversight of school vehicles; maintaining trip logs and regular maintenance, inspections and paperwork – including implementing the required “15 passenger van” safety course to all listed drivers.
28. Responsible for the oversight of all computer hardware and software on campus and electronic security measures.

### **Student Management**

29. Responsible for administering and supervising the disciplinary policies and procedures - while promoting and maintaining open communications, positive student attitudes, respects dignity, worth of staff, students, and complies with established lines of authority.
30. Responsible for the implementation of parent & student orientations, conferences and meetings.

31. Responsible for defining and disseminating information about school code of conduct and disciplinary policies/procedures to parents, students, staff and community, as set forth by the superintendent.

### **School Morale and Improvement**

32. Model and promote the Code of Ethics and Standard Practices for Texas Educators and professionalism in all decisions.
33. Responsible for functioning as a liaison and maintaining oversight with documented and demonstrated operational supervision in accordance with the school's policies and Bylaws, regarding the management of school organizations and fundraisers; such as the PTO, student council, etc.
34. Responsible for continuing on a professional growth plan to obtain and/or maintain the necessary credentials set forth by the board, the accrediting agency and national and state standards.

### **School or Community Relations**

35. Responsible for supervising and maintaining auxiliary services and uses community resources to supplement the school program; such as: physical education, counseling, volunteering.
36. Assists with the planning of calendar events (i.e. teacher in-services, special functions, awards banquet/graduation, and orientations) in coordination with school administration.
37. Responsible for maintaining an updated school web site.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.



*Brentwood Stair  
Preparatory School*

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**PRINCIPAL EVALUATION**

**NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Definitions:**            **U – Unsatisfactory**    **B – Basic**        **P – Proficient**

**Unsatisfactory:** Does not meet acceptable standards of the profession. Rating in the unsatisfactory category must be supported by comments and/or documentation.

**Basic:** Has the foundation expected by professional standards in most situations.

**Proficient:** Highly competent in the art, skills, or field of knowledge required.

<b>STANDARD 1: Visionary Leadership – Requires standard rating</b>						
<b>Elements:</b>	<b>EVALUATEE</b>			<b>EVALUATOR</b>		
	<b>U</b>	<b>B</b>	<b>P</b>	<b>U</b>	<b>B</b>	<b>P</b>
1. Attention to and improvement of school’s structure, climate, culture, and achievement.						
2. Uses assessment tools to measure school’s structure, climate, culture, and achievement.						
3. Demonstrates knowledge and support of site-based improvement goals and objectives.						
4. Demonstrates leadership in decision-making efforts.						
5. Possesses a working understanding of “Best Practices”.						
6. Consistently uses effective planning and communication skills.						
7. Demonstrates efforts to uphold the highest professional expectations for all staff and for quality instruction for all students.						
8. Uses thoughtful and effective problem solving skills and learning.						

<b>STANDARD 2: Instructional Leadership – Requires standard rating</b>						
<b>ELEMENTS:</b>	<b>EVALUATEE</b>			<b>EVALUATOR</b>		
	<b>U</b>	<b>B</b>	<b>P</b>	<b>U</b>	<b>B</b>	<b>P</b>
1. Understands and reinforces direct instruction methods and core competencies of science, technology and languages.						
2. Demonstrates effective supervision and evaluation of instruction performance and methods.						
3. Possesses a clear understanding of and demonstrates dedicated supervision of curriculum.						
4. Employs thoughtful and determined management approaches to instruction.						
5. Effectively integrates use of computer technology.						
6. Emphasizes ongoing and consistent development of new teachers.						
7. Demonstrates an understanding of the need for ongoing professional growth and staff development.						
8. Demonstrates an ability to facilitate and motivate a staff to work toward accomplishing identified school improvement goals.						

<b>STANDARD 3: Management &amp; Organizational Leadership – Requires standard rating</b>						
<b>ELEMENTS:</b>	<b>EVALUATEE</b>			<b>EVALUATOR</b>		
	<b>U</b>	<b>B</b>	<b>P</b>	<b>U</b>	<b>B</b>	<b>P</b>
1. Maintains high visibility throughout the campus and school.						
2. Implements emergency planning and readiness.						
3. Regularly and efficiently communicates school						



activities.							
4. Effectively supervises and leads school departments, teams, and committees.							
5. Employs effective conflict management practices.							
6. Demonstrates sound judgment and effective decision-making.							
7. Manages annual staff feedback for self-assessment.							
8. Develops and employs effective student management practices.							
9. Effective day-to-day building management.							

<b>STANDARD 4: Leader of Family Community Partnership – Requires standard rating</b>							
	<b>EVALUATEE</b>			<b>EVALUATOR</b>			
<b>ELEMENTS:</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>U</b>	<b>B</b>	<b>P</b>	
1. Cultivates environment that embraces a diverse body of students and that encourages their development and growth into productive members of our society.							
2. Provides regular demonstrated parent and community leadership; supports and develops volunteer programs.							
3. Develops and promotes effective teacher communications with parents.							

Evaluatee's summary reflections and goals:

Evaluator's recommendations:

Commendations, including specific elements that are considered distinguished:

The evaluatee's signature does not indicate agreement or disagreement with the evaluation. It signifies that he/she has conferred with the evaluator and has examined the document.

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.4. Leadership Team Documents



## CEO/Superintendent's Bio

Dr. Julia Michelle Nusrallah is the CEO/Principal at Al-Hedayah Academy in Fort Worth, Texas, returning in January 2014. She began her education career at AHA in 1999, moved into administration as the principal from 2001 until May 2007. Her education experiences are principal, principal mentor, teacher, teacher mentor, academic competition coach, technology coordinator and consultant for private, charter, and public school districts. She has extensive experience with early childhood, elementary, and middle school levels. Prior to education, she earned a Bachelor's Degree in Management Information systems from Dallas Baptist University and has over 20 years in IT as a systems engineer, MIS, operations manager, and consultant for NCR Corporation, City of Hurst, ThriftMart and Expresspoint Technologies Inc.

As a visionary with a passion for teaching and learning, she provided the leadership for AHA to achieve its vision of becoming a truly learner-centered school focused on cultural competency and life-long learning. In 2003, she earned a Texas Educator Certificate for Standard Principal (Grades EC-12) at the Texas Education Service Center (ESC) Region XI and AHA achieved accreditation with the Southern Association of Colleges and Schools (SACS AdvancED). In 2006, the Pre-Kindergarten program started in 2002 was licensed by the Texas Daycare Licensing Services. Her leadership skills are evident in the success of the school, the endless student accomplishments, and the number of employee professional achievements (a) Two (2) Doctorate in Education Degrees, (b) Four (5) Master in Education Degrees, (c) Four (5) Bachelor Degrees, (d) One (1) Texas Principal Certification (EC-12), (e) Three (3) Texas Licensed Daycare Operators, and (f) Fifteen (15) Texas Alternative Teaching Certificates with numerous add on certificates, which a testament to developing a learner-centered culture.

From 2007 to 2014, she consulted and volunteered professionally while completing her Doctorate in Educational Leadership with a minor in Adult Education from Nova Southeastern University. Her 4.0 gpa earned her inductions into Kappa Delta Pi International Honor Society in Education – Omega Theta Chapter and Phi Delta Kappa International – UNT/TWU Chapter. She served on the executive boards of Texas PTA Area17 for two years, Fort Worth ISD Council of PTAs for seven years, and the Harmony School of Innovations' T-STEM Advisory Board until returning to AHA. Focused on improving education, she was a FWISD Teaching Excellence Grant/Award Selection Committee Member for three years, a SACS/AdvancED accreditation team member since 2005, a panel member for dropout prevention, a guest speaker at TCU, a Phi Delta Kappa round table facilitator, a grant writer, and college admissions consultant.

However, her real passion is with competitions, academic and anything technology. Especially STEM related competitions evidenced by her history of involvement as a judge, coach and event volunteer. Further evidenced by the numerous student/team trophies, medals and ribbons in FIRST (For Inspiration and Recognition of Science and Technology) Robotics, PSIA (Private School Interscholastic Association), MathCounts, Science Olympiads, ExxonMobil Texas Science and Engineering Fairs, River Legacy Cardboard Boat Regatta, Orienteering, and more. Finally, if not school or reading, she enjoys movies, gaming, and ping pong with her family.



## **Julia Michelle Nusrallah, EdD**

1102 Mildred Lane, Benbrook, TX 76126  
817-980-9472 • [REDACTED]

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### **Objective**

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To continually support the establishment and operations of education systems committed to achieving the highest standards of education in developing life-long learners for the 21<sup>st</sup> century and beyond based on meeting global demands grounded in empirical research.

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### **Summary of Qualifications**

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- Detail oriented with over 20 years of experience in management and supervision.
- Strong team player and leader
- Results driven with a passion for success and creation
- Critical thinker with strong problem-solving skills
- Extensive and diverse education experience in private, charter and public schools as an educator, administrator, consultant and board member
- Accomplished background in researching, designing, implementing, directing, and assessing education programs and curriculum for results in school systems
- Strong verbal and written communication skills.
- Expanded technical knowledge and abilities with regard to computer technology and electronics, in both hardware and software.

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### **Education and Certifications**

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#### **Doctorate in Educational Leadership with Minor in Adult Education – May 2013**

Nova Southeastern University, Fort Lauderdale, FL      GPA 4.0 – Kappa Delta Pi  
Dissertation: *Principals' Perceptions of the Quality of Alternatively Certified Teachers in Elementary, Middle, and High School Settings*

#### **Master of Science in Education in Teaching and Learning - June 2001**

Nova Southeastern University, Fort Lauderdale, FL      GPA 4.0

#### **Bachelor of Arts in Management Information Systems - January 1990**

Dallas Baptist University, Dallas, TX      GPA 3.8 – Alpha Chi

#### **Alliance for Educational Leadership (AEL) Principal Preparation Program 2002-2003**

**Texas Educator Certificate - Standard Principal (Grades EC-12) 6/5/2003**

Texas Education Service Center (ESC) Region XI, Fort Worth, TX

**Ongoing Professional Development:** Education, Leadership (i.e. ILD, PDAS, LDP, SBDM, GT, TEKS, and SBEC), Management, Ethics, Learning, Instructional, Self-Improvement, Technology, etc... - Certificates available upon request

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## Education Work Experience

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### *Education Consultant*

**May 2007 until Present**

Self-Employed consultant for local private, charter, and public school systems in Texas

### *Al-Hedayah Academy*

**Oct 1999-May 2007 & Sept 2013-May 2013**

8601 Randol Mill Rd, Fort Worth, TX 76120

**5<sup>th</sup> Grade Math Teacher** (Jan 2013 to May 2013)

**High School Consultant** (Sept 2013 to May 2013)

**Principal/Headmistress** (Nov 2001 to May 2007)

**Technology Coordinator** (1999 to 2006 (*overlaps other positions*))

**Teacher: Secondary Math, 5<sup>th</sup> & 6<sup>th</sup> Gr Self-Contained** (Oct 1999 to May 2002)

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## Other Professional Work Experience

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**Operations Manager**, August 1996 to July 1999

*Expresspoint Technology Services Inc.* (Formerly Amcom Corp), Fort Worth, TX

**Information Systems Manager**, September 1991 - October 1995

*Thrift Mart Food Stores*, Granbury, TX

**Owner/Operator**, Jan 1990 - Sept 1991

*RCSS Incorporated*, Fort Worth, TX

**Programmer/Analyst**, 1988 to 1990

*City of Hurst*, Hurst, TX

**System Engineer**, 1985 – 1988

*NCR Corporation*, Fort Worth, TX

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## Project Summary and Accomplishments

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**Southern Association of Colleges and Schools September 2003 Accreditation** - Facilitated

*Al-Hedayah Academy's* Kindergarten thru 8th accreditation process.

**Texas Department of Family and Protective Services 2006 Accreditation** - Facilitated

*Al-Hedayah Academy's* daycare licensing process.

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## Technical Skills Summary

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**Proficient:** Windows – All Platforms; Computer Hardware & Software installation, updating and configuration. MSOffice Suite; Project Manager; Adobe Creative Suites 6; Elluminate; WebCT; Blackboard; Website Development (e.g. FrontPage, Dreamweaver, HTML, Flash, CSS); School Management Systems (e.g. Rediker, RenWeb), Accounting, Payroll, Social Media (e.g. Facebook, Twitter, LinkedIn, Blogging, and more).

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## Professional Affiliations / Memberships

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**ASCD**

**AERA** (American Education Research Association)

**AERA SIG** – Survey Research in Education

**Kappa Delta Pi** International Honor Society in Education – Omega Theta Chapter

**NAESP** - National Association of Elementary School Principals

**Phi Delta Kappa** International – UNT/TWU Chapter

**Texas PTA Life Member**

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**Professional Recognitions**

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**Kappa Delta Pi** International Honor Society in Education – Omega Theta Chapter

**Phi Delta Kappa** International – UNT/TWU Chapter

**Alpha Chi** Honor Society – Dallas Baptist University Chapter

**Texas Congress of Parents and Teachers**, Austin, Texas

2012 Honorary Life Membership

**Al-Hedayah Academy** (PK-8), Fort Worth, Texas

2012 Service Award

2002-2003 Outstanding Principal Award

**Harmony School of Innovation**, Fort Worth, Texas

2012 Appreciation Award for Leadership, Support and Mentor FRC Robotics Team

**Fort Worth ISD Council of PTAs**, Texas

2010 to 2013 Annual Texas PTA Gold Award for Printed and Electronic Newsletters

2010 to 2013 Annual Texas PTA Gold Award for Website

**Fort Worth ISD**, Texas

2009 to 2013 Annual 100+ Hour Volunteer Service Award

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**Reference List**

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- Carole Trueman, EdD** (604) 534-7085 [REDACTED]  
Nova Southeastern University, Dissertation Chair  
21121-18th Avenue, Langley, BC, Canada, V2Z 2G2
- Ian Rule, PhD** (972) 758-9589 [REDACTED]  
AdvancED (SACS CASI) Accreditation Consultant/Team Leader  
Private School Consultant, Dallas, TX
- Fajer Jaafari, PhD** (682) 554-8478 Fajer@uta.edu  
Al-Hedayah Academy Education Chairman  
8691 Randol Mill Road, Fort Worth, TX 76120
- Yashau Sodiq, PhD** (817) 257-6439 y.sodiq@tcu.edu  
Al-Hedayah Education Chairman during my principal tenure  
Associate Professor, Texas Christian University, Fort Worth, TX 76129
- Rabah Hamad, MEd** (817) 808-2235 hamara@mansfieldisd.org  
Reading Specialist Mansfield ISD - Former faculty under my leadership  
4907 Brazos Wood Circle, Arlington, TX 76017
- Diana Abdi, MEd** (512) 926-1737 principal@apaacademy.org  
I was a Team member of the initial & renewal AdvancED/SACS Accreditation  
Team for Austin Peace Academy, 5110 Manor Road, Austin, TX 78723

**Julia Michelle Nusrallah, EdD**  
**School Administration Consultant**  
1102 Mildred Lane, Benbrook, TX 76126  
817-980-9472 ● [REDACTED]

## Professional Profile

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I am a strong leader and visionary with a lifelong passion for teaching and learning in the 21<sup>st</sup> century. With over 10 years in education administration, I have accumulated more than 20 years of management experience in the corporate world including food and drug, computer, and education industries.

I enjoy a professional challenge and believe in being a change-maker in our evolving global society. I am an information junkie with a passion for creating new programs and procedures; while I employ the years of educational research and results, I enjoy thinking outside of the box.

I advocate collaboration through professional and organizational networking, teamwork, mentoring, and coaching for optimal success. As an educator, I realize the need to develop the best teachers for all learners beginning in elementary and continuing through post-secondary classrooms. Good school administrators create a campus full of compassionate educators who possess the content knowledge and the skill sets required to achieve student success.

## Educational History

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- **Doctorate in Educational Leadership with a minor in Adult Education (4.0)**, May 2013 from Nova Southeastern University.  
Dissertation Title: *Principals' Perceptions of the Quality of Alternatively Certified Teachers in Elementary, Middle, and High School Settings*
- **Texas Educator Certificate - Standard Principal (Grades EC-12)** 6/5/2003 from Texas Education Service Center (ESC) Region XI
- **M.S. in Education: Teaching and Learning (4.0)**, June 2001 from Nova Southeastern University
- **B.A. in Management Information Systems (3.8)**, January 1990 from Dallas Baptist University

## Professional Experience in Education

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### **FIRST (For Inspiration and Recognition of Science and Technology) FLL/FTC/FRC Robotics, Manchester, NH**

- 2013 FIRST Mentor and FIRST LEGO League Championship Robot Design Judge
- 2012 FIRST Mentor and FIRST LEGO League Championship Robot Design Judge
- 2011 FIRST FTC/FRC Mentor/Coach including Grant Management, Fundraising, Build Season and Competition; FRC Dallas Regionals - 2<sup>nd</sup> Place in Finals
- 2010 FIRST FTC/FRC Mentor/Coach including Grant Management, Fundraising, Build Season and Competition; FRC Dallas Regionals – Rockwall Innovation in Design Award, 6<sup>th</sup> Place in Qualifiers



- 2009 FIRST FTC/FRC Mentor including Grant Management, Build Season and Competition; FRC Dallas Regionals – 20<sup>th</sup> Place in Qualifiers

**Science Olympiad, Texas A&M University**

2009 to 2012 Mentor/Coach at District and State Competitions

**Harmony Public Schools (Charter) Texas**

- 2013 to 2014 T-STEM Advisory Board Member
- 2009 to 2014 FIRST FLL/FTC/FRC Robotics Coach/Mentor/Judge
- 2009 to 2013 Science Fair Judge
- 2009 to 2012 Science Olympiad Mentor
- 2008 to 2010 MathCounts Mentor

**Education, School Administration and Accreditation Consultant**

- 2007 to 2014 - SACS CASI (Southern Association of Colleges and Schools/AdvancEd.org) Certification Committee Member for Private School Accreditation (Texas).
- 2013 - Islamic School of Irving (SACS/AdvancED Accreditation)
- 2013 - Vanguard International Academy (School Administration)
- 2013 - Al-Hedayah Academy (High School Administration)
- 2010 to 2013 Harmony Science Academy and Harmony School of Innovation FW (FRC Program and Grants, including the Texas High School Project, Lockheed Martin, and jcpenny)

**Al-Hedayah Academy, Fort Worth, Texas**

**Position and Responsibilities**

- 2013 (Jan-May) – MS Math Teacher
- 2001 to 2007 – Principal
- 1999 to 2007 – Technology Coordinator
- 1999 to 2001 – MS Math, 5<sup>th</sup> & 6<sup>th</sup> Self-Contained Classroom Teacher

**Accomplishments**

- 2006: Facilitated the implementation of a Pre-K/Daycare program and received licensing/Accreditation from the Texas Department of Family and Protective Services.
- 2005: Best Buy Technology Grant.
- 2004: Secured Federal Funding from FWISD and AISD
- 2003: Facilitated the SACS (Southern Association of Colleges and Schools) accreditation for Kindergarten through 8th grade.

**Professional Memberships**

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**ASCD**

**AERA** (American Education Research Association)

**AERA SIG** – Survey Research in Education

**Kappa Delta Pi** International Honor Society in Education – Omega Theta Chapter

**NAESP** - National Association of Elementary School Principals

**Phi Delta Kappa** International – UNT/TWU Chapter

**Texas PTA Life Member**

## Professional Recognitions

---

**Kappa Delta Pi** International Honor Society in Education – Omega Theta Chapter  
**Phi Delta Kappa** International – UNT/TWU Chapter  
**Alpha Chi** Honor Society – Dallas Baptist University Chapter  
**Texas Congress of Parents and Teachers**, Austin, Texas  
2012 Honorary Life Membership  
**Al-Hedayah Academy** (PK-8), Fort Worth, Texas  
2012 Service Award  
2002-2003 Outstanding Principal Award  
**Harmony School of Innovation**, Fort Worth, Texas  
2012 Appreciation Award for Leadership, Support and Mentor FRC Robotics Team  
**Fort Worth ISD Council of PTAs**, Texas  
2010 to 2013 Annual Texas PTA Gold Award for Printed and Electronic Newsletters  
2010 to 2013 Annual Texas PTA Gold Award for Website  
**Fort Worth ISD**, Texas  
2009 to 2013 Annual 100+ Hour Volunteer Service Award

## Professional Citizenship

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### **Fort Worth ISD Council of PTAs**

2011 to 2014, Executive Board Member - Council Treasurer  
2008 to 2013, Executive Board Member - Newsletter/Website Chairman  
2008 to 2012, Middle School Student Leadership Conference

### **Fort Worth ISD**

#### **Teaching Excellence Grant/Award Selection Committee Member**

- 2011 – Outreach Communications Chair for Teaching Excellence in Elementary Reading
- 2010 – Freese and Nichols Chair for Teaching Excellence in Secondary Math
- 2009 - Angela D. Paulos Chair for Teaching Excellence in Visual Arts

#### **Ad Hoc Parent Advisory Team Member (2008)**

Topics: Parent Communication, Parent Engagement & Involvement, Transition Issues, and School Leadership

**Multicultural Alliance** – Interfaith Dialogues (6 weeks) Fall 2013

**Kappa Delta Pi** – ILead Conference Small Group Facilitator in Dallas 2012

### **Texas Christian University**

Panel Member/Guest Speaker since 2004

### **Texas PTA Area 17**

2011 to 2013, Executive Board Committee Member - Newsletter/Website Chair

**NSU Fischler School of Education and Human Services**, Orlando, Florida

2011 Summer Conference on “Global Leadership, Learning, and Research”

2006 Summer Conference on “Global Leadership, Learning, and Research”

### **Tarrant Community College District (TCCD)**

- 2009 - TCCD, Fort Worth ISD, City of Fort Worth: Partner Participant in the *America's Promise Summit 2009* collaborating to keep kids on track for graduation.
- 2007 – TCCD: Panel Speaker for *Knowledge Connection: Faith and Education* a collaborative effort between the local community college, local ISD and religious



organizations to improve services to at-risk students and lower dropout rates in Tarrant County.

## **Research Interests**

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- Alternative and Traditional Teacher Certification programs
- Teacher impact on student learning
- Standardized testing with regard to how the education system uses the results
- The Impact of homework on student achievement
- Science, Technology, Engineering and Math in Education

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Al-Hedayah Academy Inc

Enter the name of the proposed charter school:

Brentwood Stair Preparatory School

Position:

CEO/Superintendent

Reports to:

Charter Holder Board of Directors

Salary Range:

\$90,000 to \$125,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Cell phone, PDA, professional organization membership/subscription dues, professional conference allowance, travel allowance, life and health insurance coverage may be included in CEO/Superintendent's benefit package.

Proposed Location (City and County):

Fort Worth, Tarrant County

Number of Students anticipated in year one:

282

In year five:

390

**Minimum Qualifications Required:**

Education Required:

Master's Degree or higher required.  
Doctorate in Education preferred.

Experience Required:

Minimum of three (3) years teaching experience in grades K-12.  
A minimum of ten (10) years' experience of which five (5) years should be in school administration  
Knowledge and/or experience with public or charter schools desirable.

Certification Required:

Mid-Management or Principal certificate required.  
Superintendent certificate preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED\\_Web\\_Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED_Web_Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	158,000
Kennedale ISD	220914	Kennedale, Texas	3,163	169,000
Castleberry ISD	220917	Fort Worth, Texas	3,814	172,000



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

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## JOB DESCRIPTION

**POSITION:** CEO/SUPERINTENDENT  
**REPORTS TO:** BOARD OF DIRECTORS

<b>Exempt Position/ 12 Month Standard Contract</b>
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### **Purpose**

To act as the educational leader and chief executive officer of the school responsible for the effective execution of policies adopted by the board of directors. To assume administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the school and for the annual appraisal of school staff.

### **Minimum Qualifications**

#### **Education/Certification:**

- Master's Degree or higher required.
- Doctorate in Education preferred.
- Mid-Management or Principal certificate required.
- Superintendent certificate preferred.

#### **Experience:**

- Minimum of three (3) years' teaching experience in grades K-12.
- A minimum of ten (10) years' experience of which at least five (5) years should be in school administration.
- Knowledge and/or experience with public or charter schools desirable.

## **Responsibilities and Duties**

### **Key Duties**

1. Team with the board to realize the vision of the school and to promote a learning community comprised of inquiry, reflection and collaboration.
2. Manage all operations of the school in accordance with federal, state, local and education laws to ensure compliance.
3. Align all resources—people, time, and money—to promote and establish the vision, mission, operations and performance of the school.
4. Foster a learner-centered culture that cultivates innovation, lifelong learning, global awareness and cultural responsiveness.
5. Implement a high-quality, rigorous curriculum aligned to standards and based on 21<sup>st</sup> Century learning research.
6. Promote a safe environment based on a student code of conduct and safety policies responsive to student and staff needs.
7. Model and promote the Code of Ethics and Standard Practices for Texas Educators and professionalism in all decisions.
8. Establish effective strategies for attracting, mentoring, developing, assessing and retaining high-quality faculty and staff.
9. Establish professional development, mentoring and teaming opportunities based on student performance data.
10. Responsible for accurately managing student and financial data (i.e. budgeting, PEIMS, federal title funds, audits, etc.).
11. In the event the school has no principal, the superintendent shall perform all duties of the principal.



### **Instructional Management**

12. Be informed about all aspects of the instructional program and ensure that there is a continuous focus on improving student academic performance.
13. Responsible for working with the staff, board and community to plan an effective curriculum.
14. Develop, evaluate, and revise the school improvement plan annually with the assistance of designated board committees.
15. Prepare reports and assist the board in evaluating the effectiveness of all school programs.
16. Continually analyze and address recognized issues or weaknesses with the curriculum or instructional methods.

### **Personnel Management**

17. Recommend the number and types of positions needed to carry out the school's functions effectively, develop and recommend pay systems, pay increases or adjustments for personnel, and organize the central administration.
18. Make all hiring and firing decisions with respect to personnel, define all duties of personnel, and assign and reassign all personnel, as needed.
19. Direct and supervise the staff evaluation program.
20. Promote a positive work environment that fosters high morale and achievement.
21. Serve as liaison between the board and staff.
22. Support all professional development activities.

### **Management of Fiscal, Administrative, and Facilities Functions**

23. Be informed of developments in state, federal, and local laws and changes in public policy affecting education.
24. Develop administrative procedures and regulations to manage school operations and implement policies adopted by the board, including establishing the school calendar and emergency closure or lockdown procedures.
25. Accurately prepare and submit in a timely manner all reports required by the board, the Texas Education Agency, and other federal and state agencies and any records subpoenaed by a court of law.
26. Develop and submit an annual proposed budget to the board for its review, amendment and public adoption.
27. Supervise all financial accounting and ensure that funds are spent in accordance with the approved budget as allocated.
28. Ensure that the school buildings and facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.
29. Monitor property, casualty, and workers' compensation losses to ensure that appropriate risk management and loss control strategies are employed.

### **Student Management**

30. Implement an equitable and effective system of student discipline management.
31. Coordinate with staff, the board and community to plan and implement support services for students.

### **School Morale and Improvement**

32. Anticipate, manage and resolve conflicts, using a collaborative decision-making and problem-solving process when appropriate.
33. Provide for two-way communication with all personnel.
34. Conduct periodic evaluations of all programs and operations to determine improvements needed to reach goals and to implement campus improvement plans.
35. Promote goal-oriented performance and support the achievement of campus performance objectives, such as academic excellence.

### **Professional Growth and Development**

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

### **School or Community Relations**

38. Develop and implement effective communication between the school and community and promote community support and involvement with the school.
39. Represent the school in activities involving other school systems, institutions, agencies, and professional or community groups.

### **Board Relations**

40. Assist the board in identifying individual and team training needs and arrange training opportunities.
41. Prepare board agendas and meeting materials in cooperation with the board president. Serve as custodian of all board minutes and records.
42. Attend and participate in all board meetings, other than meetings at which the superintendent's performance or compensation is to be evaluated or discussed.
43. Keep the board apprised of all issues, needs, and operations of the school.
44. Recommend policies to the board for adoption and oversee the implementation of adopted policies. Explain board policies to the staff and community. Exercise discretion and judgment in matters not covered by board policy.
45. Communicate with the school's attorney on matters in litigation or matters potentially in litigation except as otherwise directed by the board.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://www.state.tx.us/TEA/ASKTED/Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$55,000 to \$92,000
Kennedale ISD	220914	Kennedale, Texas	3,163	\$53,000 to \$75,000
Castleberry ISD	220917	Fort Worth, Texas	3,814	\$55,000 to \$90,000



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**



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## JOB DESCRIPTION

**POSITION:** PRINCIPAL  
**REPORTS TO:** CEO/SUPERINTENDENT

<b>Exempt Position/ 12 Month Standard Contract</b>
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### **Purpose**

To act as the educational and operational leader of the school responsible for the effective execution of policies adopted by the board of directors and the superintendent. To assume, in conjunction with the superintendent, administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the school and for the annual appraisal of school staff.

### **Minimum Qualifications**

#### **Education/Certification:**

Master's Degree or higher required.

Teaching certificate preferred.

Mid-Management or Principal certified or actively pursuing a school administration certificate required.

#### **Experience:**

Minimum of three (3) years' teaching experience in grades K-12.

A minimum of ten (10) years' experience of which at least five (5) years should be in school administration.

Knowledge and/or experience with public or charter schools desirable.

## **Responsibilities and Duties**

### **Key Duties**

1. Build a common vision for school improvement and a learner-centered culture based on the vision, mission and core values.
2. Manage all operations of the school in accordance with federal, state, local and education laws to ensure compliance.
3. Manage all the physical operations of the campus to ensure proper use, maintenance, safety and security are a priority.
4. Implement a high-quality, rigorous curriculum aligned to standards and based on 21<sup>st</sup> Century learning research.
5. Work with the superintendent to create strategies for attracting, developing, assessing and retaining a high performing faculty and staff.
6. Communicate all policies and procedures to the faculty, staff, students and community promulgated by the board and superintendent.
7. Effective report school information, performance data, curriculum and achievements to all relevant stakeholders.
8. Conduct performance reviews, mentor and develop opportunities for professional growth or remediation of all employees.
9. Foster a learner-centered culture that cultivates innovation, lifelong learning, global awareness and cultural responsiveness.
10. Establish special programs (ELL, special education, G/T) as required.

### **Instructional Management**

11. Responsible for development, supervision and monitoring of instructional programs and extracurricular activities.

12. Responsible for communicating and carrying out established policies; delegates and accepts responsibility for completion of tasks and communicates program goals, objectives and policies to the faculty, staff, parents, students, and community.
13. Works with faculty and staff to establish, monitor and revise student schedules, classroom schedules, facility schedules (i.e. library, computer lab, physical education) and all other special scheduling situations.
14. Responsible for developing the yearly calendar, operational forms, handbooks and policies in collaboration with the superintendent.

### **Personnel Management, Professional Growth and Development**

15. Responsible for establishing and managing professional development program for faculty and staff through various means, ensuring that the methods and content support the faculty and staff according to their professional needs, goals and objectives of the school.
16. Responsible for supervising, interacting, and holding meetings to provide direction to the faculty and staff with regards to performance and processes – ensuring compliance with policy and the campus improvement plan.
17. Responsible to schedule, evaluate and remediate the faculty, teacher aides, and substitutes to obtain optimal performance and productivity in accordance with the vision and mission.
18. Responsible for conducting regular faculty and staff meetings, and attending the vertical and horizontal team meetings.

### **Management of Fiscal, Administrative, and Facilities Functions**

19. Promote a safe environment based on a student code of conduct and safety policies responsive to student and staff needs.
20. Responsible for supporting the superintendent with accurately managing student and financial data (i.e. budgeting, PEIMS, federal title funds, audits, etc.).
21. Responsible for supervising and involving the faculty and staff in setting budgetary goals relative to their work environment, while helping them to prioritize and utilizing materials wisely.
22. Responsible for the collection and management of data and records; as well as the maintenance of the school filing system, data collection software and school related history.
23. Responsible for the management of a safe campus in compliance with laws, civil regulations and board policies with the school crisis plan, fire/tornado/disaster drills scheduling implementation and record keeping; keep fire system and extinguishers in good working order and inspected, performing safety inspections and documenting safety hazards to the superintendent.
24. Responsible for evaluate and requesting the purchase of educational materials, textbooks, assessments and other curriculum in accordance with state and SACS standards and ensure proper alignment throughout the curriculum.
25. Assist the superintendent and budget office in managing federal funding to ensure that proper testing, reporting, usage, and inventory.
26. Responsible for maintaining proper documentation and reporting required for SACS (Southern Association of Colleges and Schools) to ensure compliance with standards.
27. Responsible for the oversight of school vehicles; maintaining trip logs and regular maintenance, inspections and paperwork – including implementing the required “15 passenger van” safety course to all listed drivers.
28. Responsible for the oversight of all computer hardware and software on campus and electronic security measures.

### **Student Management**

29. Responsible for administering and supervising the disciplinary policies and procedures - while promoting and maintaining open communications, positive student attitudes, respects dignity, worth of staff, students, and complies with established lines of authority.
30. Responsible for the implementation of parent & student orientations, conferences and meetings.



31. Responsible for defining and disseminating information about school code of conduct and disciplinary policies/procedures to parents, students, staff and community, as set forth by the superintendent.

### **School Morale and Improvement**

32. Model and promote the Code of Ethics and Standard Practices for Texas Educators and professionalism in all decisions.
33. Responsible for functioning as a liaison and maintaining oversight with documented and demonstrated operational supervision in accordance with the school's policies and Bylaws, regarding the management of school organizations and fundraisers; such as the PTO, student council, etc.
34. Responsible for continuing on a professional growth plan to obtain and/or maintain the necessary credentials set forth by the board, the accrediting agency and national and state standards.

### **School or Community Relations**

35. Responsible for supervising and maintaining auxiliary services and uses community resources to supplement the school program; such as: physical education, counseling, volunteering.
36. Assists with the planning of calendar events (i.e. teacher in-services, special functions, awards banquet/graduation, and orientations) in coordination with school administration.
37. Responsible for maintaining an updated school web site.

---

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED\\_Web\\_Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED_Web_Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$45,000 to \$82,000"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$61,000 to \$82,000"/>
<input type="text" value="Castleberry ISD"/>	<input type="text" value="220917"/>	<input type="text" value="Fort Worth, Texas"/>	<input type="text" value="3,814"/>	<input type="text" value="\$50,000 to \$85,000"/>



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

---

## JOB DESCRIPTION

**POSITION:** CFO/BUSINESS MANAGER  
**REPORTS TO:** CEO/SUPERINTENDENT

<b>Exempt Position/ 12 Month Standard Contract</b>
--

### **Purpose**

To manage and oversee all financial accounting, budgeting, tracking, reporting and compliance procedures to safeguard the public funds provided to the school and to ensure the appropriate and effective application thereof. To ensure that all financial practices are conducted in accordance with GAAP and other applicable state and local laws.

### **Minimum Qualifications**

#### **Education/Certification:**

Bachelor's Degree in Accounting, Business Administration, or related degree with equivalent experience required. Knowledge of GAAP required.

Master's Degree preferred.

CPA preferred, but not required.

#### **Experience:**

Minimum of three (3) years' experience in office practices and computerized financial accounting systems. Highly proficient in word processing, spreadsheets, accounting software, and other office technology. Experience with TEA PEIMS Data Standards is preferred.

## **Responsibilities and Duties**

### **Key Duties**

1. Communicate the business affairs of the school to the superintendent, principal and board.
2. Maintain accurate accounting records in accordance with GAAP, TEA guidelines, other applicable laws, and school policies and procedures.
3. Assist superintendent in projecting revenues and expenditures for preparation of the annual operating budget.
4. Provide financial statements including line item expenditures as needed for the superintendent, principal and board.
5. Supervise all banking including all transactions, account reconciliations, fee negotiations, and other tasks.
6. Communicate all new or changed financial/business policies and procedures to the superintendent, principal and board.
7. Provide school business and financial reports required by the TEA or other agencies in an accurate and timely manner.
8. Assist superintendent in managing all assets, including furniture, fixtures, technology and curriculum.
9. Procure and present competitive bids, bid specifications, and written recommendations on material and services to superintendent.
10. Work with designated outside CPA firm to secure the school's annual audit, tax reporting and other contracted duties.

### **Accounting and Finance**

11. Maintain accounting, post and generate payments, receipts and adjustments to general ledger.
12. Establish and maintain accounts payable, accounts receivable and budget files.
13. Prepare daily, weekly, monthly, quarterly and yearly AP/AR, statistical and inventory reports for superintendent, principal and board.
14. Implement and manage purchasing policy and guidelines in accordance with TEA and other applicable guidelines.



15. Manage fundraising and donation systems: collection, tracking, tax/Thank you letters and reporting.
16. Manage payroll processing, in coordination with superintendent.
17. Track, maintain and report capital assets.

**Business Support**

18. Manage all insurance policies and coverage.
19. Oversee all other benefits matters for faculty and staff.
20. Assists superintendent in preparing reports and information for board meetings.
21. Maintain and administer petty cash fund and reporting.
22. Assist in preparation of annual reports and maintaining files for SACS, TEA and others agencies.

---

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED/Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED/Web/Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$35,000 to \$50,000"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$40,000 to \$50,000"/>
<input type="text" value="Castleberry ISD"/>	<input type="text" value="220917"/>	<input type="text" value="Fort Worth, Texas"/>	<input type="text" value="3,814"/>	<input type="text" value="\$35,000 to \$52,000"/>



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
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5.
6.
7.
8.
9.
10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

---

## JOB DESCRIPTION

**POSITION:** ADMINISTRATIVE ASSISTANT  
/ OFFICE MANAGER  
**REPORTS TO:** PRINCIPAL

<b>Exempt Position/ 12 Month Standard Contract</b>
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### Minimum Qualifications

**Education/Certification:**

High school diploma or equivalent required.  
Associate or Bachelor's Degree preferred.

**Experience:**

Minimum of two (2) years' experience in administrative position required, preferably in a public or charter school. Highly proficient in word processing, office technology, and file maintenance.

### Responsibilities and Duties

#### Key Duties

1. Perform all front office work with confidentiality and in support of the vision, mission and core values of the school.
2. Maintain accurate paper/digital records in accordance with laws, TEA guidelines and school policies and procedures.
3. Assist superintendent and principal with preparation of letters, reports, presentations, bulletins, forms and other documents.
4. Manage the communications and logistics of school activities, after school events, board/committee/staff meetings.
5. Order and maintain materials, supplies and equipment as needed.
6. Assist with answering and directing calls, processing guests and visitors, giving tours and/or escorts to rooms or buildings.
7. Assist in accurately updating operational and academic data (e.g. attendance, PEIMS, cumulative files and grades).
8. Assist in process of receiving, sorting and delivering mail and packages.
9. Coordinate communications and schedule meetings between the superintendent, principal and outside community.
10. Maintain and update bulletin boards with required postings and school information.

#### Supplemental Responsibilities

11. Coordinate programs and purchase recognition gifts for awarding functions, volunteer service recognition, student club recognition, etc.
12. Assist Principal on special projects, i.e., SACS, policies and procedures, Student Handbook, curriculum items, etc.
13. Assist in planning certain calendar events, i.e. teacher in-service, awards banquet/graduation, parent orientation, student testing over summer; plan, schedules and coordinate parent workshops.
14. Prepare promotional materials for school in cooperation with the superintendent, principal and board.
15. Prepare correspondence from school to parents and businesses.
16. Prepares the monthly school newsletter, including taking and collection photos, articles, etc.



---

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.1. Facility Information



# Tarrant Appraisal District

## Real Estate

03/15/2014

**Account Number:** 07059957

**Georeference:** 2415-M-1

**Property Location:** 8601 Randol Mill Rd, Fort Worth

**Owner Information:** Al-Hedayah Academy Inc

8601 Randol Mill Rd

Fort Worth Tx 76120-2735

**Legal Description:** Bentley Village Addition

Blk M Lot 1

Portion With Exemption

**Taxing Jurisdictions:** 026 City of Fort Worth

099 Regional Water District

220 Tarrant County

224 Tarrant County Hospital Dist

225 Tarrant County College Dist

905 Fort Worth ISD

This information is intended for reference only and is subject to change. It may not accurately reflect the complete status of the account as actually carried in TAD's database.

### Proposed Values for Tax Year 2014

	Land	Impr	2014 Total ††
<b>Market Value</b>	\$0	\$0	\$0
<b>Appraised Value †</b>	\$0	\$0	\$0
<b>Approximate Size †††</b>			26,260
<b>Land Acres</b>			6.7269
<b>Land SqFt</b>			293,028

† Appraised value may be less than market value due to state-mandated limitations on value increases

†† A zero value indicates that the property record has not yet been completed for the indicated tax year

†††Rounded

### 5-Year Value History

Tax Year	XMPT	Appraised Land	Appraised Impr	Appraised Total	Market Land	Market Impr	Market Total
2013	005	\$879,084	\$1,769,289	\$2,648,373	\$879,084	\$1,769,289	\$2,648,373
2012	005	\$879,084	\$1,769,289	\$2,648,373	\$879,084	\$1,769,289	\$2,648,373
2011	005	\$879,084	\$1,769,289	\$2,648,373	\$879,084	\$1,769,289	\$2,648,373
2010	005	\$879,084	\$1,769,289	\$2,648,373	\$879,084	\$1,769,289	\$2,648,373
2009	005	\$879,084	\$1,769,289	\$2,648,373	\$879,084	\$1,769,289	\$2,648,373

**Protest Deadline:** 05 31

**Exemptions:** Charitable Org

#### Property Data

**Deed Date:** 01/01/1997

**Deed Vol:** 000000

**Deed Page:** 0000

**Year Built:** 1998

**TAD Map:** 2102 400

**MAPSCO:** 067U

**Agent:** None

**Class:**084

**State Code:** F1 Commercial

**Garage Bays:** 00

**Central Air:**

**Central Heat:**

**Pool:** N



Hunters Glen Trail

Randol Mill Rd



**Phase-I: Elementary Building**  
The 12,000 SF building, completed in 1998 in

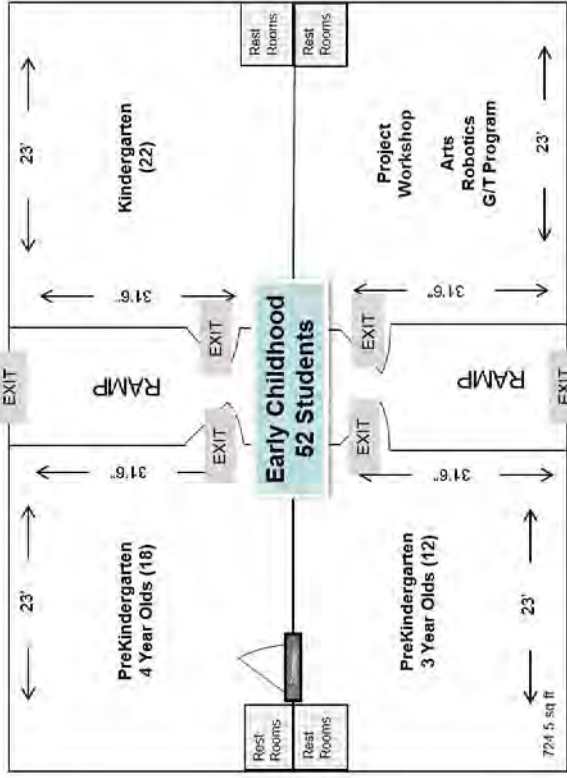
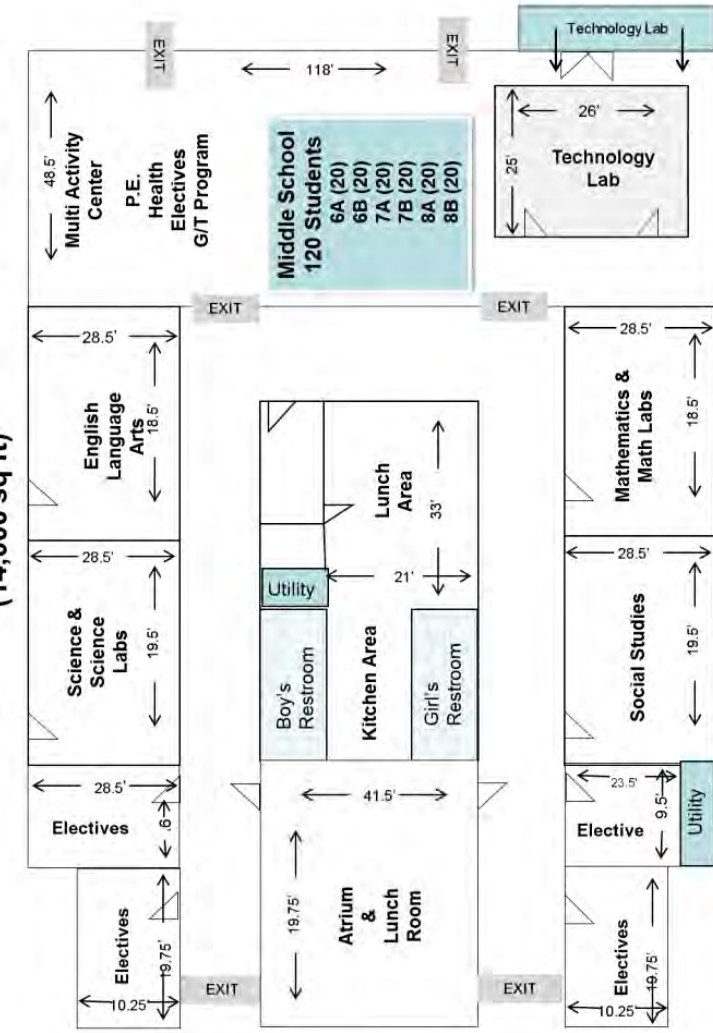


**Phase-II: Middle School**  
The 14,000 SF building, completed in 2002



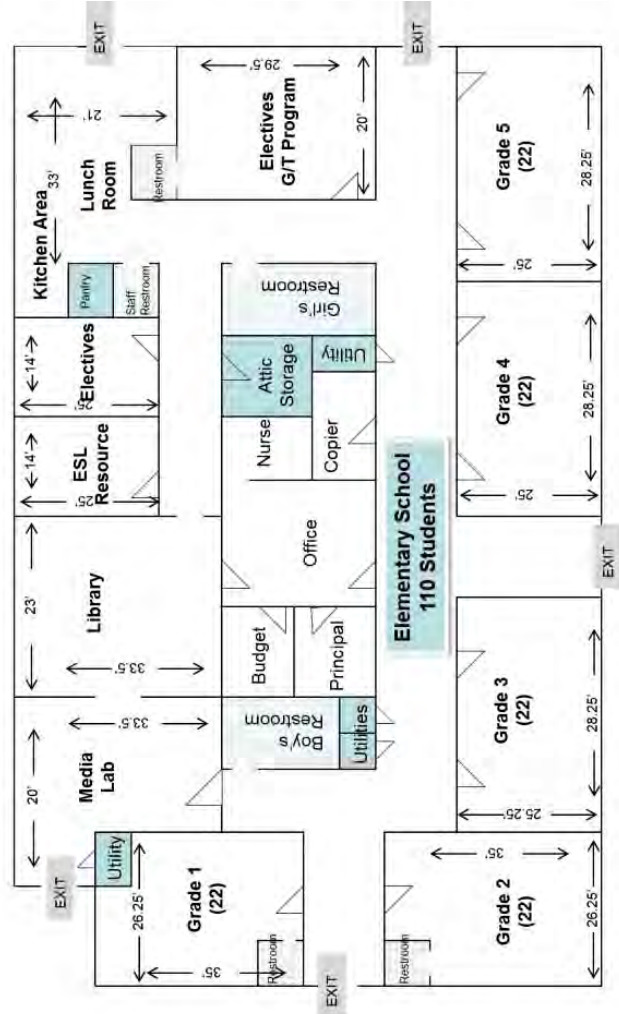
### BSPS Year 1 Middle School Building (14,000 sq ft)

Updated 3/13/2014  
(not to scale)



### BSPS Year 1 Portable Classrooms (2898 sq ft)

<b>Brentwood Stair</b>	
<b>Year 1</b>	<b>52</b>
<b>282 Students</b>	
<b>Early Childhood</b>	<b>52</b>
<b>Elementary</b>	<b>110</b>
<b>Middle School</b>	<b>120</b>



### BSPS Year 1 Elementary Building (12,000 sq ft)

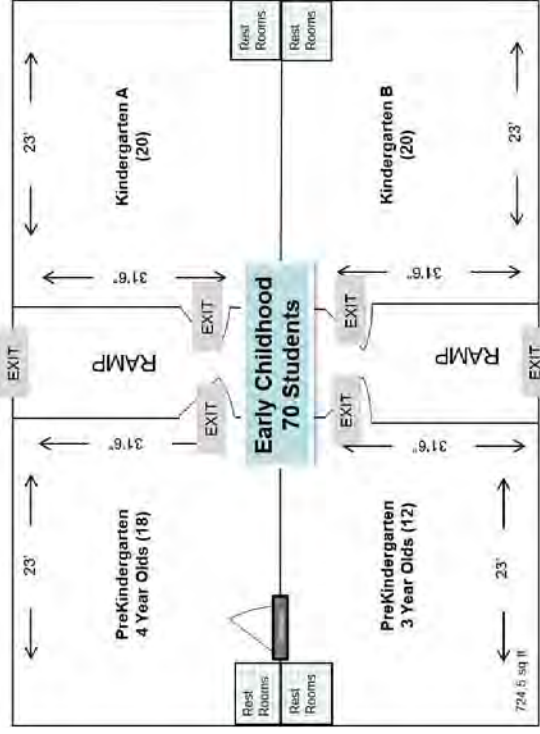
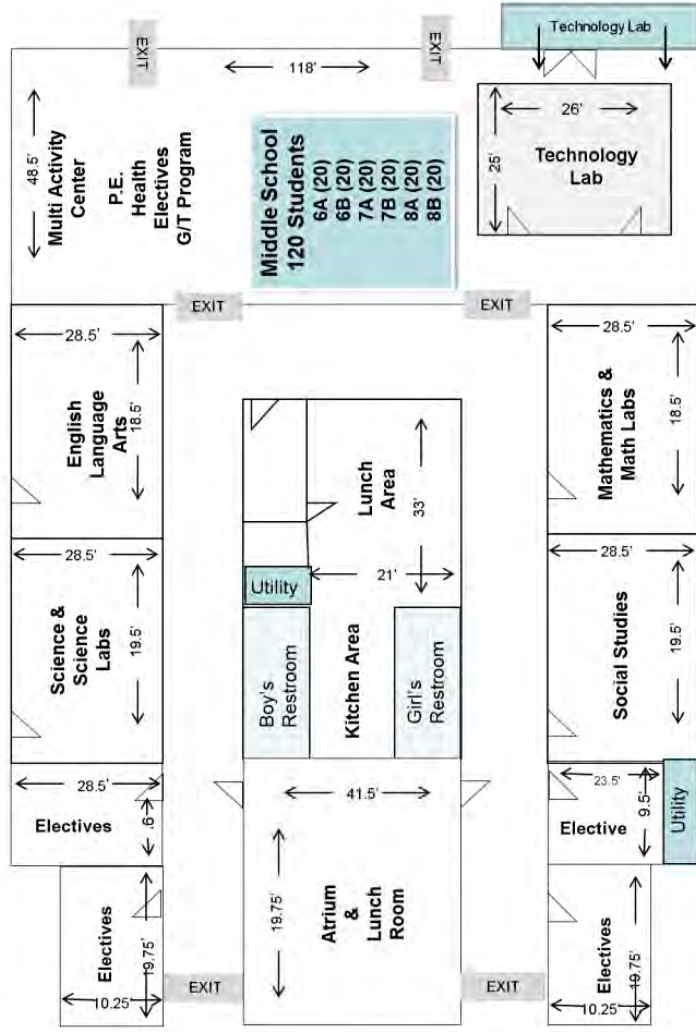
Updated 3/13/2014  
(not to scale)



# BSPS Year 2 Middle School Building

(14,000 sq ft)

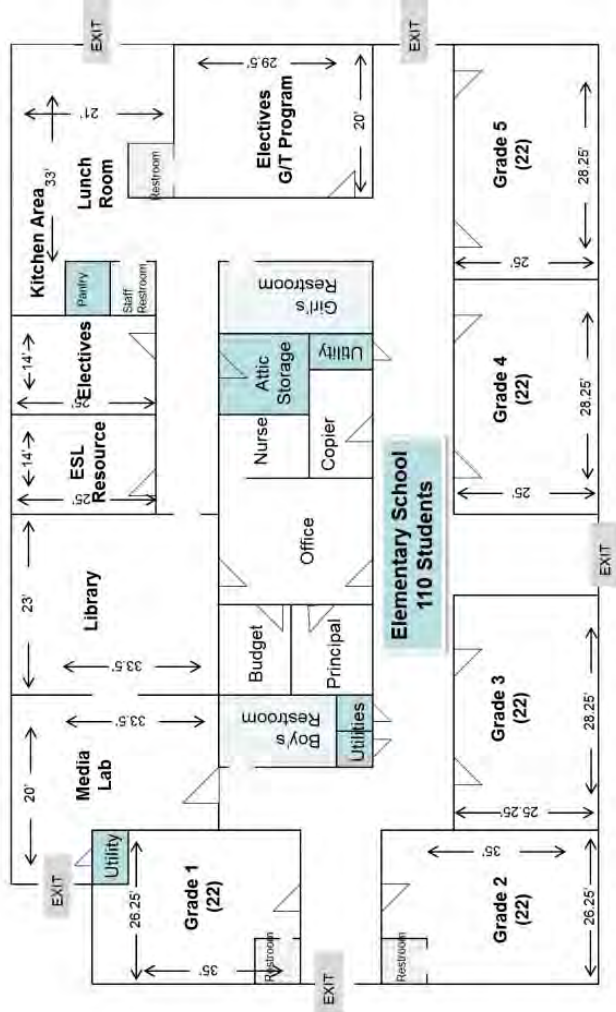
Updated 3/13/2014  
(not to scale)



BSPS Year 2 Portable Classrooms  
(2898 sq ft)

**Brentwood Stair**  
Year 2  
300 Students

**Early Childhood** 70  
**Elementary** 110  
**Middle School** 120



BSPS Year 2 Elementary Building  
(12,000 sq ft)

Updated 3/13/2014  
(not to scale)





**CITY OF FORT WORTH • DEVELOPMENT DEPARTMENT • BUILDING INSPECTION DIVISION**  
**CERTIFICATE OF OCCUPANCY**

Lot 1 Block M Legal Description Bentley Village  
 Street Address of Building, Room, Area 8601 Randol Mill Rd. Date 8-21-98

**LAND USE**

I have examined the City of Fort Worth Official Zoning District Maps and do hereby certify that the above described land is zoned C. This land can be used as a School.

**BUILDING USE**

Permit No. B 97308 003 00 This is a type 5N alarm structure.

I have inspected this (building) (room) (area) and find that it is or can be used as a Group E, Division 3, Occupancy Classification as defined by the City of Fort Worth Building Code and, when used by such Occupancy Classification, will comply with all pertinent laws and ordinances. (If B2 storage, annotate high-piled combustible storage as B2-H.)

Owner AL-hedayah Academy Building Official Al Godwin  
 Owner's Address Same as above. Issued by Larry P Johnson

Dawish Orok, Rep

The City of Fort Worth cannot and does not in any way represent, advise, or guarantee that your compliance with the building code will prevent liability for violations of the Americans with Disabilities Act.

The occupant load of this (building) (room) (area) shall not exceed 350.  
 The Building Code requires that this certificate be posted in a conspicuous place on the premises.

**CITY OF FORT WORTH - DEVELOPMENT DEPARTMENT - FIELD OPERATIONS DIVISION**  
**CERTIFICATE OF OCCUPANCY**

Legal Description: BENTLEY VILLAGE ADDITION BLOCK M LOT 1 CO No. T0345063  
 Street Address: 8604 RACQUET CLUB DR Date: 11/23/2005  
 Building, Room, Area:

Upon reviewing the City of Fort Worth Zoning records on the date of application, it was determined the above land is zoned C. This land can be used as a PRIVATE SCHOOL.

**BUILDING USE**

Permit No. PB02-06786

I have inspected this (building) (room) (area) and find that as defined by the City of Fort Worth Building Code and, when used by such Occupancy Classification, will comply with all pertinent laws and ordinances. (Annotate high-piled combustible storage as -H.) The property will have the following classification:

Group	Division	Occupancy Load	Type Construction	# Units	Comment
E		352	VB	0	
SCHOOL/MULTI PURPOSE CENTER/2ND FLOOR					
CAN BE USED STORAGE ONLY/BA04-75					
		0			

Occupant: AL-HEDAYAH ACADEMY INC.  
 Owner: AL-HEDAYAH ACADEMY INC. : 8601 RANDOL MILL RD FT WORTH TX 76120

Building Official: AL GODWIN, CBO Code Compliance Approval:  
 Issued By: REX GANDY/SG

The City of Fort Worth cannot and does not in any way represent, advise, or guarantee that your compliance with the building code will prevent liability for violations of the Americans with Disabilities act.

The Building Code requires that this certificate be posted in a conspicuous place on the premises





**CITY OF FORT WORTH FIRE DEPARTMENT  
BUREAU OF FIRE PREVENTION**

**CERTIFICATE OF FIRE INSPECTION**

Inspection Date: 11/08/2013

Business ID: 033425

THIS IS TO CERTIFY THAT THE ESTABLISHMENT KNOWN AS: **AL-HEDAYAH ACADEMY / PRIVATE ISD**  
LOCATED AT: **8601 RANDOL MILL RD**

**67E  
FORT WORTH, TX 76120**

**AL-HEDAYAH ACADEMY / PRIVATE ISD  
8601 RANDOL MILL RD  
FORT WORTH, TX 76120**

NAS INSPECTED ON THE DATE MENTIONED ABOVE AND ISSUED THIS CERTIFICATE OF ANNUAL FIRE INSPECTION. THIS CERTIFICATE IS NON-TRANSFERABLE AND VALID ONLY FOR THE DATES ISSUED. THIS CERTIFICATE IS ISSUED PURSUANT TO THE AUTHORITY AND LIMITATIONS OF THE FIRE CODE OF THE CITY OF FORT WORTH.

PERMITS ISSUED:



**CODE COMPLIANCE  
CONSUMER HEALTH DIVISION**

Establishment  
I.D. Number

Permit Number

11C-9308

1104442

**INVENTORY #**

This is to certify that the Establishment shown below has complied with the rules and regulations of this department, and is hereby granted permission to operate the type of establishment shown below:

**SITE PERMITTED**

**OWNER OF RECORD**

**AL HEDAYAH ACADEMY  
AL HEDAYAH ACADEMY INC  
8601 RANDOL MILL RD  
FORT WORTH TX 76120-2735**

**AL HEDAYAH ACADEMY INC  
AL HEDAYAH ACADEMY  
8601 RANDOL MILL RD  
FORT WORTH TX 76120-2735**

Child Care Facility  
2 Employee(s) @5.00

250.00  
10.00

THIS PERMIT IS VALID FOR THE PERIOD SHOWN BELOW, UNLESS SOONER REVOKED OR SUSPENDED FOR CAUSE.

VALID FROM: 01/11/14 THRU 01/10/15

**ELMER DE PAULA, RS**  
Code Compliance Superintendent

**BRANDON S. BENNETT**  
Code Compliance Director

IN THE EVENT AN ESTABLISHMENT IS EXTENSIVELY REMODELED, A CHANGE OF OWNERSHIP OCCURS, OR THE NATURE OF THE OPERATION CHANGES, CONTACT THE CITY OF FORT WORTH CODE COMPLIANCE DEPARTMENT AT 817-392-7255.

**THIS LICENSE IS NOT TRANSFERABLE  
DISPLAY PROMINENTLY AT THE PLACE OF BUSINESS.**





March 15, 2011

Report No: 20113150903

Al Hedayah Academy Inc Attn: Accountin
8601 Randol Mill Rd
Fort Worth, TX 76120
817-265-6667

Analytical Report for Water Quality Testing at 8601 Randol Mill Rd

Sample ID AE52134

Sample Collected 03/09/2011 13:30

Table with 6 columns: Parameter, Result, Unit, Date Analyzed, Method, Water Quality. Rows include Field Chlorine Residual, Field pH, Turbidity, Total Coliform, and Total Hardness.

Comments:

Reviewed and Approved By:

Handwritten signature of Stacy L. Walters

Stacy L. Walters
Laboratory Manager

If you should have questions concerning you water quality, please contact the Fort Worth Water Department Laboratory Services at 817-392-5900 or Customer Service at 817-392-4477. Check our web site for more water quality information.(www.fortworthgov.org/water).

Chlorine Residual: Fort Worth uses chloramine in the distribution system with a recommend range of 0.5 - 4.0. Chloramine is a disinfectant that results when chlorine is combined with ammonia. It is more stable in the distribution system. It also tends to produce much lower levels of disinfection by products.

pH: A measure of the alkalinity or acidity with a recommended range of 6.5 -8.5. It is used to monitor scaling problems and pipe corrosion.

Total Coliform: Not a health threat itself. It is used to indicate whether other potentially harmful bacteria may be present.

Turbidity: A measure of the cloudiness with a recommended range of less than (<) 0.5.

Total Hardness: A measure of the dissolved minerals, usually calcium and magnesium with a recommended range of less than (<) 250.

These analytical results relate only to the items tested. This report shall not be reproduced except in full, without the written approval of the Fort Worth Water Department Centralized Water and Wastewater Laboratory, 2600 South East Loop 820, Fort Worth, Texas 76140.



5217

# TEXAS SCHOOL FACILITIES GAS PIPE TEST RESULTS FORM

ACCOUNT OR METER #: 570178-482102 000281924RW

FACILITY/CAMPUS NAME: Al-Hedayah Academy

FACILITY ADDRESS: 8604 Randol Mill

FACILITY CONTACT TELEPHONE NUMBER: 817 - 265 - 6667

TEST PERFORMED BY: DEATON PLUMBING

DATE OF TEST: 08/09/2011

NORMAL OPERATING PRESSURE (NOP) OF SYSTEM: 7.5

If NOP < 0.5 psig, then test system at 5 psig for 30 minutes.  
If NOP >= 0.5 psig, then test system at 1.5 times NOP or 5 psig, whichever is greater, for 30 minutes.  
If NOP >= 5 psig, then test system at NOP for 1 hour.

TEST PRESSURE 05.00  LBS  OZS

Example: 07.50

TEST DURATION 1:06 (H:MM)

Example: 0:39

REPAIRS REQUIRED  YES  NO

FINAL RESULTS  PASS  FAIL

VERIFYING OFFICIAL SIGNATURE (TESTER):

DATE: 08/09/2011

WITNESSED BY SIGNATURE:

DATE: 08/09/2011

\* To be completed for each facility listed on PS-86A (Gas Pipe Testing Form)



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.2. Financial Documentation

**S&P, PLLC**  
Certified Public Accountants

**Al Hedayah Academy, Inc.**

Independent Accountant's Audit Report Together with Financial Statements  
For the year ended December 31, 2012



**AL HEDAYAH ACADEMY, INC.**  
**Table of Contents**

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	<b>Page</b>
Independent Accountant’s Audit Report on the Financial Statements .....	1
Statement of Financial Position .....	2
Statement of Activities.....	3
Statement of Cash Flows .....	4
Notes to Financial Statements.....	5

# S&P, PLLC

## Certified Public Accountants

920 Abrams Road  
Richardson, TX 75081

Tel. (972) 330-4411  
Fax. (972) 346-6118

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### **INDEPENDENT ACCOUNTANT'S AUDIT REPORT**

To the Board of Directors of  
Al Hedayah Academy, Inc:

We have audited the accompanying financial statements of Al Hedayah Academy, Inc. (a nonprofit organization) which comprise of the statement of financial position as of December 31, 2012, and the related statements of activities and cash flow for the year then ended.

#### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### **Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.



We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Al Hedayah Academy, Inc. as of December 31, 2012, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

S&P, PLLC  
Certified Public Accountants  
Richardson, Texas  
March 20, 2014

**Al Hedayah Academy, Inc.**  
**Statement of Financial Position**  
**As of December 31, 2012**

---

**ASSETS**

Cash and cash equivalents (Note 2b)	\$ 11,472
Accounts receivable - net (Note 2i)	10,759
Royalty receivable (Note 2h)	1,343
Property, Plant & Equipment - net (Note 2d)	1,117,409
<b>Total assets</b>	<b><u>\$ 1,140,983</u></b>

**LIABILITIES**

Accounts payable and accrued expenses	\$ 11,427
Capital lease obligations (Note 2l)	4,796
<b>Total liabilities</b>	<b><u>\$ 16,223</u></b>

**NET ASSETS**

Unrestricted net assets (Note 2c)	\$ 1,124,760
<b>Total net assets</b>	<b><u>\$ 1,124,760</u></b>
<b>Total net assets and liabilities</b>	<b><u>\$ 1,140,983</u></b>

The accompanying report and notes are an integral part of these financial statements

**Al Hedayah Academy, Inc.**  
**Statement of Activities**  
**For the year ended December 31, 2012**

---

**OPERATING INCOME**

Tuition and fees	\$	490,974
Corporate and individual contributions		217,978
Other discretionary income		47,897
<b>Total gross operating income</b>	<b>\$</b>	<b>756,849</b>

**OPERATING EXPENSES**

Advertising and promotions	\$	4,419
Automobile expense		280
Bank service charges		12,482
Charitable donations		5,248
Compliance and testing fees		2,025
Computer and internet expenses		7,498
Dues and subscriptions		395
Educational expenses (books, classroom supplies, etc.)		26,046
Employee benefits expense		22,947
Equipment rental and maintenance		4,107
Extra-curricular activities		6,664
Insurance expense		29,021
Legal and professional fees		3,037
License, permits, and local taxes		1,766
Occupancy expenses		57,934
Payroll and related expenses		627,149
Postage and delivery		451
Supplies		5,331
Training and staff development		1,351
<b>Total operating expenses</b>	<b>\$</b>	<b>818,151</b>

<b>Net operating income (loss)</b>	<b>\$</b>	<b>(61,302)</b>
------------------------------------	-----------	-----------------

**OTHER INCOME**

Gas royalty income (Note 2h)	\$	1,343
Rental income		3,450
Interest income		27
<b>Total other income</b>	<b>\$</b>	<b>4,820</b>

**OTHER (EXPENSES)**

Depreciation expense	\$	(48,748)
Interest expense (capital lease finance charge)		(2,149)
<b>Total other expenses</b>	<b>\$</b>	<b>(50,897)</b>

<b>Change in net assets</b>	<b>\$</b>	<b>(107,379)</b>
-----------------------------	-----------	------------------

Net assets at beginning of year	\$	1,232,139
---------------------------------	----	-----------

<b>Net assets at end of year</b>	<b>\$</b>	<b>1,124,760</b>
----------------------------------	-----------	------------------

The accompanying report and notes are an integral part of these financial statements



Al Hedayah Academy, Inc.  
Statement of Cash Flows  
For the year ended December 31, 2012

---

**Cash flows from operating activities**

Change in net assets \$ (107,379)

**Adjustments to reconcile Change in net assets  
to net cash provided by operating activities:**

Depreciation expense 48,748  
Decrease (increase) in receivables 28,285  
Increase (decrease) in payables (18,785)  
**Net cash provided (used) by Operating activities** \$ (49,131)

**Cash flows from investing activities**

Decrease (increase) in property, plant, and equipment \$ -  
**Net cash provided (used) by Investing activities** \$ -

**Cash flows from financing activities**

Increase (decrease) in capital lease obligations \$ (431)  
**Net cash provided (used) by Financing activities** \$ (431)

**Net increase (decrease) in cash** \$ (49,562)

Cash at beginning of year \$ 61,034

**Cash at end of year** \$ 11,472

Supplemental Disclosure:

Cash used to pay interest \$ 2,149

# Al Hedayah Academy, Inc.

## Notes to Financial Statements - year ended December 31, 2012

---

### 1. Organization

Al Hedayah Academy, Inc. (“the Organization”) is a non-profit organization based in Fort Worth, Texas. The Organization, which was founded in 1993, operates a K-12 private school with approximately 125 students housed in a 7-acre campus. The organization was founded with the mission of providing students of diverse background comprehensive educational opportunities by inspiring them to be lifelong learners while pursuing academic, social, creative, and physical challenges in a risk-free environment.

### 2. Significant Accounting Policies

#### a. Basis of Accounting

The financial statements have been prepared on the accrual basis of accounting in accordance with generally accepted accounting principles. The Organization follows a calendar year.

#### b. Cash and Cash Equivalents

Cash and Cash equivalents consist of cash and highly liquid investments with an initial maturity of three months or less.

#### c. Contributions

The financial statements have been prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP). In accordance with Statement of Financial Accounting Standards (SFAS) 116 and 117, the Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

- **Unrestricted net assets** – are not subject to donor-imposed restrictions and may be designated for specific purposes by action of the Board of Directors.
- **Temporarily restricted net assets** – are subject to temporary donor-imposed restrictions and may be fulfilled by actions of the Organization to meet the donor-imposed stipulations or that become unrestricted by the passage of time.
- **Permanently restricted net assets** – are subject to permanent donor-imposed stipulations.

As of December 31, 2012, the unrestricted net assets totaled \$1,124,760 and the Organization did not have any temporarily or permanently restricted net assets.

# Al Hedayah Academy, Inc.

## Notes to Financial Statements - year ended December 31, 2012

---

### d. Property, Plant, & Equipment

The Organization follows the practice of capitalizing all expenditures for property, furniture, fixtures, equipment, and leasehold improvements in excess of \$500. Depreciation or amortization of all such items is computed on a straight-line basis over the estimated useful lives of the assets which generally are as follows:

Buildings & improvements	39 years
Furniture and equipment	5 years
Vehicles	5 years
Leasehold improvements	life of lease or useful life (whichever is shorter)

In accordance with generally accepted accounting principles (GAAP), land is not depreciated and construction-in-progress is depreciated from the time it is placed into service.

Property, plant, & equipment (PP&E) at December 31, 2012 consisted of the following:

<u>Description</u>	
Land	\$ 80,000
Building and improvements	1,430,000
Furniture and equipment	47,318
<b>Gross Property, plant, and equipment</b>	<b><u>\$ 1,557,318</u></b>
Accumulated Depreciation	<u>\$ (439,909)</u>
<b>Property, plant, and equipment - net</b>	<b><u>\$ 1,117,409</u></b>

Depreciation expense for the year ended December 31, 2012 amounted to \$48,748.

### e. Deferred Revenue

The Organization records grant/contract revenue as deferred revenue (a liability) until it is expended for the purpose of the grant/contract, at which time it is recognized as grants/contract revenue. At December 31, 2012 the Organization had no Deferred Revenue.



# **Al Hedayah Academy, Inc.**

## **Notes to Financial Statements - year ended December 31, 2012**

---

### **f. Income Taxes**

The Organization is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and similar State statute and has not conducted any unrelated business activities. Therefore, the Organization has made no provision for federal income taxes in the accompanying financial statements.

### **g. Use of Estimates**

The preparation of financial statements in conformity with generally accepted accounting principles requires the use of management's estimates which affect certain reported amounts and disclosures. Accordingly, actual results could vary from these estimates.

### **h. Royalty Receivable**

The Organization has mineral rights lease agreement for which it receives periodic royalty payments. At December 31, 2012, the Organization recognized gas royalty income and receivable of \$1,343 in connection with that agreement.

### **i. Accounts Receivable**

Accounts receivable consists of tuition and fees due to the Organization at December 31, 2012. The Accounts receivable balance at December 31, 2012 totaled \$14,088 net of an allowance for doubtful accounts of \$3,329.

### **j. In-kind Contributions**

In accordance with Generally Accepted Accounting Principles (GAAP), the Organization recognizes contributions in-kind as income and expense on the Statement of Activities. There were no in-kind contributions for the year ended December 31, 2012.

### **k. Concentrations**

The Organization maintains cash with local financial institutions. The Federal Deposit Insurance Corporation (FDIC) insures the total deposits at these institutions up to \$250,000 per depositor.

# Al Hedayah Academy, Inc.

## Notes to Financial Statements - year ended December 31, 2012

---

### l. Commitments

The Organization leases copiers under a noncancelable lease agreement that is classified as a capital lease. The 60-month lease agreement expires in October 2016 and contains a bargain purchase option at the end of the lease term. The assets and liabilities under capital leases are recorded at the lower of the present value of the minimum lease payments or the fair value of the asset. The assets are depreciated over their estimated productive lives. The depreciation of the assets under the capital lease is included in depreciation expense for the year ended December 31, 2012.

The copier obligation under capital lease equals \$4,798 at December 31, 2012.

Future minimum lease payments under capital leases are as follows:

Year Ending December 31		
2013	\$	2,580
2014		2,580
2015		2,580
2016		2,150
Total minimum lease payments		9,890
Less executory costs and related profit		-
Net minimum lease payments		<u>9,890</u>
Less amount representing interest		<u>5,092</u>
<b>Present value of minimum lease payments</b>	<b>\$</b>	<b><u><u>4,798</u></u></b>

### m. Advertising expense

The Organization expenses advertising costs as they are incurred. The Organization incurred \$4,419 in advertising costs for the year ended December 31, 2012.

### n. Date of Management's Review

In preparing financial statements, the Organization has evaluated events and transactions for potential recognition or disclosure through March 20, 2014, the date that the financial statements were available to be issued

version: 14.03.00 build: 703

Welcome, Alex ▼

1.800.700.2733

 Sign Out

**Selected Company:** AL HEDAYAH ACADEMY INC  
**D-U-N-S #:** 15-729-0532

## Overview

### Business Summary

**Company Name:** AL HEDAYAH ACADEMY INC  
**D-U-N-S #:** 15-729-0532  
**DBA's:** N/A  
**Address:** 8601 Randol Mill Rd  
**City:** Fort Worth  
**State:** TX  
**Zip:** 76120  
**Phone:** 8172656667  
**Principal:** MICHELLE NUSRALLAH  
**Year Started:** 1992  
**Employs:** 30 which includes officer(s).  
**SIC Code(s):** 82110201 Academy  
**NAICS Code(s):** 611110 Elementary and Secondary Schools  
**Legal Structure:** N/A

### Special Events

There have been no special events reported to D&B for this company.

## History and Operations

### Officers and Directors

#### Current Officers

Name	Title
MICHELLE NUSRALLAH	PRINCIPAL
LAURA KOLAGHASSI	MANAGER

#### Current Directors

Name
MICHELLE NUSRALLAH
LAURA KOLAGHASSI

### Company History

Operates as an academy.

Revenue derived from contributions and program services. Sells to general public. Territory : Local.

### Operations

#### Employees

30 which includes officer(s).



<p><b>Facilities</b></p> <p>Owns 26,260 sq. ft. in building.</p>
<p><b>Location</b></p> <p>Central business section on main street.</p>
<p><b>U.S. Branch</b></p> <p>There are currently no U.S. branches listed in this company report.</p>
<p><b>U.S. Subsidiary</b></p> <p>There are currently no U.S. subsidiaries listed in this company report.</p>
<p><b>International Branch</b></p> <p>There are currently no international branches listed in this company report.</p>
<p><b>International Subsidiary</b></p> <p>There are currently no international subsidiaries listed in this company report.</p>

**Payments**

**Payment Summary**

	Total Received	Total Dollar Amount	Largest High Credit Payment summary	Within Terms	Days Slow			
					31	30-80	81-90	90
<b>Top Industries</b>								
Public finance	5	\$3,450	\$2,500	100%	0	0	0	0
Data processing svcs	3	\$250	\$100	100%	0	0	0	0
Nonclassified	2	\$1,500	\$750	25%	25	50	0	0
Telephone communicatns	2	\$100	\$100	100%	0	0	0	0
Business consulting	1	\$2,500	\$2,500	100%	0	0	0	0
Misc equipment rental	1	\$1,000	\$1,000	100%	0	0	0	0
Mfg photograph equip	1	\$1,000	\$1,000	0%	0	50	0	50
Investment advice	1	\$250	\$250	100%	0	0	0	0
Misc business credit	1	\$250	\$250	100%	0	0	0	0
Short-trm busn credit	1	\$100	\$100	50%	50	0	0	0
Misc business service	1	\$100	\$100	100%	0	0	0	0
Lithographic printing	1	\$50	\$50	100%	0	0	0	0
<b>Other Categories</b>								
Cash experiences	2	\$300	\$250					
Unknown	0	\$0	\$0					
Unfavorable comments	0	\$0	\$0					
Placed for collections with D&B:	0	\$0	\$0					
Other	0	N/A	\$0					

	Total Received	Total Dollar Amount	Largest High Credit Payment summary	Within Terms	Days Slow			
					31	30-80	81-90	90
Total in D&B's file	22	\$10,850	\$2,500					

The highest Now Owes on file is \$750

The highest Past Due on file is \$500

There are 22 payment experience(s) in D&Bs file for the most recent 24 months, with 13 experience(s) reported during the last three month period.

### Payment Details

Total (Last 12 Months): 22

Date	Paying Record	High Credit	Now Owes	Past Due	Selling Terms	Last sale w/f (Mo. )
03/2014	Ppt	\$1,000	\$250	--	Lease Agreemnt	
02/2014	Ppt	\$2,500	\$100	\$0		2-3 mos
02/2014	Ppt	\$250	\$250	\$0		1 mo
02/2014	Ppt	\$100	\$0	\$0		6-12 mos
02/2014	Ppt	\$100	\$100	\$0		1 mo
02/2014	Ppt	\$50	--	--		1 mo
02/2014	Ppt	\$50	\$50	\$0		1 mo
02/2014	Ppt	\$0	\$0	\$0		6-12 mos
02/2014	Ppt-Slow 30	\$100	\$0	\$0		6-12 mos
02/2014	Ppt-Slow 60	\$750	\$750	\$500		1 mo
02/2014	Slow 30-60	\$750	\$0	\$0		4-5 mos
02/2014	(012)	\$250	--	--	Cash account	6-12 mos
01/2014	Ppt	\$100	\$0	\$0		6-12 mos
09/2013	Ppt	\$100	\$100	\$0		1 mo
06/2013	Ppt	\$2,500	--	--		1 mo
06/2013	Ppt	\$500	--	--		1 mo
06/2013	Ppt	\$250	--	--		1 mo
06/2013	Ppt	\$100	--	--		1 mo
06/2013	Ppt	\$100	--	--		1 mo
10/2012	Slow 60-180	\$1,000	\$0	--		6-12 mos
07/2012	Ppt	\$250	\$250	\$0		1 mo
02/2012	(022)	\$50	--	--	Cash account	1 mo

Payments Detail Key: ■ 30 or more days beyond terms

Accounts are sometimes placed for collection even though the existence or amount of the debt is disputed.

Payment experiences reflect how bills are met in relation to the terms granted. In some instances payment beyond terms can be the result of disputes over merchandise, skipped invoices etc.

Each experience shown is from a separate supplier. Updated trade experiences replace those previously reported.

### Finances

#### Key Financial Comparisons

	(\$)	(\$)	(\$)
This Company's Operating Results Year Over Year			

Balance Sheet

Key Business Ratios

Net Sales	NA	NA	NA
Gross Profit	NA	NA	NA
Net Profit	NA	NA	NA
Dividends / Withdrawals	NA	NA	NA
Working Capitol	NA	NA	NA
<b>This Company's Assets Year Over Year</b>			
Cash	NA	NA	NA
Accounts Receivable	NA	NA	NA
Notes Receivable	NA	NA	NA
Inventories	NA	NA	NA
Other Current	NA	NA	NA
Total Current	NA	NA	NA
Fixed Assets	NA	NA	NA
Other Non Current	NA	NA	NA
Total Assets	NA	NA	NA
<b>This Company's Liabilities Year Over Year</b>			
Accounts Payable	NA	NA	NA
Bank Loan	NA	NA	NA
Notes Payable	NA	NA	NA
Other Current	NA	NA	NA
Total Current	NA	NA	NA
Long Term Debt	NA	NA	NA
Deferred Credit	NA	NA	NA
Net Worth	NA	NA	NA
Total Liabilities And Net Worth	NA	NA	NA

Fiscal Consolidated Statement Dated

Assets(\$)		Liabilities(\$)	
Cash	220572	Accounts Payable & ...	11676
<b>Current Assets</b>		<b>Current Liabs</b>	
Fixt & Equip	2028913	NET ASSETS OR FUND B...	2237809
<b>Total Assets</b>	<b>2,249,485.00</b>	<b>Total Liabilities</b>	<b>2,249,485.00</b>



From JAN 01 2012 to DEC 31 2012 annual sales \$1,376,538; gross profit \$1,376,538; operating expenses \$1,284,573. Operating income \$91,965; net income \$91,965.

Extent of audit, if any, not indicated.

A review of the accountant's opinion as submitted by the subject company indicates the financial statement meets generally accepted accounting principles and the audit contains no qualifications.

**Explanations**

Explanations: The business was preparing its statement on a Cash Basis.

(Industry Median is based on this number of firms: )

	This Company	Industry Median	Industry Quartile
<b>Solvency</b>			
Quick Ratio	NA	NA	NA
Current Ratio	NA	NA	NA
Current Liabilities to Net Worth	NA	NA	NA
Current Liabilities to Inventory	NA	NA	NA
Total Current	NA	NA	NA
Fixed Assets to Net Worth	NA	NA	NA
<b>Efficiency</b>			
Collection Period	NA	NA	NA
Inventory Turn Over	NA	NA	NA
Sales to NWC	NA	NA	NA
Acct Pay to Sales	NA	NA	NA
<b>Profitability</b>			
Return on Sales	NA	NA	NA
Return on Assets	NA	NA	NA
Return on NetWorth	NA	NA	NA

**Public Filings**

**Summary**

This following public filing data includes both open and closed filings found in D&B's database on this company. It is for informational purposes only and is not the official record. Certified copies can be obtained from the official source.

Record Type	# of Records	Most Recent Filing Date
UCC Filing	4	10/30/0009
Government History	1	N/A

**Details**

## Judgements

No judgments have been reported to D&B on this company.

## Liens

No liens have been reported to D&B on this company.

## Suits

No suits have been reported to D&B on this company.

## UCC Filings

<b>Collateral:</b>	Account(s) and proceeds - General intangibles(s) and proceeds - Chattel paper and proceeds - Equipment and proceeds - Fixtures and proceeds
<b>Type:</b>	Original
<b>Secured Party:</b>	FIRST SAVINGS BANK, FSB, ARLINGTON, TX
<b>Debtor:</b>	AL-HEDAYAH ACADEMY, INC.
<b>Filing Number:</b>	030012961587
<b>Filed With:</b>	
<b>Date Filed:</b>	01/06/03
<b>Latest Info Received:</b>	01/28/03
<b>Original Filing Number:</b>	
<b>Original UCC Filed Date:</b>	
<b>Collateral:</b>	
<b>Type:</b>	Original
<b>Secured Party:</b>	M & S LENDING, EDINA, MN
<b>Debtor:</b>	AL-HEDAYAH ACADEMY, INC.
<b>Filing Number:</b>	090004647818
<b>Filed With:</b>	
<b>Date Filed:</b>	02/17/09
<b>Latest Info Received:</b>	02/18/09
<b>Original Filing Number:</b>	
<b>Original UCC Filed Date:</b>	
<b>Collateral:</b>	Equipment
<b>Type:</b>	Assignment
<b>Secured Party:</b>	LYON FINANCIAL SERVICES, INC., MARSHALL, MN
<b>Debtor:</b>	AL-HEDAYAH ACADEMY, INC.
<b>Filing Number:</b>	0900291602
<b>Filed With:</b>	
<b>Date Filed:</b>	10/19/09
<b>Latest Info Received:</b>	10/30/09
<b>Original Filing Number:</b>	090004647818
<b>Original UCC Filed Date:</b>	02/17/09
<b>Collateral:</b>	
<b>Type:</b>	Amendment
<b>Secured Party:</b>	LYON FINANCIAL SERVICES, INC., MARSHALL, MN
<b>Debtor:</b>	AL-HEDAYAH ACADEMY, INC.
<b>Filing Number:</b>	0900291665
<b>Filed With:</b>	
<b>Date Filed:</b>	10/19/09

**Latest Info Received:** 10/30/09  
**Original Filing Number:** 090004647818  
**Original UCC Filed Date:** 02/17/09

No bankruptcies have been reported to D&B on this company.

**Borrower(Dir/Guar):** NO  
**Administrative Debt:** NO  
**Contractor:** NO  
**Grantee:** NO  
**Party excluded from federal program(s):** NO  
**Labor Surplus Area:** N/A  
**Small Business:** YES (2014)  
**8(A) Firm:** N/A

Bankruptcies

Government History





**Internal Revenue Service - Form 990**

35 pages have been withheld

**PLEASE NOTE: Internal Revenue Service (IRS) Form 990 documents have been removed from the responsive material. These documents have been withheld under Sections 6103 and 6104 of U.S. Code Title 26. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at [PIR@tea.state.tx.us](mailto:PIR@tea.state.tx.us).**

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.3. Financial Plan

# Brentwood Stair Preparatory School

## New Application Budget(s) & Cash Flow(s) Template

Lead Applicant Name:

Julia Michelle Nusrallah

Contact Email:

[mnusrallah@hedayah.com](mailto:mnusrallah@hedayah.com)

Contact Phone:

817-265-6667

Year One Fiscal Year End:

2015

School Days:

180



A	B	C	D	E
1	Brentwood Stair Preparatory School	3/26/2014 11:16		
3	Estimate of State Aid Entitlement Input			
4		Total - Per Grades - First Year		
5	Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	15.00		
6	Kindergarten	22.00		
7	1st Grade	22.00		
8	2nd Grade	22.00		
9	3rd Grade	22.00		
10	4th Grade	22.00		
11	5th Grade	22.00		
12	6th Grade	40.00		
13	7th Grade	40.00		
14	8th Grade	40.00		
15	9th Grade	-		
16	10th Grade	-		
17	11th Grade	-		
18	12th Grade	-		
19		Total - All Grades	267.0	
20	Total Number of Students Enrolled			
21	Total Number of High School Students Enrolled			
22	Percentage Rate of Attendance	80%		
24	Special Education Data:		Extended Year Service	
25	Number Enrolled in Homebound	-		
26	Number Enrolled in Hospital Class	-		
27	Number Enrolled in Speech Therapy	5.00		
28	Number Enrolled in Resource Room	20.00		
29	Number Enrolled in Self-Contained Mid/Mod/Sev	-		
30	Number Enrolled in Full-Time Early Childhood	15.00		
31	Number Enrolled in Off-Home Campus	-		
32	Number Enrolled in VAC	-		
33	Number Enrolled from State Schools	-		
34	Number Enrolled in Residential Care & Treatment	-		
35	Number Enrolled in Mainstream	-		
36	Career and Technology (C&T) Data:		Advanced C&T FTE	
37	Number Enrolled in One-hour Class	-		
38	Number Enrolled in Two-hour Class	-		
39	Number Enrolled in Three-hour Class	-		
40	Number Enrolled in Four-hour Class	-		
41	Number Enrolled in Five-hour Class	-		
42	Number Enrolled in Six-hour Class	-		
43	Gifted and Talented Enrolled	40.00		
44	Number of Pregnancy Related Students Enrolled	-		
45	Number Enrolled in Bilingual/ESL	60.00		
46	Special Education Error Check			
47	Career and Technology Error Check			
48	Available School Fund ADA	-		
49	Compensatory Education Enrollment	141.00		
50	Regular Program Transportation Allotment	28,214		
51	Special Education Program Transportation Allotment	5,643		
52	Career and Technology Program Transportation Allotment	5,643		
53	Transportation Total	\$		
54				



## Brentwood Stair Preparatory School ENROLLMENT and STUDENT POPULATION

	Data for following fiscal years must be based on reasonable estimates and projections.				
	2015	2016	2017	2018	2019
<b>ENROLLMENT FISCAL YEAR END</b>					
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	15.00	15.00	15.00	15.00	15.00
Kindergarten	22.00	40.00	40.00	40.00	40.00
1st Grade	22.00	22.00	40.00	40.00	40.00
2nd Grade	22.00	22.00	20.00	40.00	40.00
3rd Grade	22.00	22.00	20.00	40.00	40.00
4th Grade	22.00	22.00	20.00	20.00	40.00
5th Grade	22.00	22.00	20.00	20.00	40.00
6th Grade	40.00	40.00	40.00	40.00	40.00
7th Grade	40.00	40.00	40.00	40.00	40.00
8th Grade	40.00	40.00	40.00	40.00	40.00
9th Grade	-	-	-	-	-
10th Grade	-	-	-	-	-
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-

<b>Total Number of High School Students Enrolled</b>	-	-	-	-	-
<b>Total Number of All Students Enrolled (Average Membership)</b>	267.00	285.00	295.00	335.00	375.00
<b>Average Daily Attendance (ADA)</b>	213.60	228.00	236.00	268.00	300.00
<b>Average Daily Attendance %</b>	80%	80%	80%	80%	80%
<b>Percent change YOY</b>		7%	4%	14%	12%

### STUDENT POPULATION

	Data for following fiscal years must be based on reasonable estimates and projections.				
	2015	2016	2017	2018	2019
<b>Special Education Data:</b>					
Number Enrolled in Homebound	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-
Number Enrolled in Speech Therapy	5.00	5.00	6.00	8.00	12.00
Number Enrolled in Resource Room	20.00	24.00	28.00	32.00	36.00
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	15.00	15.00	15.00	15.00	15.00
Number Enrolled in Off-Home Campus	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-
Number Enrolled in Mainstream	-	-	-	-	-
<b>Special Education Student Count (SPED)</b>	40.00	44.00	49.00	55.00	63.00
<b>Special Education Student Count %</b>	14.98%	15.44%	16.61%	16.42%	16.80%
<b>Percent change YOY</b>		10%	11%	12%	15%
<b>Career and Technology (C&amp;T) Data:</b>					
Advanced C&T FTE 2015	-	-	-	-	-
Advanced C&T FTE 2016	-	0%	0%	0%	0%
Advanced C&T FTE 2017	-	0%	0%	0%	0%
Advanced C&T FTE 2018	-	-	-	-	-
Advanced C&T FTE 2019	-	-	-	-	-







1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604,638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604,637
3	2013-2014 WADA		342,927
4	2013-2014 Base Target Revenue (Greater of Line 1 x Line 3 or Line 2 x Line 3)	\$	1,579,055
5	2013-2014 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	38,118
6	2013-2014 Minimum Revenue (Line 4 + Line 5)	\$	1,617,173
7	Transportation Adjustment	\$	39,500
8	2013-2014 New Instructional Facility Allotment	\$	-
9	2008-2009 Educator Salary Increase (\$23.63 x 2008-2009 WADA*0.9263)	\$	-
10	2013-2014 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	\$	1,656,673
11	2013-2014 Tier 1 State Aid	\$	1,732,729
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	\$	-
13	2013-2014 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	\$	1,732,729
14	2013-2014 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	\$	5,053

3/26/2014 11:20







**Brentwood Stair Preparatory School**

**REVENUE AND EXPENSE ASSUMPTIONS**

NOTES

2019

2018

2017

2016

2015

Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab

0.00%	7.00%	4.00%	14.00%	12.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

1,894,187.31
-
-
1,894,187.31

<b>REVENUE</b>
<b>TOTAL STATE REVENUES</b>
<b>TOTAL FEDERAL REVENUES</b>
<b>TOTAL LOCAL &amp; OTHER REVENUES</b>
<b>TOTAL REVENUE</b>

Revenue increases are based on YoY enrollment

**EXPENSES**

**PAYROLL TAXES AND BENEFITS**

Social Security	
Medicare	
State Unemployment	
Worker's Compensation Insurance	
Custom Other Tax #1	
Custom Other Tax #2	
Health Insurance	
Dental Insurance	
Vision Insurance	
Life Insurance	
Retirement Contribution	
Custom Fringe #1	
Custom Fringe #2	

**TOTAL PAYROLL TAXES AND BENEFITS**

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

**CONTRACTED SERVICES**

Accounting / Audit	6,500
Legal	2,500
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	1,750
Payroll Services	1,750
Special Ed Services	1,200
Titlement Services (i.e. Title I)	-
Education Services Center	6,750
Custom Contracted Services #2	-
Custom Contracted Services #3	-

**TOTAL CONTRACTED SERVICES**

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.

6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
2.70%	2.70%	2.70%	2.70%	2.70%	2.70%
0.36%	0.36%	0.36%	0.36%	0.36%	0.36%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.45%	0.45%	0.45%	0.45%	0.45%	0.45%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.55%	0.55%	0.55%	0.55%	0.55%	0.55%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Enter the % increase below for which the amount entered in column F should increase each year.

0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.50%	0.50%	0.50%	0.50%	0.50%
0.00%	0.50%	0.50%	0.50%	0.50%	0.50%
0.00%	0.50%	0.50%	0.50%	0.50%	0.50%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.50%	0.50%	0.50%	0.50%	0.50%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Standard rates apply  
Standard rates apply  
Rates based on historical averages  
Rates based on historical averages

Rates based on \$250 monthly, 50% participation

Based on reporting entities contribution (TRS Care)

Rate based on historical averages  
Rate based on historical averages

Rate based on current expenses

Projected rate based on Region 11 expense



**SCHOOL OPERATIONS**

Board Expenses	-
Classroom / Teaching Supplies & Materials	2,500
Special Ed Supplies & Materials	800
Textbooks / Workbooks	6,250
Supplies & Materials other	1,250
Equipment / Furniture	1,200
Telephone	175
Technology	2,750
Student Testing & Assessment	1,250
Field Trips	2,820
Transportation (student)	3,250
Student Services - other	-
Office Expense	1,400
Staff Development	2,750
Staff Recruitment	500
Student Recruitment / Marketing	2,500
School Meals / Lunch	63,450
Travel (Staff)	2,500
Fundraising	-
Custom Operations #1	-
Custom Operations #2	-
Custom Operations #3	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>

**Projected expense**

Projected expense based on historic rates  
 Projected expense based on historic rates  
 Projected expense based on historic rates  
 Projected expense based on historic rates  
 Projected expense based on historic rates  
 Projected rate of \$10 per child  
 Rate based on historical averages

Projected rate based on current expenses  
 Projected rate based on current expenses  
 Projected expense based on YoY hiring needs  
 Projected rate based on current expenses  
 Projected at \$2.50 per meal (180 days)  
 Projected expense based on historic rates

0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	7.00%	4.00%	4.00%	14.00%	12.00%
0.00%	7.00%	4.00%	4.00%	14.00%	12.00%
0.00%	7.00%	4.00%	4.00%	14.00%	12.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	7.00%	4.00%	4.00%	14.00%	12.00%
0.00%	7.00%	4.00%	4.00%	14.00%	12.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	1.00%	1.00%	5.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	7.00%	4.00%	4.00%	14.00%	12.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

**FACILITY OPERATION & MAINTENANCE**

Insurance	12,500
Janitorial Services	3,150
Building and Land Rent / Lease	101,510
Repairs & Maintenance	5,750
Security Services	4,500
Utilities	9,660
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>7,500</b>

Projected expense based on historic rates  
 Projected rate based on current expenses  
 \$1500/mth 2400 sqft (Office) & \$6559/mth 23,869 sqft  
 Projected expense based on historic rates  
 Projected rate based on current expenses

0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

**RESERVES / CONTINGENCY**

7,500
-------

Estimated rainy day fund for unexpected expenses

**TOTAL EXPENSES**

NET OPERATING INCOME (before Depreciation)

**DEPRECIATION & AMORTIZATION**

NET OPERATING INCOME (including Depreciation)

0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
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Projected rate based on current expenses



**Brentwood Stair Preparatory School  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

	YEAR 1 2015	YEAR 2 2016	YEAR 3 2017	YEAR 4 2018	YEAR 5 2019
<b>SUMMARY</b>					
Total Revenue	1,894,187	2,026,780	2,107,852	2,402,951	2,691,305
Total Expenses	1,889,421	2,016,811	2,093,383	2,357,847	2,610,045
Net Operating Income (before Depreciation)	4,766	9,969	14,469	45,104	81,260
Revenue Per Pupil	7,094	7,112	7,145	7,173	7,177
Expenses Per Pupil	7,076	7,077	7,096	7,038	6,960

Description of Assumptions and Variances



<b>REVENUE</b>					
TOTAL STATE REVENUES	\$ 1,894,187	\$ 2,026,780	\$ 2,107,852	\$ 2,402,951	\$ 2,691,305
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 1,894,187	\$ 2,026,780	\$ 2,107,852	\$ 2,402,951	\$ 2,691,305

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	157,500	159,863	162,260	166,317	171,306
Instructional Management	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	55,000	55,825	56,662	58,079	59,821
Administrative Staff	52,500	53,288	54,087	55,439	57,102
Other - Administrative	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$ 265,000</b>	<b>\$ 268,975</b>	<b>\$ 273,010</b>	<b>\$ 279,835</b>	<b>\$ 286,230</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	798,000	848,540	900,417	1,003,182	1,074,608
Teachers - SPED	45,000	45,675	46,360	47,519	49,889
Substitute Teachers	36,000	36,540	37,088	44,351	45,682
Teaching Assistants	-	-	-	-	-
Specialty Teachers	135,000	137,025	139,080	237,596	244,724
Aides	60,000	81,200	82,418	84,478	87,013
Therapists & Counselors	-	-	-	-	46,226
Other - Instructional	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 1,074,000</b>	<b>\$ 1,148,980</b>	<b>\$ 1,205,363</b>	<b>\$ 1,417,126</b>	<b>\$ 1,596,141</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	45,000	45,675	46,360	47,519	48,945
Librarian	42,500	43,138	43,785	44,879	46,226
Custodian	30,000	55,825	56,662	58,079	79,399
Security	-	-	-	-	-
Other - Non-instructional	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 117,500</b>	<b>\$ 144,638</b>	<b>\$ 146,807</b>	<b>\$ 150,477</b>	<b>\$ 174,569</b>
<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$ 1,456,500</b>	<b>\$ 1,562,593</b>	<b>\$ 1,625,180</b>	<b>\$ 1,847,438</b>	<b>\$ 2,058,940</b>

**PAYROLL TAXES AND BENEFITS**

Social Security	90,303	96,881	100,761	114,541	127,654
Medicare	21,119	22,658	23,565	26,788	29,855
State Unemployment	39,326	42,190	43,880	49,881	55,591
Worker's Compensation Insurance	5,243	5,625	5,851	6,651	7,412
Custom Other Tax #1	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-
Health Insurance	6,554	7,032	7,313	8,313	9,265
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	8,011	8,594	8,938	10,161	11,324
Custom Fringe #1	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ 170,556</b>	<b>\$ 182,980</b>	<b>\$ 190,309</b>	<b>\$ 216,335</b>	<b>\$ 241,102</b>
<b>TOTAL PERSONNEL, TAX &amp; BENEFIT EXPENSES</b>	<b>\$ 1,627,056</b>	<b>\$ 1,745,572</b>	<b>\$ 1,815,489</b>	<b>\$ 2,063,773</b>	<b>\$ 2,300,042</b>

**CONTRACTED SERVICES**

Accounting / Audit	6,500	6,500	6,500	6,500	6,500
Legal	2,500	2,500	2,500	2,500	2,500
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	1,750	1,759	1,768	1,776	1,785
Payroll Services	1,750	1,759	1,768	1,776	1,785

Special Ed Services  
 Titlement Services (i.e. Title I)  
 Education Services Center  
 Custom Contracted Services #2  
 Custom Contracted Services #3  
**TOTAL CONTRACTED SERVICES**

1,200	1,206	1,212	1,218	1,224
-	-	-	-	-
6,750	6,784	6,818	6,852	6,886
-	-	-	-	-
-	-	-	-	-
<b>\$ 20,450</b>	<b>\$ 20,507</b>	<b>\$ 20,565</b>	<b>\$ 20,623</b>	<b>\$ 20,681</b>





**SCHOOL OPERATIONS**

Board Expenses	-	-	-	-	-	3,171	3,552
Classroom / Teaching Supplies & Materials	2,500	2,675	2,782	-	-	-	-
Special Ed Supplies & Materials	800	856	890	-	-	1,015	1,137
Textbooks / Workbooks	8,250	8,828	9,181	-	-	10,466	11,722
Supplies & Materials other	1,250	1,338	1,391	-	-	1,586	1,776
Equipment / Furniture	1,200	1,224	1,248	-	-	1,273	1,299
Telephone	175	179	182	-	-	186	189
Technology	2,750	2,805	2,861	-	-	2,918	2,977
Student Testing & Assessment	1,250	1,338	1,391	-	-	1,586	1,776
Field Trips	2,820	3,017	3,138	-	-	3,577	4,007
Transportation (student)	3,250	3,478	3,617	-	-	4,123	4,618
Student Services - other	-	-	-	-	-	-	-
Office Expense	1,400	1,428	1,457	-	-	1,486	1,515
Staff Development	2,750	2,805	2,861	-	-	2,918	2,977
Staff Recruitment	500	510	515	-	-	541	552
Student Recruitment / Marketing	2,500	2,550	2,601	-	-	2,653	2,706
School Meals / Lunch	63,450	67,892	70,607	-	-	80,492	90,151
Travel (Staff)	2,500	2,500	2,500	-	-	2,500	2,500
Fundraising	-	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-	-
Custom Operations #3	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 97,345</b>	<b>\$ 103,420</b>	<b>\$ 107,222</b>	<b>\$ 120,492</b>	<b>\$ 133,453</b>		

**FACILITY OPERATION & MAINTENANCE**

Insurance	12,500	12,750	13,005	-	-	13,265	13,530
Janitorial Services	3,150	3,213	3,277	-	-	3,343	3,410
Building and Land Rent / Lease	101,510	103,540	105,611	-	-	107,723	109,878
Repairs & Maintenance	5,750	5,865	5,982	-	-	6,102	6,224
Security Services	4,500	4,590	4,682	-	-	4,775	4,871
Utilities	9,660	9,853	10,050	-	-	10,251	10,456
Custom Facilities Operations #1	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ 137,070</b>	<b>\$ 139,811</b>	<b>\$ 142,608</b>	<b>\$ 145,460</b>	<b>\$ 148,369</b>		
<b>RESERVES / CONTINGENCY</b>	<b>7,500</b>	<b>7,500</b>	<b>7,500</b>	<b>7,500</b>	<b>7,500</b>		
<b>TOTAL EXPENSES</b>	<b>\$ 1,889,421</b>	<b>\$ 2,016,811</b>	<b>\$ 2,093,383</b>	<b>\$ 2,357,847</b>	<b>\$ 2,610,045</b>		
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$ 4,766</b>	<b>\$ 9,969</b>	<b>\$ 14,469</b>	<b>\$ 45,104</b>	<b>\$ 81,260</b>		
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>4,500</b>	<b>4,590</b>	<b>4,682</b>	<b>4,775</b>	<b>4,871</b>		
<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$ 266</b>	<b>\$ 5,379</b>	<b>\$ 9,787</b>	<b>\$ 40,328</b>	<b>\$ 76,389</b>		

**Brentwood Stair Preparatory School**  
**PROJECTED START-UP BUDGET / OPERATING PLAN**  
**FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>	
Total Revenue	100,000
Total Expenses	98,101
Net Operating Income (before Depreciation)	1,899

Description of Assumptions and Variances

Start-Up Period	
--------------------	--

<b>REVENUE</b>	
TOTAL STATE REVENUES	-
TOTAL FEDERAL REVENUES	-
TOTAL LOCAL & OTHER REVENUES	\$ 100,000
<b>TOTAL REVENUE</b>	<b>\$ 100,000</b>

Financial commitments already secured by the board

<b>EXPENSES</b>	
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	
Executive Management	23,125
Instructional Management	8,125
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	13,750
Administrative Staff	4,500
Other - Administrative	-
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$ 49,500</b>

50% time for half year salary (\$92,500) Superintendent  
50% time for 3 months salary (\$65,000) Principal

To start 3 months prior to commencement of academic year  
PEIMS/Administrative Assistant 50% time 2 months prior to commencement.

<b>INSTRUCTIONAL PERSONNEL COSTS</b>	
Teachers - Regular	5,000
Teachers - SPED	1,000
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	-
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 6,000</b>

\$1000 payroll expense for 5 teachers to assist in start-up 1 month prior  
Payroll expense for SPED teacher to assist in start-up 1 month prior

<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>	
Nurse	-
Librarian	-
Custodian	2,500
Security	-
Other - Non-Instructional	-
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 2,500</b>

Custodian payroll cost in preparation for new academic year

<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$ 58,000</b>
---------------------------------	------------------

<b>PAYROLL TAXES AND BENEFITS</b>	
Social Security	3,069
Medicare	718
State Unemployment	1,337
Worker's Compensation Insurance	178
Custom Other Tax #1	-
Custom Other Tax #2	-
Health Insurance	-
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	-
Custom Fringe #1	-
Custom Fringe #2	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ 5,301</b>

6.20%  
1.45%  
2.70%  
0.36%

<b>TOTAL PERSONNEL, TAX &amp; BENEFIT EXPENSES</b>	<b>\$ 63,301</b>
--	------------------

<b>CONTRACTED SERVICES</b>	
Accounting / Audit	6,000
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	1,250
Special Ed Services	-
Titelment Services (i.e. Title I)	-

Rates based on historical averages

Rates based on historical averages



**Brentwood Stair Preparatory School**  
**PROJECTED START-UP BUDGET / OPERATING PLAN**  
**FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>	
Total Revenue	100,000
Total Expenses	98,101
Net Operating Income (before Depreciation)	1,899

Description of Assumptions and Variances

	Start-Up Period
Education Services Center	-
Custom Contracted Services #2	-
Custom Contracted Services #3	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>\$ 7,250</b>

**SCHOOL OPERATIONS**

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	2,300
Textbooks / Workbooks	6,500
Supplies & Materials other	2,300
Equipment / Furniture	1,200
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	1,250
Staff Development	2,500
Staff Recruitment	1,500
Student Recruitment / Marketing	2,500
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Custom Operations #1	-
Custom Operations #2	-
Custom Operations #3	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 20,050</b>

Anticipated expense  
Rates based on historical averages  
Rates based on historical averages  
Rates based on historical averages

Anticipated expense  
Rates based on historical averages  
Anticipated expense  
Anticipated expense

**FACILITY OPERATION & MAINTENANCE**

Insurance	-
Janitorial Services	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Security Services	-
Utilities	-
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ -</b>

N/A - already covered by existing Al-Hedayah operations  
N/A - already covered by existing Al-Hedayah operations  
The sponsoring entity will not charge rent during the start up phase  
  
N/A - already covered by existing Al-Hedayah operations

**RESERVES / CONTINGENCY**

	7,500
<b>TOTAL EXPENSES</b>	<b>\$ 98,101</b>
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$ 1,899</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-
<b>NET OPERATING INCOME (Including Depreciation)</b>	<b>\$ 1,899</b>



Total FSP from latest Summary of Finances (SOF)	\$	1,894,187
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$	-
Current Year FSP Payments Year to Date from FSP Ledger	\$	-
FSP Remaining Balance	\$	1,894,187
Number of Remaining FSP Payments	\$	12
Remaining Balance to be Paid this Month		8.3%
<b>Payment</b>	<b>\$</b>	<b>157,218</b>

Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 157,218
October	11	9.1%	\$ 158,064
November	10	10.1%	\$ 159,469
December	9	11.1%	\$ 157,557
January	8	12.4%	\$ 156,473
February	7	14.4%	\$ 159,178
March	6	16.6%	\$ 157,074
April	5	19.9%	\$ 157,042
May	4	25.1%	\$ 158,660
June	3	33.2%	\$ 157,186
July	2	49.7%	\$ 157,184
August	1	100.0%	\$ 159,082
			<b>\$ 1,894,187</b>

**Brentwood Stair Preparatory School  
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY	CHECK vs. Budget (Must Be Zero)					Description of Assumptions and Variances	
	March	April	May	June	July		August
<b>REVENUE</b>							
TOTAL STATE REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ 25,000	\$ 25,000	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 100,000
TOTAL REVENUE	\$ 25,000	\$ 25,000	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 100,000
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	4,167	4,167	4,167	4,167	4,167	4,167	25,000
Instructional Management	-	-	2916 2/3	2916 2/3	2916 2/3	2916 2/3	8,750
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CPD / Director of Finance	-	-	4,750	4,750	4,750	4,750	14,250
Operation / Business Manager	-	-	-	-	2,250	2,250	4,500
Administrative Staff	-	-	-	-	-	-	-
Other - Administrative	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	\$ 4,167	\$ 4,167	\$ 11,833	\$ 14,083	\$ 14,083	\$ 14,083	\$ 52,500
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	-	-	-	-	5,000	5,000	5,000
Teachers - SPED	-	-	-	-	1,000	1,000	1,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	\$ -	\$ -	\$ -	\$ -	\$ 6,000	\$ 6,000	\$ 6,000
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	2,500	2,500	2,500
Security	-	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ 2,500	\$ 2,500
<b>TOTAL PERSONNEL EXPENSES</b>	\$ 4,167	\$ 4,167	\$ 11,833	\$ 14,083	\$ 14,083	\$ 22,583	\$ 61,000
<b>PAYROLL TAXES AND BENEFITS</b>							
Social Security	258	258	258	753	597	1,130	3,255
Medicare	60	60	60	149	149	282	761
State Unemployment	143	143	143	247	225	519	1,418
Worker's Compensation Insurance	17	17	17	35	35	68	189
Custom Other Tax #1	-	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-	-
Health Insurance	-	-	-	-	-	-	-
Dental Insurance	-	-	-	-	-	-	-
<b>BEGINNING CASH BALANCE (cash and cash equivalents)</b>	19,938	38,877	38,877	45,315	43,381	38,575	77
<b>ENDING CASH BALANCE (cash and cash equivalents)</b>	19,938	38,877	45,315	43,381	38,575	77	77
<b>Net Operating Income (before Depreciation)</b>	19,938	18,938	6,438	(1,934)	(24,806)	(18,498)	77
<b>Total Expenses</b>	5,062	6,062	6,062	14,434	37,306	30,998	99,933
<b>Total Revenue</b>	25,000	25,000	12,500	12,500	12,500	12,500	100,000
<b>Net Operating Income (before Depreciation)</b>	1,821	1,821	1,821	1,821	1,821	1,821	1,821
<b>Net Operating Income (after Depreciation)</b>	(1,821)	(1,821)	(1,821)	(1,821)	(1,821)	(1,821)	(1,821)

Enter the months period prior to opening day of school.



















Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.4. Budget Narrative

## Start Up Budget

1. Estimated Net Assets At Beginning of Year – The net assets of \$100,000 at beginning of the Start Up year are based on the sum of expected contributions from private donors totaling \$100,000 which have been pledged in lieu of the proposed charter school (see commitments/pledges of financial support). A review of Al-Hedayah's audited financial statements and its most recent Form 990 filing will demonstrate the institution's wherewithal and track record to elicit such financial support from its donor base as well as the revenue and assets to provide initial start-up financing to Brentwood Stair Preparatory School.
2. Expenses – Please refer to Attachment F.3 and O.9 for details of start-up budget and expenditures.
3. Assumptions:
  - a. The Social Security cost of all positions is calculated at 6.2%.
  - b. Similarly, the Medicare cost is calculated at a rate of 1.45%
  - c. The workers compensation expense is calculated at rate of 0.36% of total salary for the six month period.
  - d. State Unemployment Compensation expense is calculated at rate of 2.7%.
  - e. No rent will be charged by the sponsoring entity during the start-up phase of the proposed Charter School.

## Budget – Years 1 thru 5

1. Revenue Assumptions
  - a. Total state revenues were calculated using an Average Daily Attendance of 80% for all five years.
  - b. Enrollment of 282 students is expected in the first year, increasing progressively each year and reaching 390 in year five.
  - c. Unless otherwise noted, line item figures apply to all years.
  - d. Anticipated initial population of 40 students requiring Special Education (Speech Therapy, 5; Resource Room, 20; Full time Early Childhood, 15) with year-over-year increases commensurate with enrollment.
  - e. Anticipated initial population of 40 students enrolled in Gifted & Talented programs with year-over-year increases commensurate with enrollment.
  - f. Anticipated initial population of 60 students enrolled in Bilingual/ESL based on demography with year-over-year increases commensurate with enrollment.
  - g. Compensatory Education Enrollment Funding is based on an estimated participation rate of 141 students in the Free or Reduced Lunch Program within the first year with year-over-year increases commensurate with enrollment.
  - h. Transportation Allotment was calculated as follows:
    - Anticipated Average Annual Mileage: 50,000

- Number of Days: 180
  - Ridership (Regular Program 100, SPED 20, C&T 20): 140
  - Liner Density Grouping:  $(180 \times 140) / 50,000 = 0.504$
  - Allotment per Mile of Approved Route: \$0.79
  - Allotment for Regular:  $100/140 \times 50,000 \times \$0.79 = \$28,214.29$
  - Allotment for SPED:  $100/140 \times 50,000 \times \$0.79 = \$5,642.86$
  - Allotment for C&T:  $100/140 \times 50,000 \times \$0.79 = \$5,642.86$
- i. Although it is likely that during the course of the year, the proposed charter school will secure non-governmental sources of revenue through grants and other private contributions, for the purpose of providing a conservative projection, no estimates in this regard were included in the budget.
2. Expenditures
- a. Salaries were calculated using median salary figures for neighboring and comparable school districts and rationalized against existing salary structures for the current school to arrive at salary averages for all positions beginning with year. Detailed breakdown of all positions and salaries can be found in budget worksheets (Attachment F.3)
  - b. Yearly salary increases were arrived at using a conservative percentage in the early years and progressively increasing in years 4 and 5 (refer to budget worksheet in Attachment F.3 for details).
    - i. Total anticipated payroll expense Year 2 = \$1,456,500
    - ii. Total anticipated payroll expense Year 3 = \$1,562,593
    - iii. Total anticipated payroll expense Year 4 = \$1,625,180
    - iv. Total anticipated payroll expense Year 5 = \$2,058,940
  - c. The cost of all positions was multiplied by the 1.45% current Medicare rate and a rate of 6.2% for Social Security rate.
  - d. The workers compensation expense is based on a rate of 0.36% of total salaries.
  - e. Unemployment Compensation expense is based on a rate of 2.7%.
  - f. The monthly employer contribution for group health insurance is estimated at \$250. All employees that work over 20 hours per week will be offered health insurance with an assumed participation rate of 50%.
  - g. The Teacher Retirement/TRS Care expense is based on the reporting entity contribution of 0.55% of total salaries plus the reporting entity contribution for new members of 6% of total salaries for 90 days.
  - h. Anticipated expense of \$6,500 for audit services. This is based upon prior audits obtained for the sponsoring entity, but may be subject to increase in later years as the school's budget becomes larger and more complex.
  - i. Education Service Center Services - Anticipated expenses of \$6,750 to contract with ESC Region 11 for PEIMS compliant software and hosting services.



- j. Expenditures related to school operations were based on historical averages or extrapolations of current expenses and adjusted year-over-year based on enrollment increases or a standard 2% (see Attachment F.3 for detailed breakdown in the worksheet).
  - k. Insurance and bonding costs are estimated at \$12,500 related to liability, property and directors and officers coverage.
  - l. Rentals-Operating Leases:
    - i. \$1,500 per month for rental of 2,400 square feet of office space within the school building calculated at a market competitive rate of \$7.50 per square foot school building for six months. Included in the rental costs is maintenance and use of facilities (office equipment, multi-activity center, full kitchen, gym, tennis/basketball court and surrounding green space). \$6,559 per month for rental of remaining 23,869 square feet at a rate of \$3.59 per square foot. Total anticipated annual expense equals \$101,510.
3. Contingency Planning
- a. As noted previously, conservative estimates have been used throughout the budgeting process with an ADA of 80% which, based on historical attendance rates for the current school, is extremely low.
  - b. As part of the school's budget planning and in the event enrollment targets are not met or other unforeseen events prevent an improvement in revenues (or results in higher expenses), funds will be raised from various sources, including but not limited to private donors and federal/state grants (see commitments/pledges of financial support contained in this attachment).
  - c. As noted previously, the sponsoring entity has a proven track record of eliciting funds and will continue to remain engaged with community and corporate partners to ensure continued financial viability and ongoing sound fiscal management.
  - d. A Reserve/Contingency Fund of \$7,500 for each year of operation is planned in the budget worksheet and will be used as a rainy day fund to shore up unanticipated expenses.



March 20, 2014

Mr. Nabil Bawa  
President, Al-Hedayah Academy  
8601 Randol Mill Road  
Forth Worth, Texas 76120

Dear Mr. Bawa,

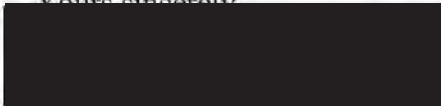
Re: Brentwood Stair Preparatory School  
Start-up budget for proposed Open Enrollment Public Charter School

I am pleased to learn that Al-Hedayah Academy, Inc. is applying with the State Board of Education to operate an Open Enrollment Public Charter School.

Please accept this letter as acknowledgement of my pledge to support the proposed public charter School, if a charter is awarded, in the amount of twenty five thousand dollars (\$25,000.00) to be used for startup expenses. No repayment is expected. This pledge is in addition to my prior donations to the academy and I am grateful for the opportunity to be of service.

The intended funds are for the unrestricted support of educational activities and may be utilized for any activity that is in accord with policies of the proposed charter school.

Yours sincerely,



Mahrouq Enterterprises International, Inc.  
M. E. I.  
108 N. Collins Street  
Arlington, Texas 76011  
817-469-6008

March 20, 2014

Mr. Nabil Bawa  
President, Al-Hedayah Academy  
8601 Randol Mill Road  
Forth Worth, Texas 76120

Dear Mr. Bawa,

Re: Brentwood Stair Preparatory School  
Start-up budget for proposed Open Enrollment Public Charter School

I am pleased to learn that AI-Hedayah Academy, Inc. is applying with the State Board of Education to operate an Open Enrollment Public Charter School.

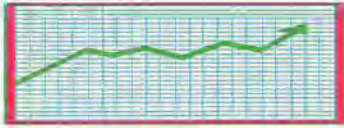
Please accept this letter as acknowledgement of my pledge to support the proposed public charter School, if a charter is awarded, in the amount of twenty five thousand dollars (\$25,000.00) to be used for startup expenses. No repayment is expected. This pledge is in addition to my prior donations to the academy and I am grateful for the opportunity to be of service.

The intended funds are for the unrestricted support of educational activities and may be utilized for any activity that is in accord with policies of the proposed charter school.





Tadmor Inc.



Business Management Company

**5800 S. Collins Suits#104 & 120, Arlington, TX 76018**

**☎ 817-633-5900 📠 817-633-5900**

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March 23, 2014

Mr. Nabil Bawa  
President, Al-Hedayah Academy  
8601 Randol Mill Road  
Forth Worth, Texas 76120

Dear Mr. Bawa,


Re: Brentwood Stair Preparatory School  
Start-up budget for proposed Open Enrollment Public Charter School

In support to the proposed Charter School Program I am pledging fifteen thousand dollars (\$15,000.00) for startup expense, this pledge is donation and no repayment is required.

The intended funds are for the unrestricted support of educational activities and may be utilized for any activity that is in accord with policies of the proposed charter school.

Yours sincerely,





March 20, 2014

Mr. Nabil Bawa  
President, Al-Hedayah Academy  
8601 Randol Mill Road  
Forth Worth, Texas 76120


Dear Mr. Bawa,

Re: Brentwood Stair Preparatory School  
Start-up budget for proposed Open Enrollment Public Charter School

I am pleased to learn that Al-Hedayah Academy, Inc. is applying with the State Board of Education to operate an Open Enrollment Public Charter School.

Please accept this letter as acknowledgement of my pledge to support the proposed public charter School, if a charter is awarded, in the amount of thirty five thousand dollars (\$35,000.00) to be used for startup expenses. No repayment is expected. This pledge is in addition to my prior donations to the academy and I am grateful for the opportunity to be of service.

The intended funds are for the unrestricted support of educational activities and may be utilized for any activity that is in accord with policies of the proposed charter school.



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment G.1. Board Policies




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Constitution and Bylaws of  
*Al-Hedayah Academy, Inc.*  
A TEXAS NONPROFIT CORPORATION  
Effective June 1, 2013

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Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective: June 1, 2013

  
\_\_\_\_\_  
(initials)

1 **Constitution**  
2 **of Al-Hedayah Academy, Inc.**

3  
4 **Preamble**

5  
6 Al-Hedayah Academy, Inc., hereinafter referred to as “Al-Hedayah” or “Al-Hedayah Academy”,  
7 is a voluntary, non-profit corporation organized under the Texas Business Organizations Code,  
8 deriving its tax exemption pursuant to section 501(c)(3) of the Internal Revenue Code of 1986, as  
9 amended, or corresponding provisions of subsequently enacted federal law (hereinafter the  
10 “Code”).

11  
12 **Vision**

13  
14 The vision of Al-Hedayah Academy is to inculcate value, knowledge and skills particularly in  
15 core areas of science, technology and language-arts, so that each student becomes an  
16 independent, self-reliant, lifelong learner and productive member of society.

17  
18 **Mission**

19  
20 The mission of Al-Hedayah Academy is to establish a non-parochial school which will provide  
21 students of diverse backgrounds with high-quality, comprehensive educational opportunities that  
22 cultivate lifelong learners in pursuit of excellence in academic, social, creative, and physical  
23 challenges conducive to the development of a culturally responsive moral character.

24  
25 **Core Values**

26  
27 We care deeply about and form decisions based on these core values:

- 28 a. Courage  
29 b. Integrity  
30 c. Kindness  
31 d. Respect  
32 e. Responsibility and  
33 f. Scholarship

34  
35 **ARTICLE I: NAME**

36  
37 The name of this organization shall be Al-Hedayah Academy, Inc.  
38

Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective: June 1, 2013

 (initials)

1 **ARTICLE II: BOARD OF DIRECTORS**

2 The Board of Directors (the "Board" or "Board of Directors") is Al-Hedayah Academy's  
3 governing board and shall hold the academy's financial, physical, human assets and operations in  
4 trust for future generations, and shall safeguard its Constitution and Bylaws.

5 Individual directors have no legal authority, nor are they entitled to special privileges. Rather,  
6 their authority and fiduciary responsibilities arise exclusively from their participation with other  
7 members of the governing board when it is officially convened.

8 Board of Directors of Al-Hedayah shall manage the business, property, and affairs of Al-Hedayah  
9 in compliance with the Texas Business Organizations Code (hereinafter the "TBOC") pertaining  
10 to non-profit organizations, the Articles of Incorporation, and the provisions of this Constitution  
11 and the Bylaws.

12  
13 The appointment and responsibilities of directors and its officers shall be defined by the Bylaws.  
14

15 **ARTICLE III BOARD OF DIRECTORS MEETINGS**

16  
17 Regular meetings of the Board of Directors shall be held quarterly, or more frequently as deemed  
18 necessary, by the Board of Directors. Special meetings may be called by the President or any  
19 fifty (50) percent of directors. An orientation meeting shall be held each year for newly elected  
20 or appointed directors of the Board of Directors. At the discretion of the Board of Directors,  
21 meetings may be open to the public except at such times as personnel, real estate, or litigation  
22 matters are on the agenda for discussion.  
23

24 With the adoption of the charter, if and when it is granted by Texas Education Agency, Al-  
25 Hedayah as the sponsoring entity shall implement fully the Open Meetings Act of May 8, 1967,  
26 and all its amendments as detailed in the *Open Meetings Act Handbook* published by the Texas  
27 Attorney General's Office ([https://www.oag.state.tx.us/open/publications\\_og.shtml](https://www.oag.state.tx.us/open/publications_og.shtml)).  
28

29 **ARTICLE IV: OFFICERS OF BOARD OF DIRECTORS**

30  
31 The Officers of Board of Directors shall include a President, a Vice President, a Secretary, and a  
32 Budget Director. In addition, the Officers of the Board of Directors may consult with such non-  
33 member advisors as it deems fit, including Al-Hedayah's General Counsel and other Board  
34 Advisors.  
35  
36

Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective: June 1, 2013

  
(initials)



1 **ARTICLE V: RULES OF PROCEDURE**

2  
3 The proceedings and business of the Board of Directors shall be governed by all portions of this  
4 Constitution and shall fulfill the duties and responsibilities delineated in the Bylaws. The General  
5 Counsel shall be the Parliamentarian who shall be knowledgeable of and responsible for advising  
6 the President to enforce the Rules.

7  
8 **ARTICLE VI: STANDING COMMITTEES**

9  
10 The Board of Directors shall have the power to appoint ad Hoc committees as deemed necessary.  
11 Such committees shall have a minimum of three (3) members, and shall be chaired by a member  
12 of the Board of Directors. The Ad Hoc committee shall be dissolved after the completion of the  
13 task or achievement of the objective. Implementation of the recommendations made by the ad  
14 Hoc committee shall be at the discretion of the Board of Directors.

15  
16 **ARTICLE VII: CONFLICTS OF INTEREST**


17  
18 Directors, officers, and committee members of Al-Hedayah shall discharge their duties in good  
19 faith, with ordinary care, in a manner a reasonably prudent person in such position would believe  
20 to be in the best interest of Al-Hedayah and in a manner consistent with applicable provisions of  
21 the TBOC, the Conflict of Interest Policy, and the Code of Ethics contained in the Bylaws.

22  
23 **VIII. INDEMINIFICATION OF DIRECTORS, OFFICERS AND VOLUNTEERS**

24  
25 Al-Hedayah shall indemnify a director, officer, or volunteer who was, is, or is threatened to be  
26 made a named defendant or respondent in litigation or other proceedings because such a person is,  
27 or was a director, officer, volunteer, or other person related to Al-Hedayah, to the extent provided  
28 by the TBOC. The Board of Directors shall have the power in the Bylaws to define the  
29 requirements and the limitations for Al-Hedayah to indemnify, directors, officers, volunteers, or  
30 others related to Al-Hedayah.

31  
32 **ARTICLE IX: AMENDMENTS**

33  
34 The Articles of Incorporation of Al-Hedayah, the Constitution and the Bylaws may be amended  
35 by special resolution in the manner set forth in the Bylaws.  
36  
37  
38

  
\_\_\_\_\_  
(initials)

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# Bylaws of Al-Hedayah Academy, Inc.

9 These Bylaws constitute the rules, procedures and policies (the "Rules") adopted by Al-Hedayah,  
10 for the regulation and management of its affairs and fulfillment of its stated purposes.

11  
12  
13  
14  
15

## Section 1: REGISTERED OFFICE AND AGENT

16 Al-Hedayah shall maintain a registered office and a registered agent in the State of Texas. The  
17 Board of Directors shall appoint a registered agent as provided in the Texas Business  
18 Organizations Code (hereinafter the "TBOC"). The registered office shall be the legal address of  
19 Al-Hedayah Academy, Inc.

20  
21  
22  
23  
24  
25

## Section 2: BOARD OF DIRECTORS

26  
27  
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37

**A. Qualifications:** In accordance with the TEC§12.1202, a director shall be 18 years of age or older, citizen of the United States citizen, be a resident of the State of Texas and must be registered to vote. Additionally, no director shall be elected if he or she has been finally convicted of a felony or has been determined mentally incompetent by a final judgment of a court. He and she must possess good overall character, education, and professionalism and demonstrate genuine dedication to the stated purpose of Al-Hedayah. An employee of Al-Hedayah, a person related to an existing director within the third degree of consanguinity or affinity as determined under Chapter 573 of the Government Code is ineligible to serve on the Board of Directors.

In compliance with TEC§12.1202, the board shall perform criminal background and obtain written verification that the (s)he meets the requirements of a qualified voter.

**B. Conflict of Interest:** A director must not be an officer or a trustee in another school whose primary office is registered in the State of Texas or States adjoining Texas.

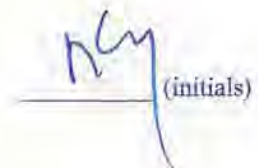
**C. Number of Directors:** The Board of Directors shall consist of no more than eight (8) members.

**D. Term:** A director shall serve for a period of two (2) years with no term limits.

**E. Resignation:** A director may resign at any time by delivering a written notice to the Secretary or the President of the Board of Directors. Such resignation shall be effective upon receipt or at such time specified in the notice of resignation, but not later than thirty (30) days from receipt of said notice.

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1 **ARTICLE X: DISSOLUTION**

2  
3 A two-thirds (2/3) majority vote of directors shall be required to dissolve Al-Hedayah. In the  
4 event of dissolution, any assets remaining after payment of or provision for its debts and  
5 liabilities shall, consistent with the purposes of Al-Hedayah, be paid over to an educational  
6 institution in the United States exempt under the provisions of section 501(c)(3) of the Code. No  
7 part of the net assets or net earnings shall inure to the benefit of or be paid or distributed to a  
8 director, officer, member, donor, or employee of Al-Hedayah.

9  
10 **ARTICLE XI: RESTRICTIONS AND REQUIREMENTS**

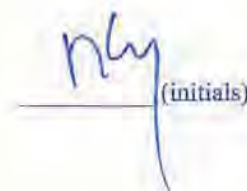
11  
12 **DIVIDENDS:** Al-Hedayah shall not pay dividends or other corporate income to its members,  
13 officers or directors, or otherwise accrue distributable profits or permit realization of private gain.  
14 Al-Hedayah shall have no power to take any action prohibited by the TBOC.

15  
16 **TAX EXEMPTION:** Al-Hedayah shall have no power to take any action that would be  
17 inconsistent with the requirements for a tax-exemption under the section 501(c)(3) of the Code  
18 and all related regulations, rulings and procedures. Al-Hedayah shall have no power to take any  
19 action that would be inconsistent with the requirements for receiving tax deductible charitable  
20 contributions under the same.

21  
22 **ARTICLE XII: NON DISCRIMINATORY PRACTICES**

23  
24 In compliance with the Equal Employment Opportunity Commission and the laws of Texas, Al-  
25 Hedayah shall not discriminate against any person or student, in its conduct of business as a  
26 school or in any other function, because of such a person's race, color, national origin, religion,  
27 sex, disability, age and genetic information.

28  
29 End of Constitution.  
30

  
(initials)



1           **F. Removal:** A director may be removed with cause. Cause for removal of a  
2 director may include failure to discharge the duties and responsibilities specifically enumerated  
3 in the Constitution or these Bylaws; for violation of any Codes, rules, or regulations expressly set  
4 forth in the Constitution or incorporated by reference; or, for any activities that reflect  
5 unfavorably on Al-Hedayah. A director may be removed by a simple majority. The director  
6 shall have the right to file a written appeal with the President of the Board of Directors stating the  
7 grounds for appeal. The President may form an independent, three (3) member fact-finding  
8 committee to consider the appeal and report their findings to the Board prior to a vote to reinstate  
9 the director. A majority vote on the appeal will be final.

10           **G. Vacancies:** Vacancies on the Board of Directors caused either by death,  
11 resignation, or removal shall be filled as soon as practicable by the Board of Directors.

12           **H. Responsibilities:** The primary role of the Board of Directors is the establishment  
13 of policy and to ensure that the policy is enforced by the Superintendent. The Board shall:

- 14
- 15           a. Appoint the school Superintendent and the Principal as well as all other executive or  
16           management positions as deemed necessary.
  - 17           b. Work with the Superintendent and community to develop a vision for the school.
  - 18           c. Advocate on behalf of students and their school, and promote the benefits of public  
19           education.
  - 20           d. Supports the Superintendent in all decisions that conform to Board policy, other decisions  
21           made by the Board, or recognized professional standards.
  - 22           e. Provide for policy on the effective management of complaints.
  - 23           f. Provide for the periodic review of policies.
  - 24           g. Ensure Board members understand that it acts as a unified body and that individual  
25           members have no independent authority.
  - 26           h. Approve the annual budget and ensure that expenditures are carried out in accordance  
27           with the budget.
  - 28           i. Receive and accept property, whether real, personal, or mixed by way of gift, bequest, or  
29           devise from any person, firm, trust, or corporation, to be held, administered, and disposed  
30           of in accordance with and pursuant to the provisions of these Bylaws. However, no gift,  
31           bequest, or devise of any such property shall be received or accepted if it is:



- 1 1. limited in such a manner as to require the disposition of the income or its principal  
2 for any purpose other than the purpose set forth in the Constitution and these  
3 Bylaws, or
- 4 2. as shall in the opinion of the Board of Directors jeopardize the federal income tax  
5 exemption of Al-Hedayah pursuant to section 501(c)(3) of the Code.

6 **I. Compensation:** Directors shall not receive any salary or other compensation for  
7 their services, except may be reimbursed for any actual, verified expenses incurred in the  
8 performance of their duties for Al-Hedayah.

9 **J. Absence:** Each director shall communicate with the President or Secretary in  
10 advance of any Board meetings from which the director anticipates being absent informing them  
11 of the same. Any director who is absent from three (3) successive meetings without excused  
12 cause shall be deemed to have resigned due to non-participation, and the position shall be  
13 declared vacant, unless the Board affirmatively votes to retain that director as a member of the  
14 Board.

15 **K. Location of Board Meetings:** Regular and Special Meetings of the Board of  
16 Directors will be held on the campus of Al-Hedayah Academy, 8601 Randol Mill Road, Fort  
17 Worth, Texas 76120, or upon written notice provided to all directors not less than three (3) days  
18 in advance at any other place within Tarrant County, Texas that the President may designate.

19 **L. Regular and Special Meetings:** Regular meetings of the Board of Directors shall  
20 be held monthly or more frequently as deemed necessary by the Board of Directors. Special  
21 meetings may be called by the President or at least fifty (50) percent of the directors. An  
22 orientation meeting will be held each year for the new directors of the Board of Directors at  
23 which time each new member will read and acknowledge receipt of a certified copy of the  
24 Constitution and Bylaws and Business Rules.


25 **M. Notice of Board Meetings:** All directors shall be given notice of the date, time,  
26 and place of regular meetings by regular mail, telephone, facsimile, or email not less than two (2)  
27 weeks prior to the meeting. In case of an emergency, the President may call a special meeting  
28 without issuing prior notice.

29 **N. Waiver of Notice:** Attendance by a director at any meeting of the Board of  
30 Directors for which the director did not receive the required notice will constitute a waiver of  
31 notice of such meeting.

32 **O. Quorum:** Two-thirds (2/3) of the voting members of the Board of Directors shall  
33 constitute a quorum. A quorum must be present before business may be transacted or motions  
34 made or passed. If a quorum is not present, the meeting shall be adjourned and rescheduled  
35 within two (2) weeks, with notice of the new meeting. At the subsequent meeting, those present  
36 shall constitute a quorum. Each director shall be entitled to one vote. All motions shall be  
37 adopted by a simple majority including appointment or removal of a director.

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1           **P. Proxy Voting Prohibited:** Proxy voting shall not be permitted.

2           **Q. Actions without a Meeting:** Any action required or permitted to be taken by the  
3 Board of Directors under the TBOC, the Articles of Incorporation, and the Constitution may be  
4 taken without a meeting, if a two-thirds (2/3) majority of directors individually and collectively  
5 consent in writing, setting forth the action to be taken. Such written consent shall have the same  
6 force and effect as a unanimous vote of the Board.

7           **R. Order of Meetings**

8 The usual order of business shall be:

- 9           a. Call to Order  
10           b. Approval of Minutes of Previous Meeting  
11           c. Matters Arising from Minutes - Unfinished Business  
12           d. Written report of Budget Director  
13           e. Written report from the Principal and or the Superintendent  
14           f. New Business  
15           g. Adjournment.

16  
17 There shall be no new agenda items added at the time of meeting and matters outside the agenda  
18 may be deliberated but cannot be voted upon at the meeting.

19           **S. Agenda:** The Secretary, in consultation with the President, shall be responsible  
20 for preparing and making available to each director of the Board of Directors, a copy of the  
21 written agenda not less than three (3) days prior to the scheduled meeting. Any director of the  
22 Board of Directors wishing to add an item to the agenda should submit the item to the Secretary  
23 in writing not less than one (1) week prior to the scheduled meeting.

24           **T. Minutes:** The Secretary of the Board of Directors, or a director designated by the  
25 President in the Secretary's absence, shall be responsible for recording the minutes of each  
26 meeting. The minutes shall contain when and by whom the meeting was called to order, location  
27 of the meeting, whether the meeting was a regular, special or other type of meeting, the time the  
28 meeting adjourned, names of those present, those with an excused absence, and those not  
29 excused, quorum information, approval of agenda, correction and adoption of minutes of the  
30 previous meeting, record of what occurred at the meeting with all actions approved by a majority  
31 vote of the directors and the date, time, and place of the next meeting.

32  
33 The minutes shall be presented for approval at the next regular meeting of the directors.  
34 Typographical errors or misreported items may be corrected with such corrections duly noted.  
35 Minutes may be amended by a majority vote of the directors. Upon approval and adoption of the  
36 minutes by the Board, the Secretary shall certify their accuracy and shall provide a copy of the  
37 same to each director, whether present or absent, within seven (7) days of signature. The original  
38 copy of all minutes shall be maintained at the principal office of the corporation.

  
\_\_\_\_\_  
(initials)



1           **U. Directors:** The directors of the Board of Directors shall include a President, a  
2 Vice President, a Secretary, and a Budget Director. At the discretion of the Board of Directors,  
3 the officers may include one or more additional Vice Presidents. Officers shall be elected by, and  
4 from among the members of the Board of Directors for one (1) year term and may be re-  
5 nominated and re-elected for an unlimited number of terms. Election shall be held in the month  
6 preceding the start of calendar year.

7           **a. President:** The President of the Board of Directors shall:

- 8           1. Supervise and control the affairs of Al-Hedayah and shall exercise such  
9           supervisory powers as may be given by these Constitution and Bylaws;
- 10          2. Perform all duties incident to such office and such other duties as may be  
11          provided in the Constitution and these Bylaws;
- 12          3. Set the agenda for each meeting of the Board of Directors in accordance with the  
13          requirements of the Constitution and these Bylaws;
- 14          4. Preside at all Board meetings and exercise parliamentary control in accordance  
15          with these Bylaws;
- 16          5. Appoint all Ad Hoc committees.

17          **b. Vice President:** The Vice President of the Board of Directors shall act in place of  
18 the President in the event of the President's absence or inability to act, and shall exercise and  
19 discharge such other duties as may be required by the Board.

20          **c. Secretary:** The Secretary of the Board of Directors shall perform following duties  
21 until a full-time Superintendent is appointed at which time following duties shall be performed  
22 by the Superintendent:

- 23          1. Perform all duties incident to the office of Secretary and such other duties as may  
24          be required by law, by the Articles of Incorporation, or by the Constitution or  
25          these Bylaws;
- 26          2. Attest to and keep the Constitution and other legal records of Al-Hedayah, or  
27          copies thereof, at the principal office of Al-Hedayah;
- 28          3. Take minutes of all meetings of the committees and the Board of Directors, and  
29          keep the original copy of all minutes at the principal office of Al-Hedayah;
- 30          4. Keep a record of the names, addresses, and email addresses of the directors at the  
31          principal office of Al-Hedayah;
- 32          5. Set up procedures for any elections, with the approval of the Board of Directors,  
33          and keep a record of all votes cast in such elections;
- 34          6. Ensure that all required notices are duly given in accordance with the Constitution  
35          and these Bylaws, or as required by law; and
- 36          7. See that all books, reports, statements, certificates, and other documents and  
37          records of Al-Hedayah are properly kept and timely filed.

  
(initials)



1 In the case of absence or disability of the Secretary, the Vice President shall perform the  
2 functions of the Secretary. Furthermore, for the avoidance of doubt, the Superintendent shall not  
3 participate in any meeting (including in the role of Secretary) where matters regarding the  
4 Superintendent's performance or compensation shall be discussed or decided.

5  
6 **d. Budget Director:** The Budget Director of the Board of Directors shall be an  
7 individual possessing an education or professional background in finance and or accounting.  
8 (S)he shall carry out the following duties until a full-time Superintendent is appointed at which  
9 time these duties shall be performed by the Superintendent. The duties shall include:


- 10 1. Prepare annual budgets of Al-Hedayah Academy for the fiscal year in consultation  
11 with the Principal;
- 12 2. Supervise all income and expenditures;
- 13 3. Maintain records of all financial transactions including accounts receivable and  
14 accounts payable;
- 15 4. Prepare or cause to be prepared monthly and annual reports for the Board of  
16 Directors, providing an accounting of all transactions and of the financial  
17 conditions of Al-Hedayah;
- 18 5. Interview families seeking financial aid for tuition payment;
- 19 6. Sign all deposits or cause to be signed, withdrawals and check disbursements  
20 authorized by the Board of Directors;
- 21 7. Provide receipts to all donors;
- 22 8. Ensure that all corporate and tax forms are filed and applicable taxes are paid on a  
23 timely basis;
- 24 9. Keep all records, books, and annual reports of the financial activities of Al-  
25 Hedayah at the principal office of Al-Hedayah and make them available at the  
26 request of any Trustee, director, or other authorized person during regular  
27 business hours for inspection and copying; and
- 28 10. Deliver all property of Al-Hedayah to the successor within two (2) weeks.

29  
30 Furthermore, for the avoidance of doubt, the Superintendent shall not participate in any meeting  
31 (including in any of the foregoing budget roles) where matters regarding the Superintendent's  
32 performance or compensation shall be discussed or decided.

33  
34 **Section 3. AL-HEDAYAH ACADEMY SUPERINTENDENT**

35  
36 The school's Board of Directors is a legislative and policy making body and shall govern rather  
37 than manage. If and when the State of Texas grants an Open Enrollment Public Charter to Al-  
38 Hedayah, the Board of Directors shall appoint a Superintendent and approve such person's

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1 annual compensation and fringe benefits. The Superintendent shall attend all Board of Director  
2 meetings, except to the extent otherwise provided by these Bylaws.

3  
4 The Superintendent of Al-Hedayah Academy shall be a college graduate and hold a doctorate  
5 degree from a recognized university in the United States and must also have a minimum of ten  
6 (10) years of experience of which five (5) years should be in management and administration of a  
7 school.

8  
9 The primary role of the Superintendent is to provide professional educational advice on policy  
10 development and to implement the policies the Board adopts. The duties of the Superintendent  
11 shall include:

- 12 a. Prepare and disseminate the agenda for each meeting and other secretarial responsibilities  
13 as elaborated elsewhere (Section U (c) above)
- 14 b. Budgetary responsibilities as elaborated elsewhere (Section U (d) above) which shall  
15 include the preparation of the annual budget for Board consideration.
- 16 c. Safeguard and pursue Al-Hedayah's vision for excellence in education in core areas of  
17 science, technology and language-arts.
- 18 d. Set the school calendar which conforms to the state requirements.
- 19 e. Prepare and submit state and federal applications and reports.
- 20 f. Appoint and terminate all personnel, other than executive level personnel as described  
21 elsewhere in these Bylaws.
- 22 g. Be responsible for the instructional program.
- 23 h. Maintain a continuous study of current problems.
- 24 i. Determine the emergency closure of school during inclement weather conditions or other  
25 causes.
- 26 j. Keep Board members informed about the needs of the district and about school  
27 operations and programs.
- 28 k. Provide for the continuous improvement of all facets of school operations, especially as it  
29 relates to teaching and learning.
- 30 l. Encourage long-range and strategic planning.



- 1 m. Ensure that professional development opportunities are available for employees.
- 2 n. Develop a public relations program.
- 3 o. Assure that all decisions are made with the best interest of students in mind.

4  
5 **Section 4. AL-HEDAYAH ACADEMY PRINCIPAL**

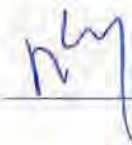
6  
7 The Principal of Al-Hedayah Academy shall be a college graduate and hold a Master's Degree  
8 from a recognized university in the United States and must also have a minimum of five (5) years  
9 of experience of which two (2) years should be in management and administration of a school.  
10 (S)he should qualify and obtain Texas Teacher's certification.

11  
12 The Principal shall be appointed by the Board of Directors who shall approve such person's  
13 annual compensation and fringe benefits. The Principal shall attend the Board of Directors  
14 meeting upon request. Duties and responsibilities of the Principal shall be established by the  
15 Superintendent.

16  
17 **Section 5. GENERAL COUNSEL**

18  
19 The General Counsel shall be appointed by the Board of Directors to serve as an Ad-Hoc non-  
20 member advisor of the Board of Directors, and must be a licensed attorney in the State of Texas.  
21 The General Counsel is obligated to view Al-Hedayah as his or her client but not the individual  
22 representatives or agents thereof. The General Counsel shall serve as a volunteer and receive no  
23 remuneration.

24 The General Counsel shall provide sound, effective, and timely legal advice and representation to  
25 the Board of Directors and the Superintendent. The General Counsel shall be available for  
26 consultation at all meetings and when needed. Areas for which the General Counsel may be  
27 called upon routinely include statutory interpretation, public records, open meetings, ethics,  
28 rulemaking procedures, legislative procedures, personnel, procurement and the management of  
29 all agency litigation. The General Counsel shall take a hands-on role to assist in meeting the  
30 complex federal requirements that must be met to secure and maintain federal education funding.  
31 These include the No Child Left Behind Act (NCLB), the Individuals with Disabilities Education  
32 Act (IDEA), the Family Education Rights and Privacy Act (FERPA), and the Race to the Top  
33 grant.

 (initials)

1 **Section 6: OFFICE MANAGER AND BUDGET MANAGER**

2  
3 The Office Manager and the Budget Manager of Al-Hedayah Academy shall be appointed by the  
4 Board of Directors if deemed necessary. Their qualifications, terms of appointment,  
5 compensation, and duties and responsibilities shall be established by the Superintendent.  
6

7 **Section 7: EMPLOYMENT CONTRACT**

8  
9 Depending upon the type of employment an employee at Al-Hedayah will be at-will or be issued  
10 an employment contract. An employment contract is a written agreement between Al-Hedayah  
11 and an employee at the commencement of the period of employment and stating the exact nature  
12 of their business relationship, detailing the compensation the employee will receive in exchange  
13 for specific work performed. The employment contract shall define the job description, vacation,  
14 holidays, sick leave or personal days as well as fringe benefits including discounts, health  
15 insurance benefits and other benefits. All employment contracts shall be initiated by the  
16 Superintendent and must be reviewed by the General Counsel to ensure proper legal language.  
17


18 **Section 8: OPERATIONS, FINANCE & AUDITS**

19  
20 **8.1 Execution of Documents:** Unless specifically authorized by the Board of Directors or as  
21 otherwise required by law, all final contracts, deeds, conveyances, leases, promissory notes, or  
22 legal written instruments executed in the name of and on behalf of Al-Hedayah shall be signed  
23 and executed by the President of the Board of Directors pursuant to the general authorization of  
24 the Board. All conveyances of land by deed shall be signed by the President or two other  
25 members of the Board of Directors.  
26

27 **8.2 Disbursement of Funds:** Financial transactions that exceed what has been approved in  
28 the annual budget shall require majority approval of the Board of Directors. In all other  
29 transactions, the Superintendent may dispense the funds of Al-Hedayah in accordance with the  
30 annual budget.  
31

32 **8.3 Procurement Policy and Business Rules:** Procurement Policy and Business Rules shall  
33 be established by the Superintendent and approved by the Board of Directors.  
34

35 **8.4 Records:** Al-Hedayah will keep correct, accurate and, complete records of accounts and  
36 minutes of the proceedings of, the Board of Directors, and Committee meetings and all corporate  
37 records and electronic documents in strict compliance with the civil and criminal penalty  
38 provisions of the Sarbanes–Oxley Act. The Superintendent shall establish a detailed Document

 (initials)



1 Retention and Destruction Policy, which shall be enforceable upon approval by the Board of  
2 Directors.

3  
4 **8.5 Inspection of Books and Records:** All books and records of Al-Hedayah may be  
5 inspected by any member of the Board of Directors for any purpose at any reasonable time on  
6 written demand. All students' records and employment records shall be exempt from such public  
7 inspection and scrutiny in accordance with the prevailing statutes.

8  
9 **8.6 Loans to Management:** Al-Hedayah shall not loan money or property to, or guarantee  
10 the obligations of, any Al-Hedayah director, officer or volunteer.

11  
12 **8.7 Audit:** The Board of Directors Al-Hedayah shall ensure that a full external audit of its  
13 finances is conducted on an annual basis by an external qualified certified public accountant  
14 registered with the State of Texas.

15  
16 **8.8 Fiscal Year:** The Al-Hedayah fiscal year shall be from August 1 through July 31.


17  
18 **Section 9. CONFLICTS OF INTEREST**

19  
20 **9.1 Purpose of Policy:** Al-Hedayah directors, officers, committee members, volunteers and  
21 employees owe a duty of loyalty to the organization in the exercise of their official authority and  
22 shall avoid conflicts of interest, and the appearance of conflicts of interest. A conflict of interest,  
23 or the appearance of a conflict, can arise whenever a transaction, or an action of Al-Hedayah  
24 conflicts with the personal interests, financial or otherwise, of a director, officer, committee  
25 member, volunteer or employee, or an immediate family member, or employer that impairs or  
26 appears to impair their ability to act in the best interest of the organization. This policy is  
27 intended to supplement, but not replace, any applicable state and federal laws governing conflicts  
28 of interest applicable to nonprofit and charitable organizations.

29  
30 **9.2 Definitions:** The following definitions shall apply for purposes of the Al-Hedayah  
31 Conflicts of Interest Policy:

32  
33 A. **Interested person:** An interested person is any director, principal officer,  
34 volunteer, or member of a committee with delegated powers, who has a direct or indirect  
35 financial interest, as defined below.

36  
37 B. **Financial interest:** A person has a financial interest if the person has, directly or  
38 indirectly, through business, investment, or family ownership or investment interest in any entity

  
(initials)



1 with which Al-Hedayah has a transaction or arrangement; a compensation arrangement with Al-  
2 Hedayah or with any entity or individual with which Al-Hedayah has a transaction or  
3 arrangement; or, a potential ownership or investment interest in, or compensation arrangement  
4 with, any entity or individual with which Al-Hedayah is negotiating a transaction or arrangement.  
5 Compensation includes direct and indirect remuneration as well as gifts or favors that are not  
6 insubstantial.

7  
8 **C. Independent-Director:** A director, officer, committee member or volunteer shall  
9 be considered “independent” only if all four of the following circumstances applied at all times  
10 during Al-Hedayah’s tax year as defined by I.R.S. Form 990:

- 11  
12 a. The director was not compensated as an officer or other employee of the  
13 organization or of a related organization, nor was the director compensated by an  
14 unrelated organization or individual for services provided to the filing  
15 organization or to a related organization;  
16  
17 b. The director did not receive total compensation nor other payments exceeding  
18 \$10,000 during the organization’s tax year as an independent contractor for  
19 services provided;  
20  
21 c. Neither the director, nor an family member of the director was involved in a  
22 transaction with the organization that is required to be reported under Schedule L  
23 for the organization’s tax year; and  
24  
25 d. Neither the director, nor any family member of the director was involved in a  
26 transaction with a taxable or tax-exempt related organization of a type and amount  
27 that would reportable on Schedule L.  
28

29 **9.3 Duty to Disclose:** In connection with any actual or possible conflict of interest, an  
30 interested person must disclose the existence of the financial interest and be given the  
31 opportunity to disclose all material facts to the Board of Directors.  
32

33 **9.4 Recusal:** A director, or officer, or other member of a committee with Board delegated  
34 powers must recuse himself or herself at any time from involvement in any decision or  
35 discussion in which he or she believes he or she may have a conflict of interest, without going  
36 through the process for determining whether a conflict of interest exists.  
37

  
(initials)

1 **9.5 Annual Statements:** Each director, officer, or member of a committee with Board  
2 delegated powers shall annually sign a statement which affirms such person:

- 3  
4 A. Has received a copy of the conflict of interest policy;  
5 B. Has read and understands the policy;  
6 C. Has agreed to comply with the policy; and  
7 D. Understands Al-Hedayah is nonprofit organization and in order to maintain its  
8 federal tax exemption it must engage primarily in activities which accomplish one or  
9 more of its tax-exempt purposes.

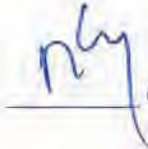
10  
11 Each voting member of the Board of Directors shall annually sign a statement which declares  
12 whether such person is “independent” as defined in Section 9.2(C) above. If at any time during  
13 the year, the information in the annual statement changes materially, the member shall disclose  
14 such changes and revise the annual disclosure form. A director charged with oversight of all  
15 audit matters shall regularly and consistently monitor and enforce compliance with this policy by  
16 reviewing annual statements and taking such other actions as are necessary for effective  
17 oversight.

18  
19 **Section 10. CODE OF ETHICS**

20  
21 Al-Hedayah, its directors, officers, committee members and employees will comply with the  
22 following Code of Ethics in all of their actions and shall at no time:

- 23  
24 A. Perform any act that is inconsistent with the ethical codes;  
25 B. Violate any provision of the Constitution and these Bylaws;  
26 C. Engage in any activity with the intention of harming Al-Hedayah or any of its operations;  
27 D. Act in any way that would make it unduly difficult to carry on the intended or ordinary  
28 business of Al-Hedayah;  
29 E. Derive an improper personal benefit from the operation of Al-Hedayah;  
30 F. Use the assets of Al-Hedayah, directly or indirectly, for any purpose other than carrying  
31 on the business of Al-Hedayah;  
32 G. Wrongfully transfer or dispose of Al-Hedayah property, including intangible property  
33 such as goodwill; or  
34 H. Use the name of Al-Hedayah (or any substantially similar name) or any trademark or  
35 trade name adopted by Al-Hedayah, except on behalf of the organization in the ordinary  
36 course of Al-Hedayah’s mission.

Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective: June 1, 2013

 (initials)



1 **Section 11. WHISTLEBOWER POLICY**  
2

3 If any employee, whether full-time or part-time, reasonably believes that some policy, practice, or  
4 activity of Al-Hedayah is in violation of law, a written complaint may be filed by that employee  
5 with the President of the Board of Directors. It is the intent of Al-Hedayah to adhere to all laws  
6 and regulations that apply to the organization and the underlying purpose of this policy is to  
7 support the organization's goal of legal compliance.  
8

9 Al-Hedayah will not retaliate against an employee who, in good faith, has made a protest or  
10 raised a complaint against some practice of Al-Hedayah, or of another individual or entity with  
11 whom Al-Hedayah has a business relationship, on the basis of a reasonable belief that the  
12 practice is in violation of law, or a clear mandate of public policy.  
13

14 Al-Hedayah will not retaliate against employees who disclose or threaten to disclose to a  
15 supervisor or a public body, any activity, policy, or practice of Al-Hedayah that the employee  
16 reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or  
17 is in violation of a clear mandate of public policy concerning the health, safety, welfare, or  
18 protection of the environment.  
19

20 An individual may report a suspected violation anonymously or on a confidential basis, bearing  
21 in mind that in the course of the investigation it may become necessary that the source of the  
22 complainant be identified.  
23

24 **Handling Reported Violations:** Upon receipt of the complaint, the President will direct the  
25 General Counsel to contact the complainant within ten (10) business days and acknowledge the  
26 reported violation was received. The complainant will be notified as to what actions will be  
27 taken. If no further action or investigation is to follow, an explanation for the decision will be  
28 given to the complainant. Any complainant who reasonably believes they have been retaliated  
29 against in violation of this whistle blower policy shall follow the same procedures as they did  
30 when they filed the original complaint.  
31

32 **Section 12. DIRECTOR LIABILITY**  
33

34 A director or officer of Al-Hedayah shall not be liable to Al-Hedayah for monetary damages for  
35 any act or omission in the director, or officer's capacity as a director, or officer, except that this  
36 Section 12 does not eliminate or limit the liability of a director or officer for:

- 37 A. a breach of a director or officer's duty of loyalty to Al-Hedayah;  
38 B. an act or omission not in good faith that (i) constitutes a breach of duty of a director or

 (initials)



1 officer to Al-Hedayah or (ii) involves intentional misconduct or a knowing violation of  
2 law;

3 C. a transaction from which a director or officer received an improper benefit, regardless of  
4 whether the benefit resulted from an action taken within the scope of such person's  
5 duties; or

6 D. an act or omission for which the liability of a director or officer is expressly provided by  
7 an applicable statute.

8  
9 If it is determined that the law of the State of Texas (including without limitation the TBOC)  
10 authorizes, or if such law is amended to authorize, action further eliminating or limiting the  
11 personal liability of a director or officer, then the liability of a director or officer of Al-Hedayah  
12 shall be eliminated or limited by this Section 12 (without the need of any formal amendment), to  
13 the fullest extent permitted by such statutes as so amended. Any repeal or amendment of such  
14 statutes or of the foregoing paragraph shall be prospective only and shall not adversely affect any  
15 right of protection of a director or officer of Al-Hedayah existing at the time of such repeal or  
16 modification.

17  
18 Al-Hedayah shall carry and maintain Director & Officer liability insurance at all times.

19  
20 **Section 13. AMENDMENTS**

21  
22 A. Suggested amendments to the Constitution and or the Bylaws must be addressed in  
23 writing to the President of the Board of Directors by a director, or officer;

24  
25 B. Depending upon the number and nature of amendments proposed, the President may elect  
26 to consider the amendment itself or cause an Ad Hoc committee to be created for the  
27 purpose of amending the Constitution and or the Bylaws;

28 C. After considering the amendments, the Ad Hoc committee must present the amendment,  
29 with its recommendation(s), for vote by the Board of Directors at its next regular meeting,  
30 or a special meeting called therefore;

31 D. A two-third (2/3) majority vote of members present at a regular or a special meeting is  
32 necessary for the passage of an amendment. A quorum is required before such business is  
33 transacted. A copy of any proposed changes shall be mailed or electronically delivered to  
34 the Board at least fourteen (14) days before the meeting is called to consider the same.

35  
36 **Section 14. EFFECTIVE DATE AND CONTINUITY**

37  
38 This amended Constitution and Bylaws shall supersede and replace the existing Constitution and  
39 Bylaws taking effect immediately on the day and at the time when it is adopted by a two-third

Constitution and Bylaws of Al-Hedayah Academy, Inc.  
Effective: June 1, 2013

 (initials)

1 (2/3) majority vote of members present at the meeting, where a quorum was present, and after  
2 each member having received a draft copy at least fourteen (14) days before the said meeting was  
3 called.

4  
5 **Section 15. CONVERSION TO CHARTER SCHOOL**

6  
7 It is the intention of Al-Hedayah Academy to seek an Open Enrollment Public Charter from the  
8 State of Texas. Al-Hedayah recognizes that the purposes of the Texas charter school program  
9 (stated in TEC, §12.001) are to:

- 10 1. improve student learning;  
11 2. increase the choice of learning opportunities within the public school system;  
12 3. create professional opportunities that would attract new teachers to the public school  
13 system;  
14 4. establish a new form of accountability for public schools; and  
15 5. encourage different and innovative learning methods.

16  
17 If such a charter is granted, Al-Hedayah Academy shall comply with all the stated and published  
18 requirements, rules and regulation as promulgated by the State of Texas including the necessity  
19 of the of the *charter holder and charter school to comply with the Texas Open Meetings Act and*  
20 *to appropriately respond to Texas Public Information Act requests.*

21  
22 END OF BYLAWS  
23

UNITED STATES  
POSTAL SERVICE  
WASHINGTON, D.C. 20540





CERTIFICATE OF AUTHENTICITY

§ COUNTY OF TARRANT

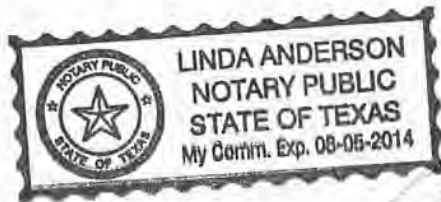
§ STATE OF TEXAS

I, Nizam Peerwani, the undersigned, after being duly sworn, hereby attest that I was the presiding officer of the Constitution and Bylaws Committee and that the aforementioned Constitution of Al-Hedayah Academy, Inc. and the Bylaws as detailed in these pages one through twenty (20) pages, are a true and accurate copy and incorporate all the amendments adopted by the Board of Directors of Al-Hedayah Academy, Inc. at a meeting held in accordance with the Bylaws on and effective June 1, 2013. I also attest that a quorum was established and continuously present throughout the meeting and that each Article and Section were adopted with a two-thirds majority. I further attest that a copy of the proposed draft amendments was mailed or otherwise provided to each member at least fourteen (14) days before the meeting was called to consider the same.

Sworn, and certified this 18<sup>th</sup> day of June 20 13.

*Nizam Peerwani*

Nizam Peerwani, M.D.  
Presiding Officer  
Constitution & Bylaws Committee



## AL-HEDAYAH BUDGET POLICY

Last Amended June 1, 2013.

### **INTRODUCTION**

The Board of Directors through its Budget Director shall provide oversight to all purchasing functions carried out at Al-Hedayah. Generally, within guidelines described in this document, department representatives may initiate purchases covered by funds approved in their budgets. Budget Manager shall assist the Budget Director to implement this policy and procedures.

**BUDGET PROCESS:** Al-Hedayah shall prepare a budget before the beginning of fiscal year. The Budget Director will make sure that these proposed budgets are presented and approved by the Board of Directors for approval in a timely fashion. Once the budget is approved, it may adjusted or amended if necessary, the process to be initiated by the respective Account Manger and submitted to the Board of Directors for approval. No committee may amend or adjust its budget without prior approval of the Board of Directors.

**BUDGET YEAR:** The budget year shall be from August 1 through July 31 of each year.

**BUDGET DIRECTOR:** The Budget Director shall be appointed by the Board of Directors for a term determined by the Board and shall serve the Board in accordance with these guidelines. The Budget Director shall oversee the budgets of various committees to ensure each committee abides by the purchasing policy and procedures established by the Board of Directors and make necessary recommendation upon request. The Budget Director shall be assisted by the Budget Manager to fulfill these duties.

The Budget Director shall present written monthly Profit & Loss Summary of the General Account to the Board of Directors at the regularly scheduled meeting and upon request by the President of Al-Hedayah. The Budget Direct shall also file annual tax returns and initiate external independent audit.

To avoid errors in accounting, the Budget Director at no time shall deposit checks into any of the Al-Hedayah Accounts. All deposits shall be made by the Budget Manager. The current practice requires the Budget Manager to photocopy the payment or donation check, apply appropriate credit and issue a donation certificate if applicable. All deposits should be made promptly and no money or checks should be allowed to stay in the budget office for a period of greater than 1-2 working days.

**BUDGET MANGER:** Upon recommendation of the Budget Director, the Board of Directors shall appoint a Budget Manager in accordance with prevailing hiring policy. The term and conditions shall be determined by the Board of Director in mutual agreement with the Budget Manager. Duties and responsibilities of the Budget Manager shall include:

- A. Payroll:
  - 1. Process payroll for full-time employees
  - 2. Process payroll for part-time and contract employees

- B. Tuition Fees (Al-Hedayah Academy):
  1. Manage Tuition Program if and when in force
  2. Collect all fees due
  3. Prepare and disseminate tuition notices and delinquency letters to parents in a timely fashion
- C. Donations:
  1. Initiate monthly ACH donations including donations to the General account
  2. Prepare and maintain donor lists
  3. Collect and track donations pledged
  4. Issue tax letter to donors
  5. Maintain Endowment Account:
    - a. Receive and deposit all donations received first into the Endowment Account
    - b. Electronically transfer donations received from Endowment Account to the entity receiving donations at the end of each month.
- D. Insurance: Supervise and maintain
  1. Property and liability insurances
  2. Trip Insurance
  3. Vehicle Insurance
  4. Health Insurance
- E. Contract and Registrations: Maintain
  1. Landscaping contract
  2. Postage Meter System if applicable)
  3. Inspections
- F. Accounts Receivable and Payable (Al-Hedayah Academy):
  1. Process all cash, credit card payments and ACH donations
  2. Deposit fees and donations into appropriate accounts.
  3. Transfer electronically donations from Endowment Account to appropriate checking accounts with the approval of the Budget Director
  4. Accounts payable shall be once a month unless the payment due is due immediately
- G. Accounting:
  1. Maintain Al-Hedayah's General Account and Endowment Account
  2. Publish account reports on a monthly basis and as needed
  3. Maintain the safe and audit transit account and petty cash

**PURCHASING POLICY GOALS:**

The goal of the purchasing policy for Al-Hedayah is to procure goods and services that meet community needs, in a timely, efficient, and properly controlled manner. The Budget Office with the assistance of Budget Manager, fulfills this responsibility by enforcing the policies and procedures of Al-Hedayah.

The purchasing policy endeavors to insure that members of Al-Hedayah Community adhere to standard business practices and all requirements for the expenditure.



**OBJECTIVES OF PURCHASING POLICY:**

1. The Budget Office of Al-Hedayah will facilitate effective purchasing by offering assistance to the various committees with all purchases. The Budget Office will negotiate sole source purchase contracts for the institution where such agreements increase value or service. The Budget Office will enforce the policies and procedures approved by the Board of Directors regarding the procurement of goods and services.
2. The purchasing system includes budget controls that insure that only individuals with budget authority initiate purchases.
3. Budget Office will prepare a list of vendors with whom the Al-Hedayah does regular business including maintenance and service contracts, setting up accounts and payment schedules whenever necessary.

**REQUISITION FORM:**

1. Requisition Form is required for following line items in the budget:

School Books

School Supplies

Educational Material

Workshop Fees

Library/Media

Subscription/Membership

Computer/Internet Expense

Science Lab Expense

Testing Fees

Office Supplies

Nurse/Sick Bay

Classroom Supplies

Special Events including Volunteer/Staff Appreciation, Community Dinners and Special Events

Advertising

Maintenance & Repair

The requisition form shall include appropriate information including estimated cost of the purchase. This amount shall be encumbered until the invoice sent by the vendor is paid. The Principal of the academy shall create a requisition form. The Budget Manager shall not purchase any of the items listed above without a signed requisition form. Under no circumstances shall an item be purchased or a purchase order issued when the budget line-item is depleted.

2. Budget Manager will initiate payments to the vendors. Each payment for above item(s) shall be approved by the Budget Director and shall be paid once a month. In case of emergency, an electronic payment authorization shall be provided to the Budget Manager.

3. There shall be NO third-party payments made (reimbursements) unless prior approval is received.

4. **Exceptions:** Budget Manger is authorized to make regular payments for rest of the budget items without prior approval and provide a summary to the Budget Director once a month or when requested. These items include utility payments, telephone bills, insurance payments and payroll. At no time shall the Budget Manger make a payment when there is no balance left in the line item.

5. **Taxes** – Al-Hedayah is exempt from Texas sales tax. Budget Manger will provide copies of appropriate tax certificate to vendors to ensure that no sales tax is applied.

6. **Bidding** – Al-Hedayah encourages competitive bidding whenever possible, including items for maintenance and repair. There shall be written bids for non-emergency items. Telephone bids shall be obtained in case of emergency. There shall be at least three (3) bids before a purchase is made. All bids shall be reviewed and awards approved by the Budget Director.

#### **ITEMS FORBIDDEN:**

1. Athletic equipment and supplies for tennis, table tennis etc., unless it is part of an approved program of physical education or recreation with an approved budget line item.

2. Coffee-making equipment, including all devices for making and serving coffee.

3. Desk, or office items such as nameplates, desk clocks, desk sets and brief cases.

4. Ornamental items, such as ash trays, pictures, vases, pillows, planters, plants, holiday decorations, draperies, window coverings, etc.

5. Picture framing of pictures, certificates, or other items not the permanent property of the Al-Hedayah.

6. Stereos, VCR's, and televisions.

7. Repairs to personal property.

8. Gifts, flowers, fruit or mementos

9. Parties, meals or luncheons for academic and non-academic staff

10. Travel re-imbursements unless authorized by the budget
11. Capital purchase including furniture and other fixtures, student desks, chairs or lockers, equipment, computer, printer or fax machine unless specifically authorized by the budget with budget line-item appropriation.
12. Honorariums or gifts unless approved by the budget.

#### **PETTY CASH:**

1. Budget Officer, with the approval of Board of Directors, shall establish a Petty Cash Account for Al-Hedayah Academy. Beginning Fiscal year 2006-2007, the Petty Cash Account shall maintain a balance of \$500 at the beginning of each month.
2. Petty Cash Account shall be used exclusively for the purpose of meeting emergency needs of the academy including purchase of gasoline for school buses. At no time will the Petty Cash Account be used to purchase items listed as forbidden.
3. The Budget Manager shall issue an initial check in the amount of \$500 to the Account Manager of Al-Hedayah Academy; on 1<sup>st</sup> day of each subsequent month, the balance of the account shall be reimbursed from the General Operating Account to bring the total to \$500.00.
4. The Budget Manager shall audit the Petty Cash Account before issuing a reimbursement check. Expenditure made shall be debited to appropriate line item.

#### **TRANSIT ACCOUNT:**

1. The Transit account shall include fiscal activities generated by the National Junior Honor Society, Student Council and P.T.O.
2. Transit account shall not be used to deposit donations made to Al-Hedayah ear-marked for academic program or purchase of equipment. All such donations shall be deposited into the Endowment account and credit applied to appropriate account in accordance with the established policy.
3. The Education Committee shall establish a written policy for handling and expenditure of all transit accounts. The policy may allow purchase of items which are otherwise forbidden including coffee supplies, devices to serve coffee, meals or luncheons for academic and non-academic staff, as well as plants and holiday decorations from P.T.O Transit Account. Such a policy shall be made available to the Budget Officer and the Board of Directors.

#### **VENDING MACHINE, REBATE CHECKS ETC:**

Payments made by Vending Machine Company, rebate checks and others income generated or due to al-Hedayah shall be deposited to the General Operating account.



**THIRD PARTY CHECKS:** Al-Hedayah will not accept third party checks for reimbursements into personal accounts. All checks made to Al-Hedayah shall be considered as payments to Al-Hedayah.

**DONATION IN KIND:** Donations in kind for items desirable to the institution may be made and donation certificate will be issued by the Budget Manager upon verification of items(s) donated and presentation of a receipt as a proof of purchase.

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Established: August 25, 2006 and approved by the Board of Directors on September 14, 2006 for immediate enforcement.

1<sup>st</sup> Amendment: Approved March 13, 2008

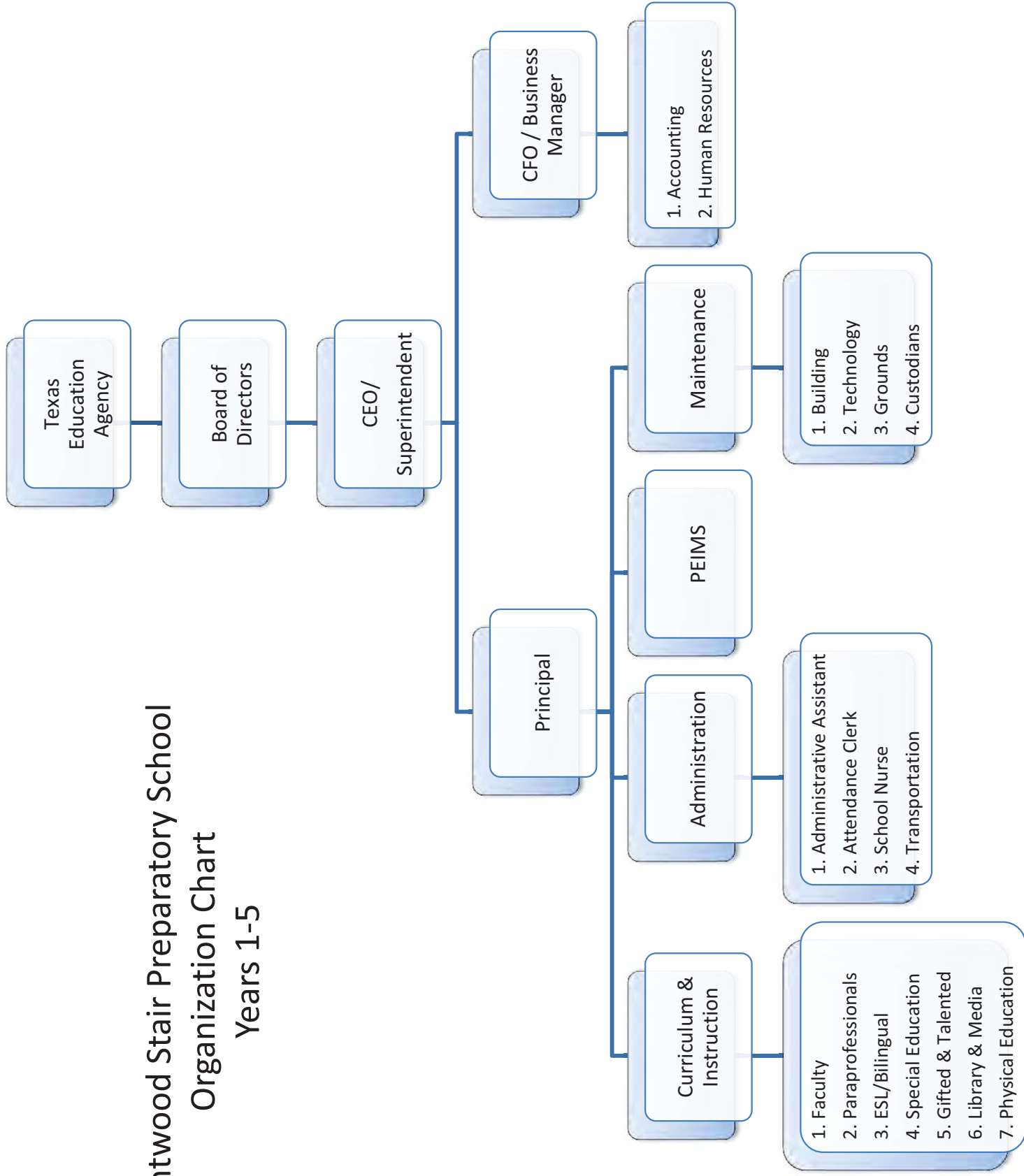
2<sup>nd</sup> Amendment: Approved September 15, 2008

3<sup>rd</sup> Amendment: Approved June 1, 2013

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment G.2. Organization Charts

# Brentwood Stair Preparatory School Organization Chart Years 1-5





Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment G.3. Ethics and COI Policies

## **BRENTWOOD STAIR PREPARATORY SCHOOL BOARD CODE OF ETHICS AND CONFLICT OF INTEREST POLICY**

Directors, officers, and committee members of Al-Hedayah shall discharge their duties in good faith, with ordinary care, in a manner a reasonably prudent person in such position would believe to be in the best interest of Al-Hedayah and in a manner consistent with applicable provisions of the TBOC, the Conflict of Interest Policy, and the Code of Ethics contained in the Bylaws.

### **CONFLICTS OF INTEREST**

**Purpose of Policy:** Al-Hedayah directors, officers, committee members, volunteers and employees owe a duty of loyalty to the organization in the exercise of their official authority and shall avoid conflicts of interest, and the appearance of conflicts of interest. A conflict of interest, or the appearance of a conflict, can arise whenever a transaction, or an action of Al-Hedayah conflicts with the personal interests, financial or otherwise, of a director, officer, committee member, volunteer or employee, or an immediate family member, or employer that impairs or appears to impair their ability to act in the best interest of the organization. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

**Definitions:** The following definitions shall apply for purposes of the Al-Hedayah Conflicts of Interest Policy:

- A. **Interested person:** An interested person is any director, principal officer, volunteer, or member of a committee with delegated powers, who has a direct or indirect financial interest, as defined below.
  
- B. **Financial interest:** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family ownership or investment interest in any entity with which Al-Hedayah has a transaction or arrangement; a compensation arrangement with Al-Hedayah or with any entity or individual with which Al-Hedayah has a transaction or arrangement; or, a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Al-Hedayah is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
  
- C. **Independent-Director:** A director, officer, committee member or volunteer shall be considered "independent" only if all four of the following circumstances applied at all times during Al-Hedayah's tax year as defined by I.R.S. Form 990:
  - a. The director was not compensated as an officer or other employee of the organization or of a related organization, nor was the director compensated by an unrelated organization or individual for services provided to the filing organization or to a related organization;
  - b. The director did not receive total compensation nor other payments exceeding \$10,000 during the organization's tax year as an independent contractor for services provided;
  - c. Neither the director, nor an family member of the director was involved in a transaction with the organization that is required to be reported under Schedule L for the organization's tax year; and

- d. Neither the director, nor any family member of the director was involved in a transaction with a taxable or tax-exempt related organization of a type and amount that would reportable on Schedule L.

**Duty to Disclose:** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board of Directors.

**Recusal:** A director, or officer, or other member of a committee with Board delegated powers must recuse himself or herself at any time from involvement in any decision or discussion in which he or she believes he or she may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

**Annual Statements:** Each director, officer, or member of a committee with Board delegated powers shall annually sign a statement which affirms such person:

- A. Has received a copy of the conflict of interest policy;
- B. Has read and understands the policy;
- C. Has agreed to comply with the policy; and
- D. Understands Al-Hedayah is nonprofit organization and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Each voting member of the Board of Directors shall annually sign a statement which declares whether such person is "independent" as defined in Section 9.2(C) above. If at any time during the year, the information in the annual statement changes materially, the member shall disclose such changes and revise the annual disclosure form. A director charged with oversight of all audit matters shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

## **CODE OF ETHICS**

Al-Hedayah, its directors, officers, committee members and employees will comply with the following Code of Ethics in all of their actions and shall at no time:

- A. Perform any act that is inconsistent with the ethical codes;
- B. Violate any provision of the Constitution and these Bylaws;
- C. Engage in any activity with the intention of harming Al-Hedayah or any of its operations;
- D. Act in any way that would make it unduly difficult to carry on the intended or ordinary business of Al-Hedayah;
- E. Derive an improper personal benefit from the operation of Al-Hedayah;
- F. Use the assets of Al-Hedayah, directly or indirectly, for any purpose other than carrying on the business of Al-Hedayah;
- G. Wrongfully transfer or dispose of Al-Hedayah property, including intangible property such as goodwill; or
- H. Use the name of Al-Hedayah (or any substantially similar name) or any trademark or trade name adopted by Al-Hedayah, except on behalf of the organization in the ordinary course of Al-Hedayah's mission.



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.1. Calendar and Schedule

## 2014-15 KEY CALENDAR DATES

**FIRST DAY OF SCHOOL** Monday, August 25, 2014  
**LAST DAY OF SCHOOL** Friday, June 5, 2015

**STAFF ORIENTATION & TEACHER PREPARATION DAYS**  
*(New Hires) Wednesday, Aug 13 to Friday, Aug 22, 2014\**  
*(Returning) Monday, Aug 18 to Friday, Aug 22, 2014*  
 Monday, Oct 6, 2014  
 Friday, Feb 6, 2015 (Snow Makeup Day)  
 Saturday, April 11, 2015 from 8:30-12:30pm  
 Select End of Year Work/Checkout Day or work both...  
 Saturday, June 6 or Monday, June 8

### KEY DAYS FOR ALL

**Parent Orientation/Open House:** Friday, Aug 22 from 6-8:00pm  
**School Begins:** Monday, August 25  
**Standardized Fall Benchmark Testing:** Monday, Oct 20 to 24  
**Annual Fundraising Dinner:** March (TBA)  
**Annual Carnival:** Sunday, April (TBA)  
**Standardized Spring Testing Week:** Monday, April 20 to 24  
**Annual NEHS & NJHS Induction Luncheon:** Friday, May 8  
**Kindergarten Graduation:** Wednesday, May 27, from 6:00pm  
**Annual Awards Ceremony:** Friday, May 29 from 11-1:00pm  
**Fun in the Sun Field Day:** Friday, June 5  
**School Ends:** Friday, June 5

**Snow Makeup Days: Friday, Feb 6 & Friday, April 3**

### SCHOOL HOLIDAYS—NO SCHOOL FOR STUDENTS

**Labor Day:** Monday, Sept 1  
**Early Dismissal at 1:00pm:** Friday, Oct 3  
**Teacher Prep Day:** Monday, Oct 6  
**Thanksgiving Break:** Monday, Nov 24 to Friday, Nov 28  
**Winter Break:** Monday, Dec 22 to Friday, Jan 2  
**Martin Luther King Holiday:** Monday, Jan 19  
**Spring Break:** Monday, Mar 9 to Mar 13  
**Snow Makeup Day:** Friday, April 3  
**Memorial Day:** Mon, May 25

**Total Instructional Days: 180**  
**Staff Dev Days: 9**

### 6-WEEKS GRADING PERIODS






**FALL SEMESTER AUG 26 TO JAN 16 89 DAYS**

**1st Six Weeks** Aug 25 to Oct 3 (29 days)  
**2nd Six Weeks** Oct 7 to Nov 18 (32 days)  
**3rd Six Weeks** Nov 19 to Jan 16 (28 days)

**SPRING SEMESTER JAN 20 TO JUNE 5 91 DAYS**

**4th Six Weeks** Jan 20 to Feb 27 (28 days)  
**5th Six Weeks** Mar 2 to April 17 (29 days)  
**6th Six Weeks** April 20 to June 6 (34 days)

### CALENDAR KEY

- { = Semester Begins
- } = Semester Ends
- [ = Six Weeks Begin
- ] = Six Weeks End
- E = Subject to Confirmation
- S = Snow Makeup Days
-  Teacher Prep Days = Student Holiday
-  First & Last Days of School
-  Standardized Testing
-  School Closed - No Students or Staff
-  Special Event

### August 2014

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13*	14*	15*	16
17	18	19	20	21	22	23
24/31	{[25	26	27	28	29	30
Parent/Student Orientation / First Day						

### September 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Labor Day						

### October 2014

S	M	T	W	T	F	S
			1	2	3]E	4
5	6	[7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Early Dismissal/Teacher Prep/Benchmarks						

### November 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18]	[19	20	21	22
23/30	24	25	26	27	28	29
Thanksgiving Break						

### December 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Winter Break						

### January 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16]	17
18	19	{[20	21	22	23	24
25	26	27	28	29	30	31
Winter Break & MLK Holiday						

### February 2015

S	M	T	W	T	F	S
1	2	3	4	5	6S	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27]	28
Teacher Prep/Snow Day						

### March 2015

S	M	T	W	T	F	S
1	[2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Annual Fundraiser/Spring Break						

### April 2015

S	M	T	W	T	F	S
			1	2	3S	4
5	6	7	8	9	10	11
12	13	14	15	16	17]	18
19	[20	21	22	23	24	25
26	27	28	29	30		
Standardized Testing/Snow Day						

### May 2015

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30
Memorial Day/Inductions/Awards						

### June 2015

S	M	T	W	T	F	S
	1	2	3	4	5]	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Field Day/Last Day of School						

### July 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**BSPS Pre-kindergarten Class Schedule Year 1**

	<b>Pre-k 3</b>		<b>Pre-k 4</b>
<b>7:50 - 8:30</b>	Morning Work	<b>7:50 - 8:30</b>	Morning Work
<b>8:30 - 9:00</b>	Circle Time	<b>8:30 - 9:00</b>	Circle Time
<b>9:00 - 9:30</b>	Snack/Restroom Time	<b>9:00 - 9:30</b>	Math
<b>9:30 - 10:00</b>	Outside Play Time	<b>9:30 - 10:00</b>	ELA / Phonics
<b>10:00 - 10:30</b>	Table Top & Creative Play	<b>10:00 - 10:30</b>	Snack/Restroom Time
<b>10:30 - 11:20</b>		<b>10:30 - 11:20</b>	Exploring Books
<b>11:20 - 12:00</b>	<b>Lunch</b>	<b>11:20 - 12:00</b>	<b>Lunch</b>
<b>12:00 - 1:00</b>	Rest/Nap Time	<b>12:00 - 1:00</b>	Rest/Nap Time
<b>1:00 - 2:00</b>	Exploring Books	<b>1:00 - 2:00</b>	Outside Play Time
<b>2:00 - 2:30</b>	Snack/Restroom Time	<b>2:00 - 2:30</b>	Story Time
<b>2:30 - 3:30</b>	Outside Play Time	<b>2:30 - 3:30</b>	Centers
	Learning Video / Dismissal		

**BSPS Kindergarten Class Schedule Year 1**

	<b>KG</b>
<b>7:50 - 8:00</b>	Arrival/Morning Work
<b>8:00 - 8:15</b>	Assembly
<b>8:15 - 9:00</b>	ELA
<b>9:00 - 9:35</b>	Math
<b>9:35 - 10:35</b>	Foreign Language
<b>10:35 - 11:20</b>	Calendar/Computers
<b>11:20 - 11:50</b>	<b>Lunch</b>
<b>11:50 - 12:45</b>	Rest
<b>12:45 - 1:15</b>	SS/Sci
<b>1:15 - 2:00</b>	Math Lab
<b>2:00 - 2:45</b>	PE/Health/Art
<b>2:45 - 3:30</b>	Centers



**BSPS 1st Grade Schedule - Year 1 (Sample Idea)**

	Monday	Tuesday	Wednesday ASSEMBLY	Thursday	Friday
7:50 - 8:00					
8:00 - 8:30	Social Studies / Science	Social Studies / Science	Social Studies / Science	Social Studies / Science	Social Studies / Science
8:30 - 9:00	Math	Math	Math	Math	Math
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30	Lang Arts / Reading	Lang Arts / Reading	Lang Arts / Reading	Lang Arts / Reading	Lang Arts / Reading
10:30 - 11:00					
11:00 - 11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30 - 12:00					
12:00 - 12:30	PE / Health / Art	PE / Health / Art	PE / Health / Art	PE / Health / Art	PE / Health / Art
12:30 - 1:00					
1:00 - 1:30	DEAR				
1:30 - 2:00	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
2:00 - 2:30					
2:30 - 3:00	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment
3:00 - 3:30					

**BSPS 2nd Grade Schedule - Year 1 (Sample Idea)**

	Monday	Tuesday	Wednesday ASSEMBLY	Thursday	Friday
7:50 - 8:00					
8:00 - 8:30	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
8:30 - 9:00					
9:00 - 9:30	Math	Math	Math	Math	Math
9:30 - 10:00					
10:00 - 10:30	Lang Arts / Reading	Lang Arts / Reading	Lang Arts / Reading	Lang Arts / Reading	Lang Arts / Reading
10:30 - 11:00					
11:00 - 11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30 - 12:00					
12:00 - 12:30	PE / Health / Art	PE / Health / Art	PE / Health / Art	PE / Health / Art	PE / Health / Art
12:30 - 1:00					
1:00 - 1:30	DEAR				
1:30 - 2:00	Social Studies / Science	Social Studies / Science	Social Studies / Science	Social Studies / Science	Social Studies / Science
2:00 - 2:30					
2:30 - 3:00	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment
3:00 - 3:30					

**BSPS 3rd Grade Schedule - Year 1 (Sample Idea)**

	Monday	Tuesday	Wednesday ASSEMBLY	Thursday	Friday
7:50 - 8:00					
8:00 - 8:30	Social Studies / Science	Social Studies / Science	Social Studies / Science	Social Studies / Science	Social Studies / Science
8:30 - 9:00	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
9:00 - 9:30	Math	Math	Math	Math	Math
9:30 - 10:00					
10:00 - 10:30	Lunch	Lunch	Lunch	Lunch	Lunch
10:30 - 11:00					
11:00 - 11:30	Lang Arts / Reading	Lang Arts / Reading	Lang Arts / Reading	Lang Arts / Reading	Lang Arts / Reading
11:30 - 12:00					
12:00 - 12:30	PE / Health / Art	PE / Health / Art	PE / Health / Art	PE / Health / Art	PE / Health / Art
12:30 - 1:00					
1:00 - 1:30	DEAR				
1:30 - 2:00	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment
2:00 - 2:30					
2:30 - 3:00	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment
3:00 - 3:30					

**BSPS 4th Grade Schedule - Year 1 (Sample Idea)**

	Monday	Tuesday	Wednesday ASSEMBLY	Thursday	Friday
7:50 - 8:00					
8:00 - 8:30	Social Studies / Science	Social Studies / Science	Social Studies / Science	Social Studies / Science	Social Studies / Science
8:30 - 9:00	Math	Math	Math	Math	Math
9:00 - 9:30					
9:30 - 10:00	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
10:00 - 10:30					
10:30 - 11:00	Lunch	Lunch	Lunch	Lunch	Lunch
11:00 - 11:30					
11:30 - 12:00	Lang Arts / Reading	Lang Arts / Reading	Lang Arts / Reading	Lang Arts / Reading	Lang Arts / Reading
12:00 - 12:30					
12:30 - 1:00	PE / Health / Art	PE / Health / Art	PE / Health / Art	PE / Health / Art	PE / Health / Art
1:00 - 1:30					
1:30 - 2:00	DEAR				
2:00 - 2:30	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment
2:30 - 3:00					
3:00 - 3:30	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment	Centers /Enrichment

**BSPS 5th Grade Schedule - Year 1 (Sample Idea)**

**BSPS 6th Grade Schedule - Year 1 (Sample Idea)**

	Monday	Tuesday	Wednesday ASSEMBLY	Thursday	Friday
7:50 - 8:00					
8:00 - 8:30	Social Studies	Lang Arts	Social Studies	Science	Social Studies
8:30 - 9:00	Math	Social Studies	Science	Math	Science
9:00 - 9:30	Lang Arts	Math	Lang Arts	Social Studies	Enrichment
9:30 - 10:00	PE Class	Study Hall	PE Class	Lang Arts	Math
10:00 - 10:30	Lunch	Lunch	Lunch	Lunch	Lunch
10:30 - 11:00	Science	Science	Math	Lang Arts	Lang Arts
11:00 - 11:30					
11:30 - 12:00					
12:00 - 12:30					
12:30 - 1:00					
1:00 - 1:30					
1:30 - 2:00					
2:00 - 2:30	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
2:30 - 3:00	Elective	Elective	Elective	Elective	Elective
3:00 - 3:30					
3:30 - 4:00					

	Monday	Tuesday	Wednesday ASSEMBLY	Thursday	Friday
7:50 - 8:00					
8:00 - 8:30	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
8:30 - 9:00	Social Studies	Science	Social Studies	Social Studies	Lang Arts
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30					
10:30 - 11:00					
11:00 - 11:30					
11:30 - 12:00					
12:00 - 12:30					
12:30 - 1:00					
1:00 - 1:30					
1:30 - 2:00					
2:00 - 2:30					
2:30 - 3:00					
3:00 - 3:30					
3:30 - 4:00					

**BSPS 6th Grade Schedule - Year 1 (Sample Idea)**

**BSPS 8th Grade Schedule - Year 1 (Sample Idea)**

	Monday	Tuesday	Wednesday ASSEMBLY	Thursday	Friday
7:50 - 8:00					
8:00 - 8:30	Lang Arts	Science	Science	Social Studies	Science
8:30 - 9:00	Science	Lang Arts	Lang Arts	Lang Arts	Social Studies
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30					
10:30 - 11:00					
11:00 - 11:30					
11:30 - 12:00					
12:00 - 12:30					
12:30 - 1:00					
1:00 - 1:30					
1:30 - 2:00					
2:00 - 2:30	Elective	Elective	Elective	Elective	Elective
2:30 - 3:00	Foreign	Foreign	Foreign	Foreign	Foreign
3:00 - 3:30					

	Monday	Tuesday	Wednesday ASSEMBLY	Thursday	Friday
7:50 - 8:00					
8:00 - 8:30	Science	Social Studies	Lang Arts	Lang Arts	Enrichment
8:30 - 9:00	Lang Arts	Math	Math	Science	Math
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30					
10:30 - 11:00					
11:00 - 11:30					
11:30 - 12:00					
12:00 - 12:30					
12:30 - 1:00					
1:00 - 1:30					
1:30 - 2:00					
2:00 - 2:30	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
2:30 - 3:00	Elective	Elective	Elective	Elective	Elective
3:00 - 3:30					

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.2. Admission and Enrollment



## **Brentwood Stair Preparatory School Admission and Enrollment Policy**

Brentwood Stair Preparatory School is an open enrollment college preparatory charter school with grades Pre-Kindergarten Through grade 8. This means that we are a public school funded primarily from the State of Texas. Although charter schools do not have to comply with all the State regulation, they must maintain accountability through State assessments. The admission requirement is based on the student residency.

Brentwood Stair Preparatory School will accept students from open-enrollment charter schools and independent public school located within the following independent school districts as listed and defined:

- a. Arlington Independent School District
- b. Birdville Independent School District
- c. Carroll Independent School District
- d. Fort Worth Independent School District (zip code 76120 only)
- e. Grapevine-Colleyville Independent School District
- f. Hurst-Euless-Bedford Independent School District
- g. Keller Independent School District
- h. Mansfield Independent School District

It shall be the policy of the Brentwood Stair Preparatory School shall not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic ability, athletic ability or artistic ability, or the district the child would otherwise attend, or subjected to any discrimination prohibited by the Civil Rights Act of 1964, as amended TEC, §12.11(a)(6).

Brentwood Stair Preparatory School will not specialize in performing arts and hence there shall be no such policy that will require the applicant to demonstrate artistic ability for admission to the school.

Brentwood Stair Preparatory School will exclude from admission students with documented histories of misconduct listed in TEC § 12.11 I(a)(6) including:

- a. Documented history of criminal offense
- b. A juvenile court adjudication, or
- c. Disciplinary problem under TEC Subchapter A, Chapter 37.

Brentwood Stair Preparatory School shall create and institute a code of conduct which shall conform to state as well as federal guidelines.

### **First Year Timeline**

For the incoming grades from pre-Kindergarten through Grade-8, Brentwood Stair Preparatory

School will accept enrollment applications starting November 1 of the year the charter is granted and end the application period on November 30th well before the start of the academic year. Announcement for enrollment will be made by posting the dates on the school's website as well as well by hard copies made available at the front desk of the school. If the number of eligible applicants does not exceed the number of vacancies, then all eligible applicants who timely applied shall be offered admission. The total number of students enrolled shall not exceed the number of students approved in the School's charter which shall be 282 students in year one.

The open-enrollment process will be managed by the Administrative Assistant/Office Manager, PEIMS coordinator, and Office Aide. During this process the Principal will allocate and assign students to classes and teachers as appropriate. A lottery system will be employed, to the extent needed, and a wait-list will be developed for classes with excess enrollees.

If there are still spaces available, the Brentwood Stair Preparatory School will set an additional date and will continue until all spaces are filled. A lottery will be held in any enrollment period where the number of students exceeds spaces.

If necessary, the lottery will take place within 15 days after the last day of the application period. Each applicant for admission will be assigned a number; the school Principal or his or her designee will randomly select numbers under the supervision of at least two members of the governing body and a notary public. The lottery will be paused momentarily when the enrollment cap of 204 is reached. Applicants who received a number up to the enrollment cap will be offered admission to the school.

The lottery process will then continue, and each applicant who received a number drawn after the enrollment cap was reached will be placed on a waiting list in the order in which such applicants' names are drawn.

Following categories of students will be exempted from the lottery process:

1. Returning students (those that were enrolled at Al-Hedayah Academy before it was converted to a charter school shall not be considered "returning students"). Returning students will be required to notify the School of their intent to return for the next school year by February 1 of the then-current school year.
2. Siblings of the students who have been admitted or who are currently attending the school
3. Children of school's founders and staff

The approximate date on which the lottery will be conducted in the first year of operation, if required, will be December 15th. Likewise, the approximate date on which the lottery will be conducted in each year after the first year of operation, if required, will be December 15th.

A wait list will be developed for applicants who were not admitted through the lottery. As noted above, the lottery will be paused momentarily when the enrollment cap of 282 is

reached. Applicants who received a number up to the enrollment cap will be offered admission to the school. The lottery process will then continue, and each applicant who received a number drawn after the enrollment cap was reached will be placed on a waiting list in the order in which such applicants' names are drawn. These names shall be entered into a written "Wait List Database" maintained by the PEIMS Coordinator/Registrar. It shall be the school policy for the PEIMS Coordinator/Registrar to generate throughout a weekly enrollment reports.

If and when the maximum enrollment in a class drops due to the withdrawal of a student, the Principal will be duly notified and direct that the applicant next in line on the Wait List Database be notified by a letter as well as by a telephone call, informing the applicant that the a seat had become available in the school. This process will be used throughout the year as reductions in the maximum allowable enrollment occurs.

Late Application or application submitted outside of the designated application period is an application that is received after the Application Deadline but before the beginning of school. In all such cases, the applicant's name will be placed on a Wait List Database in the order of the date on which the application is received. If the maximum enrollment for a class has not been reached, then such applicant may enroll on a first come first served basis.

### **Enrollment and Admissions**

Brentwood Stair Preparatory School shall institute following admission policy in compliance with TEC §25.001. Parent(s) or other legal guardian(s) of the applicant must submit a completed application form, which is signed and dated by the parent(s) or other legal guardian(s) of the applicant. And which must include following information regarding the student and parent(s)/guardian(s):

1. Applicant's name;
2. Applicant's birth date;
3. Applicant's current grade level;
4. Name of applicant's current school;.
5. Home address of the applicant and/or qualifying occupant under TEC, §25.001 (b);
6. Parent/ guardian phone number;
7. Parent/guardian name(s) and signature(s).

Applicants will not be required to provide a transcript or other academic information until after admission has been offered.

There are two additional issues that Brentwood Stairs Preparatory School will address pertaining to admission policy including:

1. Residency Verification

The Superintendent shall ensure that acceptable evidence of residency is provided for each student within 60 days of a student's enrollment. By



definition, a person's "residence" is the true, fixed and permanent place where the qualifying occupant ordinarily resides and sleeps, not less than four nights during the school week and to which, when temporarily absent from the residence, the occupant intends to return. The qualifying occupant specified by Education Code 25.001(b) must generally reside in the authorized geographic boundaries of the School, as described in the School's charter. If, at any time, a student's or qualifying occupant's residence is in question, Brentwood Stairs Preparatory School shall initiate a process to obtain additional documents for verification.

## 2. Enrollment of Homeless Children

Homelessness means lacking a fixed, regular, and adequate nighttime residence. As defined by 42 U.S.C. 11302, a person who is homeless need not reside within the geographic boundaries of the School. Homeless children may thus enroll in the Brentwood Stair Preparatory School immediately regardless of residence. It is the intention of Brentwood Stair Preparatory School to appoint a Liaison for Homeless Children and Youths who will serve as the primary contact between homeless families and school staff, shelter workers, and other service providers. The liaison will also assist in obtaining necessary records of immunizations, if needed. It shall be the policy of Brentwood Stair Preparatory School to allow immediate admission to the school in case of a dispute until there is a resolution of the dispute. The school at all times shall remain in compliance with the McKinney-Vento Homeless Education.

Brentwood Stair Preparatory School shall institute following enrollment policy:

A student must be enrolled by the student's parent, guardian, or other person with legal control under a court order. The student must be identified by his or her legal surname (last name) as it appears on the student's birth certificate or in a court order changing the student's name. The following documents should be provided at enrollment:

1. Parent/Legal guardian's government issued photo ID.
2. Proof of Residency in the form of a current (within the last 30 days) electric, gas, water bill or lease agreement. No other documents will be accepted.
3. Student's Social Security card- note that student social security numbers are used for purposes of the Public Education Information Management System (PEIMS); however, the Brentwood Stair Preparatory School will assign the student a state-approved alternative student identification number if the student's social security number is not provided.
4. Student's immunization records as required under Section 38.001, in the case of a child required under that section to be immunized, proof as required by that section showing that the child is not required to be immunized, or proof that the child is entitled to provisional admission under that section.
5. Student's birth certificate.

If the parent or guardian is unable to provide proof of his or her residency because the family is living with someone else who is residing in the District defined by Brentwood Stair Preparatory School, the resident must complete an *Affidavit for Proof of Residency* stating that the student and family live in the Brentwood Stair Preparatory School resident's home. In that case, the Proof of Residency (POR) must be provided by the Brentwood Stair Preparatory School resident.

The *Affidavit for Proof of Residency* must be:

- i. signed by the resident in the District served by Brentwood Stair Preparatory School in the presence of school officials; *or*
- ii. notarized for verification of signature, if signed away from the school campus

Failure to Provide Birth Certificate or other Proof of Identity:

The failure of the person enrolling the child to provide identification does not constitute grounds for refusing to admit an eligible student. However, if identifying records are not furnished within a 30-day period, the Brentwood Stair Preparatory School is required to notify law enforcement and request a determination of whether the child has been reported as missing. This requirement applies regardless of the child's age.

If a child is enrolled under a name other than the name in the identifying documents, the Brentwood Stair Preparatory School is required to notify the missing children and missing person's information clearinghouse. The notice is confidential. Please note that a student must be enrolled under the student's legal surname.

False Information:

A person who knowingly falsifies information on a form required for a student's enrollment in Brentwood Stair Preparatory School is liable to the Brentwood Stair Preparatory School if the student is not eligible for enrollment, but is enrolled on the basis of false information. For the period during which the ineligible student is enrolled, the person is liable for the maximum tuition fee budgeted per student as maintenance and operating expense as defined under Section 25.001(h).

Grandparent in District:

The Grandparent provision applies to all students, Kinder - 8th grade, whose parents do not reside in the District to admission if a grandparent does reside in the District and provides a substantial amount of after-school care for the student.

Homeless:

As part of the Brentwood Stair Preparatory School enrollment process, students or their parent(s)/guardian(s) must complete a McKinney-Ven to survey. If both survey questions are checked affirmatively (YES), campus personnel shall forward the survey to the admission office. A person seeking definition as "homeless" under the McKinney-Vento Act must obtain verification of status from the Admission's Office.

Intra-District Transfers: Brentwood Stair Preparatory School will not accept Intra-District transfers.

Inter-District Transfers - Children of Brentwood Stair Preparatory School Employees (NonResident):

The children of Brentwood Stair Preparatory School employees (staff) may transfer from the school district in which they live to Brentwood Stair Preparatory School in which their employee/parent works provided that the parent is a full-time staff member. Such a student is exempted from the lottery process. Request should be filed in the Office of Admission within 30 days of the assignment of personnel. Renewal of employee inter-district transfers shall occur annually and prior to April 1 for subsequent school years.

Minor Living Separate and Apart - (Student only in District):

A student under 18 years of age may establish a residence for the purpose of attending the charter school separate and apart from the student's parent, guardian, or other person having lawful control of the student under a court order. However, the student's presence in the district served by Brentwood Stair Preparatory School may not be for the primary purpose of participation in extracurricular activities. Brentwood Stair Preparatory School is not required to admit a student under this provision if the student has engaged in conduct or misbehavior within the preceding year that has resulted in removal to a Disciplinary Alternative Education Programs (DAEP) or expulsion.

In the case of a minor living apart from his or her out-of-district parent, the *Application for Admission Minor Living Separate and Apart and Limited Power of Attorney* must be signed by the a resident within the district served by Brentwood Stair Preparatory School and the parent, managing conservator, or legal guardian in the presence of school officials; or notarized for verification of signature, if signed away from the school campus.

Proof of Residency (POR) Annual Verification:

All students are required to re-establish Proof of Residency annually prior to the first day of school. Brentwood Stair Preparatory School will notify parents in writing of the procedures for collecting POR. Students who fail to provide proof of residency within 30 days after the first day of school will be withdrawn at the end of the 30 day time period.

Brentwood Stair Preparatory School will not specialize in performing arts: TEC, §12.111(a)(6) permitting a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability and TEC, §12.1171 permitting a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school will not apply.



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.3. Discipline Policy

## Attachment 0.3

1. Brentwood Stair Preparatory school shall promote a climate of mutual respect for the rights of others by enforcing following code of conduct.
  - a. Each student is expected to respect the rights and privileges of other students, teachers, and district personnel.
  - b. The students' responsibilities for achieving a positive learning environment at school and/or school-related activities shall include the following:
    1. Attend all classes each day and be on time.
    2. Prepare for each class with appropriate materials and completed assignments.
    3. Dress according to the prescribed school uniform.
    4. Know that the possession, use, and/or sale of illegal or unauthorized drugs, alcohol, and weapons are unlawful and prohibited.
    5. Show respect toward others and conduct yourself in a responsible manner
    6. Know and obey all school rules in the *Student Code of Conduct* and the School-Based Discipline Management System.
    7. Cooperate with staff members in investigations of disciplinary matters.
    8. Understand that all cell phones must be turned off during instruction time.
    9. Report threats to the safety of students and staff members as well as misconduct on the part of any other students or staff members to the building principal, a teacher, or another adult.
    10. Be familiar with and comply with the Acceptable Use Policy for Computers and Technology.
2. Brentwood Stair Preparatory School will institute the following key practices to promote good discipline:
  - a. Establish clear definitions of appropriate and positive behaviors for students and staff members;
  - b. Establish clear definitions of problem behaviors and their consequences for students
  - c. and staff members;
  - d. Promote regularly scheduled instruction and assistance in desired positive social behaviors that will enable students to acquire the necessary skills for the desired behavior change;
  - e. Provide effective incentives and motivational systems to encourage students to behave differently, including academic and social rewards.
3.
  - a. Students may be suspended for no more than three school days at a time as an alternative to DAEP placement.
  - b. Students *must* be expelled for a certain set of serious offenses such as criminal activity in retaliation against a school employee or volunteer. Additionally, students may be expelled for an alternate set of offenses occurring on campus or at any school-



- sponsored event in the state. These offenses include sale of illegal substances, false alarm, terroristic threat, and persistent serious misbehavior while assigned to a DAEP.
- c. Students *may* be expelled for the following offenses committed against other students whether the offenses occurred on or off campus: aggravated assault, sexual assault, aggravated sexual assault, aggravated robbery, murder or criminal intent to commit murder.
  - d. Students *may* be expelled for assault resulting in bodily injury against a school employee or a volunteer; use, possession, sale or delivery of illegal drugs or alcohol; deadly conduct; or possession of a firearm if the activity occurred within 300 feet of school property.
  - e. Finally, students who present a serious threat can be removed immediately to a DAEP or be expelled.

4. The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail. In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD (Admission, Review and Dismissal) committee meeting has been held to review the conduct. In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the school shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. Any disciplinary action regarding the student must be determined in accordance with federal laws and regulations, including laws or regulations requiring the provision of:

- Functional behavioral assessments;
- Positive behavioral interventions, strategies and supports; and
- Behavioral intervention.

5. If a student is believed to have committed an expellable offense, the principal or other the Superintendent shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing. Until a hearing can be held, the principal may place the student in:

- Another appropriate classroom;
- In-school suspension;
- Out-of-school suspension; or
- DAEP.

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

- a. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the school;



- b. An opportunity to testify and to present evidence and witnesses in the student's defense;
- c. An opportunity to question the school's witnesses.

After providing notice to the student and parent of the hearing, the school may hold the hearing regardless of whether the student or the student's parent attends.

After the due process hearing, the expelled student may request that the Board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the Board will review the decision. The Board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The Board may also hear a statement from the student or parent and from the Board's designee. The Board shall hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The Board shall make and communicate its decision orally at the conclusion of the presentation.

6. The Superintendent or designee, with input from the parent-teacher advisory committee, will prepare Code of Student Conduct and Disciplinary Rules to implement the school's policies. The school's disciplinary policies and rules will be published and distributed to each student's parent(s)/guardian at the time of enrollment and each student and parent(s)/guardian will provide a written acknowledgement of receipt of the policy. Each student is responsible for becoming familiar with the school's disciplinary policies and rules, and any claim of lack of knowledge of such policies and rules will not affect any disciplinary proceedings that are initiated against a student.

The law requires school districts to keep their teachers and administrators informed of the laws and school district policies that concern discipline and behavior management. Section 37.018 of the Education Code requires school districts to provide each teacher and administrator with a copy of Subchapter A of Chapter 37 (Alternative Settings for Behavior Management) and with a copy of the local policy relating to that subchapter

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.4. Personnel Policies

Brentwood Stair Preparatory School Personnel Policies and Employee Manual will be developed if Charter approved.



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.5. Leadership Evaluation

*Brentwood Stair  
Preparatory School*

**ADMINISTRATIVE/SUPERVISORY EVALUATION**

Date \_\_\_\_\_

Employee Name/Position \_\_\_\_\_

SCALE      1 - PROFICIENT                      3 - NEEDS IMPROVEMENT                      5 - NOT EVALUATED  
                 2 - SATISFACTORY                      4 - UNSATISFACTORY

Evaluator will specify improvement recommendations for all categories in which "3" or "4" from above is checked.

**RATING**

**I. MANAGEMENT**

**EMPLOYEE**

**EVALUATOR**

	EMPLOYEE					EVALUATOR				
	1	2	3	4	5	1	2	3	4	5
a. Establishes appropriate goals and objectives for primary areas of responsibility.										
b. Organizes effectively and plans ahead.										
c. Searches for, recognizes and implements alternative solutions to problems.										
d. Follows through on decisions and attends to details.										
e. Conducts effective evaluation of programs.										
f. Effectively budgets, administers, and controls budget allowance.										
g. Effectively utilizes professional staff and ancillary and support personnel.										
h. Provides logistics assistance.										
i. Contributes to the development of, supports, and implements school policies, procedures, and programs.										

**Employee's statements and/or documentation:**

**Evaluator's Commendations and Recommendations:**









*Brentwood Stair  
Preparatory School*

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**PRINCIPAL EVALUATION**

**NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Definitions:**            **U – Unsatisfactory**    **B – Basic**        **P – Proficient**

**Unsatisfactory:** Does not meet acceptable standards of the profession. Rating in the unsatisfactory category must be supported by comments and/or documentation.

**Basic:** Has the foundation expected by professional standards in most situations.

**Proficient:** Highly competent in the art, skills, or field of knowledge required.

<b>STANDARD 1: Visionary Leadership – Requires standard rating</b>						
<b>Elements:</b>	<b>EVALUATEE</b>			<b>EVALUATOR</b>		
	<b>U</b>	<b>B</b>	<b>P</b>	<b>U</b>	<b>B</b>	<b>P</b>
1. Attention to and improvement of school's structure, climate, culture, and achievement.						
2. Uses assessment tools to measure school's structure, climate, culture, and achievement.						
3. Demonstrates knowledge and support of site-based improvement goals and objectives.						
4. Demonstrates leadership in decision-making efforts.						
5. Possesses a working understanding of "Best Practices".						
6. Consistently uses effective planning and communication skills.						
7. Demonstrates efforts to uphold the highest professional expectations for all staff and for quality instruction for all students.						
8. Uses thoughtful and effective problem solving skills and learning.						



<b>STANDARD 2: Instructional Leadership – Requires standard rating</b>						
<b>ELEMENTS:</b>	<b>EVALUATEE</b>			<b>EVALUATOR</b>		
	<b>U</b>	<b>B</b>	<b>P</b>	<b>U</b>	<b>B</b>	<b>P</b>
1. Understands and reinforces direct instruction methods and core competencies of science, technology and languages.						
2. Demonstrates effective supervision and evaluation of instruction performance and methods.						
3. Possesses a clear understanding of and demonstrates dedicated supervision of curriculum.						
4. Employs thoughtful and determined management approaches to instruction.						
5. Effectively integrates use of computer technology.						
6. Emphasizes ongoing and consistent development of new teachers.						
7. Demonstrates an understanding of the need for ongoing professional growth and staff development.						
8. Demonstrates an ability to facilitate and motivate a staff to work toward accomplishing identified school improvement goals.						

<b>STANDARD 3: Management &amp; Organizational Leadership – Requires standard rating</b>						
<b>ELEMENTS:</b>	<b>EVALUATEE</b>			<b>EVALUATOR</b>		
	<b>U</b>	<b>B</b>	<b>P</b>	<b>U</b>	<b>B</b>	<b>P</b>
1. Maintains high visibility throughout the campus and school.						
2. Implements emergency planning and readiness.						
3. Regularly and efficiently communicates school						

activities.						
4. Effectively supervises and leads school departments, teams, and committees.						
5. Employs effective conflict management practices.						
6. Demonstrates sound judgment and effective decision-making.						
7. Manages annual staff feedback for self-assessment.						
8. Develops and employs effective student management practices.						
9. Effective day-to-day building management.						

<b>STANDARD 4: Leader of Family Community Partnership – Requires standard rating</b>						
	<b>EVALUATEE</b>			<b>EVALUATOR</b>		
<b>ELEMENTS:</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>U</b>	<b>B</b>	<b>P</b>
1. Cultivates environment that embraces a diverse body of students and that encourages their development and growth into productive members of our society.						
2. Provides regular demonstrated parent and community leadership; supports and develops volunteer programs.						
3. Develops and promotes effective teacher communications with parents.						

Evaluatee's summary reflections and goals:

Evaluator's recommendations:

Commendations, including specific elements that are considered distinguished:

The evaluatee's signature does not indicate agreement or disagreement with the evaluation. It signifies that he/she has conferred with the evaluator and has examined the document.

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.6. Teacher Evaluation

Brentwood Stair Preparatory School will use PDAS, because the CEO/Superintendent is PDAS Certified; therefore, nothing will be attached.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.7. Supplemental HR Forms



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED\\_Web\\_Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED_Web_Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	158,000
Kennedale ISD	220914	Kennedale, Texas	3,163	169,000
Castleberry ISD	220917	Fort Worth, Texas	3,814	172,000



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED\\_Web\\_Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED_Web_Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$45,000 to \$82,000"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$61,000 to \$82,000"/>
<input type="text" value="Castleberry ISD"/>	<input type="text" value="220917"/>	<input type="text" value="Fort Worth, Texas"/>	<input type="text" value="3,814"/>	<input type="text" value="\$50,000 to \$85,000"/>



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Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Supplemental Human Resources Information Form  
(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED\\_Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$17,000 to \$37,000
Kennedale ISD	220914	Kennedale, Texas	3,163	\$25,000 to \$33,000
Castleberry ISD	220917	Fort Worth, Texas	3,814	\$18,000 to \$34,000

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://www.state.tx.us/TEA/ASKTED/Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$55,000 to \$92,000
Kennedale ISD	220914	Kennedale, Texas	3,163	\$53,000 to \$75,000
Castleberry ISD	220917	Fort Worth, Texas	3,814	\$55,000 to \$90,000



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED/Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED/Web/Forms/Home.aspx). Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$35,000 to \$50,000"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$40,000 to \$50,000"/>
<input type="text" value="Castleberry ISD"/>	<input type="text" value="220917"/>	<input type="text" value="Fort Worth, Texas"/>	<input type="text" value="3,814"/>	<input type="text" value="\$35,000 to \$52,000"/>



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Al-Hedayah Academy Inc

Enter the name of the proposed charter school:

Brentwood Stair Preparatory School

Position: Teacher

Reports to: Principal

Salary Range: \$35,000 to \$55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

N/A

Proposed Location (City and County): Fort Worth, Tarrant County

Number of Students anticipated in year one:

282

In year five:

390

**Minimum Qualifications Required:**

Education Required:

Bachelors Degree required for all grade level and core subject teachers. Associates degree and/or experience may be substituted for certain elective subject teachers.

Experience Required:

A minimum of one (1) to two (2) years of prior experience teaching the subject and the grade level associated with the assignment preferred.

Certification Required:

Teacher Certification in each core subject area taught or equivalent generalist certification required.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED/Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED/Web/Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$42,000 to \$60,000
Kennedale ISD	220914	Kennedale, Texas	3,163	\$49,000 to \$68,000
Castleberry ISD	220917	Fort Worth, Texas	3,814	\$48,000 to \$63,000



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED/Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED/Web/Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$44,000 to \$62,000
Kennedale ISD	220914	Kennedale, Texas	3,163	\$49,000 to \$68,000
Castleberry ISD	220917	Fort Worth, Texas	3,814	\$48,000 to \$65,000

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Al-Hedayah Academy Inc

Enter the name of the proposed charter school:

Brentwood Stair Preparatory School

Position: Office Aide

Reports to: Administrative Assistant/Office Manager

Salary Range: \$15/hour

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

N/A

Proposed Location (City and County): Fort Worth, Tarrant County

Number of Students anticipated in year one: 282

In year five: 390

**Minimum Qualifications Required:**

Education Required:

High School diploma or equivalent required. Associate or Bachelor degree preferred.

Experience Required:

Minimum of one (1) year experience in office practice. Highly proficient in keyboarding, word processing, office technology, and file maintenance.

Certification Required:

N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED/Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED/Web/Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$10-\$20/hour
Kennedale ISD	220914	Kennedale, Texas	3,163	same
Castleberry ISD	220917	Fort Worth, Texas	3,814	same



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED/Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED/Web/Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$8-\$12/hour"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="Same"/>
<input type="text" value="Castleberry ISD"/>	<input type="text" value="220917"/>	<input type="text" value="Fort Worth, Texas"/>	<input type="text" value="3,814"/>	<input type="text" value="Same"/>



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED\\_Web/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$15-\$25/hour
Kennedale ISD	220914	Kennedale, Texas	3,163	same
Castleberry ISD	220917	Fort Worth, Texas	3,814	same

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

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Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$20-\$25/hour
Kennedale ISD	220914	Kennedale, Texas	3,163	same
Castleberry ISD	220917	Fort Worth, Texas	3,814	same



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

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Job Duties: List up to 10 key duties this individual will perform.

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTEDWeb/Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTEDWeb/Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

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<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$55,000"/>
<input type="text" value="Castleberry ISD"/>	<input type="text" value="220917"/>	<input type="text" value="Fort Worth, Texas"/>	<input type="text" value="3,814"/>	<input type="text" value="\$45,500"/>



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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**Nineteenth Generation Open-Enrollment Charter Application  
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(MUST be typed)**

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Enter the name of the sponsoring entity:

Al-Hedayah Academy Inc

Enter the name of the proposed charter school:

Brentwood Stair Preparatory School

Position:

Maintenance Supervisor

Reports to:

Office Manager

Salary Range:

\$25,000 - \$30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

N/A

Proposed Location (City and County):

Fort Worth, Tarrant County

Number of Students anticipated in year one:

282

In year five:

390

**Minimum Qualifications Required:**

Education Required:

None.

Experience Required:

Minimum of two (2) years' experience with maintenance operations at an institution of comparable size.

Certification Required:

Certification from organizations such as the Society for Maintenance and Reliability Professionals (SMRP), the International Maintenance Institute (IMI) or the National Apartment Association (NAA) preferred.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://ngmsfield.tea.state.tx.us/TEA\\_AskTED\\_Web/Forms/Home.aspx](http://ngmsfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$20,000-\$35,000
Kennedale ISD	220914	Kennedale, Texas	3,163	\$25,000 - \$30,000
Castleberry ISD	220917	Fort Worth, Texas	3,814	\$30,000

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Enter the name of the proposed charter school:

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Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$12-\$15/hour"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="Same"/>
<input type="text" value="Castleberry ISD"/>	<input type="text" value="220917"/>	<input type="text" value="Fort Worth, Texas"/>	<input type="text" value="3,814"/>	<input type="text" value="Same"/>



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Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	\$47,100
Kennedale ISD	220914	Kennedale, Texas	3,163	\$61,870
Castleberry ISD	220917	Fort Worth, Texas	3,814	\$56,700



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Job Duties: List up to 10 key duties this individual will perform.

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**Nineteenth Generation Open-Enrollment Charter Application  
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(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Lake Worth ISD"/>	<input type="text" value="220910"/>	<input type="text" value="Lake Worth, Texas"/>	<input type="text" value="3,257"/>	<input type="text" value="\$44,000 to \$62,000"/>
<input type="text" value="Kennedale ISD"/>	<input type="text" value="220914"/>	<input type="text" value="Kennedale, Texas"/>	<input type="text" value="3,163"/>	<input type="text" value="\$49,000 to \$68,000"/>
<input type="text" value="Castleberry ISD"/>	<input type="text" value="220917"/>	<input type="text" value="Fort Worth, Texas"/>	<input type="text" value="3,814"/>	<input type="text" value="\$48,000 to \$68,000"/>



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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## JOB DESCRIPTION

**POSITION:** CEO/SUPERINTENDENT  
**REPORTS TO:** BOARD OF DIRECTORS

<b>Exempt Position/ 12 Month Standard Contract</b>
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### **Purpose**

To act as the educational leader and chief executive officer of the school responsible for the effective execution of policies adopted by the board of directors. To assume administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the school and for the annual appraisal of school staff.

### **Minimum Qualifications**

#### **Education/Certification:**

- Master's Degree or higher required.
- Doctorate in Education preferred.
- Mid-Management or Principal certificate required.
- Superintendent certificate preferred.

#### **Experience:**

- Minimum of three (3) years' teaching experience in grades K-12.
- A minimum of ten (10) years' experience of which at least five (5) years should be in school administration.
- Knowledge and/or experience with public or charter schools desirable.

## **Responsibilities and Duties**

### **Key Duties**

1. Team with the board to realize the vision of the school and to promote a learning community comprised of inquiry, reflection and collaboration.
2. Manage all operations of the school in accordance with federal, state, local and education laws to ensure compliance.
3. Align all resources—people, time, and money—to promote and establish the vision, mission, operations and performance of the school.
4. Foster a learner-centered culture that cultivates innovation, lifelong learning, global awareness and cultural responsiveness.
5. Implement a high-quality, rigorous curriculum aligned to standards and based on 21<sup>st</sup> Century learning research.
6. Promote a safe environment based on a student code of conduct and safety policies responsive to student and staff needs.
7. Model and promote the Code of Ethics and Standard Practices for Texas Educators and professionalism in all decisions.
8. Establish effective strategies for attracting, mentoring, developing, assessing and retaining high-quality faculty and staff.
9. Establish professional development, mentoring and teaming opportunities based on student performance data.
10. Responsible for accurately managing student and financial data (i.e. budgeting, PEIMS, federal title funds, audits, etc.).
11. In the event the school has no principal, the superintendent shall perform all duties of the principal.



### **Instructional Management**

12. Be informed about all aspects of the instructional program and ensure that there is a continuous focus on improving student academic performance.
13. Responsible for working with the staff, board and community to plan an effective curriculum.
14. Develop, evaluate, and revise the school improvement plan annually with the assistance of designated board committees.
15. Prepare reports and assist the board in evaluating the effectiveness of all school programs.
16. Continually analyze and address recognized issues or weaknesses with the curriculum or instructional methods.

### **Personnel Management**

17. Recommend the number and types of positions needed to carry out the school's functions effectively, develop and recommend pay systems, pay increases or adjustments for personnel, and organize the central administration.
18. Make all hiring and firing decisions with respect to personnel, define all duties of personnel, and assign and reassign all personnel, as needed.
19. Direct and supervise the staff evaluation program.
20. Promote a positive work environment that fosters high morale and achievement.
21. Serve as liaison between the board and staff.
22. Support all professional development activities.

### **Management of Fiscal, Administrative, and Facilities Functions**

23. Be informed of developments in state, federal, and local laws and changes in public policy affecting education.
24. Develop administrative procedures and regulations to manage school operations and implement policies adopted by the board, including establishing the school calendar and emergency closure or lockdown procedures.
25. Accurately prepare and submit in a timely manner all reports required by the board, the Texas Education Agency, and other federal and state agencies and any records subpoenaed by a court of law.
26. Develop and submit an annual proposed budget to the board for its review, amendment and public adoption.
27. Supervise all financial accounting and ensure that funds are spent in accordance with the approved budget as allocated.
28. Ensure that the school buildings and facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.
29. Monitor property, casualty, and workers' compensation losses to ensure that appropriate risk management and loss control strategies are employed.

### **Student Management**

30. Implement an equitable and effective system of student discipline management.
31. Coordinate with staff, the board and community to plan and implement support services for students.

### **School Morale and Improvement**

32. Anticipate, manage and resolve conflicts, using a collaborative decision-making and problem-solving process when appropriate.
33. Provide for two-way communication with all personnel.
34. Conduct periodic evaluations of all programs and operations to determine improvements needed to reach goals and to implement campus improvement plans.
35. Promote goal-oriented performance and support the achievement of campus performance objectives, such as academic excellence.

### **Professional Growth and Development**

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

### **School or Community Relations**

38. Develop and implement effective communication between the school and community and promote community support and involvement with the school.
39. Represent the school in activities involving other school systems, institutions, agencies, and professional or community groups.

### **Board Relations**

40. Assist the board in identifying individual and team training needs and arrange training opportunities.
41. Prepare board agendas and meeting materials in cooperation with the board president. Serve as custodian of all board minutes and records.
42. Attend and participate in all board meetings, other than meetings at which the superintendent's performance or compensation is to be evaluated or discussed.
43. Keep the board apprised of all issues, needs, and operations of the school.
44. Recommend policies to the board for adoption and oversee the implementation of adopted policies. Explain board policies to the staff and community. Exercise discretion and judgment in matters not covered by board policy.
45. Communicate with the school's attorney on matters in litigation or matters potentially in litigation except as otherwise directed by the board.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

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## JOB DESCRIPTION

**POSITION:** PRINCIPAL  
**REPORTS TO:** CEO/SUPERINTENDENT

<b>Exempt Position/ 12 Month Standard Contract</b>
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### Purpose

To act as the educational and operational leader of the school responsible for the effective execution of policies adopted by the board of directors and the superintendent. To assume, in conjunction with the superintendent, administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the school and for the annual appraisal of school staff.

### Minimum Qualifications

#### Education/Certification:

Master's Degree or higher required.

Teaching certificate preferred.

Mid-Management or Principal certified or actively pursuing a school administration certificate required.

#### Experience:

Minimum of three (3) years' teaching experience in grades K-12.

A minimum of ten (10) years' experience of which at least five (5) years should be in school administration.

Knowledge and/or experience with public or charter schools desirable.

## Responsibilities and Duties

### Key Duties

1. Build a common vision for school improvement and a learner-centered culture based on the vision, mission and core values.
2. Manage all operations of the school in accordance with federal, state, local and education laws to ensure compliance.
3. Manage all the physical operations of the campus to ensure proper use, maintenance, safety and security are a priority.
4. Implement a high-quality, rigorous curriculum aligned to standards and based on 21<sup>st</sup> Century learning research.
5. Work with the superintendent to create strategies for attracting, developing, assessing and retaining a high performing faculty and staff.
6. Communicate all policies and procedures to the faculty, staff, students and community promulgated by the board and superintendent.
7. Effective report school information, performance data, curriculum and achievements to all relevant stakeholders.
8. Conduct performance reviews, mentor and develop opportunities for professional growth or remediation of all employees.
9. Foster a learner-centered culture that cultivates innovation, lifelong learning, global awareness and cultural responsiveness.
10. Establish special programs (ELL, special education, G/T) as required.

### Instructional Management

11. Responsible for development, supervision and monitoring of instructional programs and extracurricular activities.



12. Responsible for communicating and carrying out established policies; delegates and accepts responsibility for completion of tasks and communicates program goals, objectives and policies to the faculty, staff, parents, students, and community.
13. Works with faculty and staff to establish, monitor and revise student schedules, classroom schedules, facility schedules (i.e. library, computer lab, physical education) and all other special scheduling situations.
14. Responsible for developing the yearly calendar, operational forms, handbooks and policies in collaboration with the superintendent.

### **Personnel Management, Professional Growth and Development**

15. Responsible for establishing and managing professional development program for faculty and staff through various means, ensuring that the methods and content support the faculty and staff according to their professional needs, goals and objectives of the school.
16. Responsible for supervising, interacting, and holding meetings to provide direction to the faculty and staff with regards to performance and processes – ensuring compliance with policy and the campus improvement plan.
17. Responsible to schedule, evaluate and remediate the faculty, teacher aides, and substitutes to obtain optimal performance and productivity in accordance with the vision and mission.
18. Responsible for conducting regular faculty and staff meetings, and attending the vertical and horizontal team meetings.

### **Management of Fiscal, Administrative, and Facilities Functions**

19. Promote a safe environment based on a student code of conduct and safety policies responsive to student and staff needs.
20. Responsible for supporting the superintendent with accurately managing student and financial data (i.e. budgeting, PEIMS, federal title funds, audits, etc.).
21. Responsible for supervising and involving the faculty and staff in setting budgetary goals relative to their work environment, while helping them to prioritize and utilizing materials wisely.
22. Responsible for the collection and management of data and records; as well as the maintenance of the school filing system, data collection software and school related history.
23. Responsible for the management of a safe campus in compliance with laws, civil regulations and board policies with the school crisis plan, fire/tornado/disaster drills scheduling implementation and record keeping; keep fire system and extinguishers in good working order and inspected, performing safety inspections and documenting safety hazards to the superintendent.
24. Responsible for evaluate and requesting the purchase of educational materials, textbooks, assessments and other curriculum in accordance with state and SACS standards and ensure proper alignment throughout the curriculum.
25. Assist the superintendent and budget office in managing federal funding to ensure that proper testing, reporting, usage, and inventory.
26. Responsible for maintaining proper documentation and reporting required for SACS (Southern Association of Colleges and Schools) to ensure compliance with standards.
27. Responsible for the oversight of school vehicles; maintaining trip logs and regular maintenance, inspections and paperwork – including implementing the required “15 passenger van” safety course to all listed drivers.
28. Responsible for the oversight of all computer hardware and software on campus and electronic security measures.

### **Student Management**

29. Responsible for administering and supervising the disciplinary policies and procedures - while promoting and maintaining open communications, positive student attitudes, respects dignity, worth of staff, students, and complies with established lines of authority.
30. Responsible for the implementation of parent & student orientations, conferences and meetings.

31. Responsible for defining and disseminating information about school code of conduct and disciplinary policies/procedures to parents, students, staff and community, as set forth by the superintendent.

### **School Morale and Improvement**

32. Model and promote the Code of Ethics and Standard Practices for Texas Educators and professionalism in all decisions.
33. Responsible for functioning as a liaison and maintaining oversight with documented and demonstrated operational supervision in accordance with the school's policies and Bylaws, regarding the management of school organizations and fundraisers; such as the PTO, student council, etc.
34. Responsible for continuing on a professional growth plan to obtain and/or maintain the necessary credentials set forth by the board, the accrediting agency and national and state standards.

### **School or Community Relations**

35. Responsible for supervising and maintaining auxiliary services and uses community resources to supplement the school program; such as: physical education, counseling, volunteering.
36. Assists with the planning of calendar events (i.e. teacher in-services, special functions, awards banquet/graduation, and orientations) in coordination with school administration.
37. Responsible for maintaining an updated school web site.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

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## JOB DESCRIPTION

**POSITION:** CFO/BUSINESS MANAGER  
**REPORTS TO:** CEO/SUPERINTENDENT

<b>Exempt Position/ 12 Month Standard Contract</b>
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### **Purpose**

To manage and oversee all financial accounting, budgeting, tracking, reporting and compliance procedures to safeguard the public funds provided to the school and to ensure the appropriate and effective application thereof. To ensure that all financial practices are conducted in accordance with GAAP and other applicable state and local laws.

### **Minimum Qualifications**

#### **Education/Certification:**

Bachelor's Degree in Accounting, Business Administration, or related degree with equivalent experience required. Knowledge of GAAP required.

Master's Degree preferred.

CPA preferred, but not required.

#### **Experience:**

Minimum of three (3) years' experience in office practices and computerized financial accounting systems. Highly proficient in word processing, spreadsheets, accounting software, and other office technology. Experience with TEA PEIMS Data Standards is preferred.

## **Responsibilities and Duties**

### **Key Duties**

1. Communicate the business affairs of the school to the superintendent, principal and board.
2. Maintain accurate accounting records in accordance with GAAP, TEA guidelines, other applicable laws, and school policies and procedures.
3. Assist superintendent in projecting revenues and expenditures for preparation of the annual operating budget.
4. Provide financial statements including line item expenditures as needed for the superintendent, principal and board.
5. Supervise all banking including all transactions, account reconciliations, fee negotiations, and other tasks.
6. Communicate all new or changed financial/business policies and procedures to the superintendent, principal and board.
7. Provide school business and financial reports required by the TEA or other agencies in an accurate and timely manner.
8. Assist superintendent in managing all assets, including furniture, fixtures, technology and curriculum.
9. Procure and present competitive bids, bid specifications, and written recommendations on material and services to superintendent.
10. Work with designated outside CPA firm to secure the school's annual audit, tax reporting and other contracted duties.

### **Accounting and Finance**

11. Maintain accounting, post and generate payments, receipts and adjustments to general ledger.
12. Establish and maintain accounts payable, accounts receivable and budget files.
13. Prepare daily, weekly, monthly, quarterly and yearly AP/AR, statistical and inventory reports for superintendent, principal and board.
14. Implement and manage purchasing policy and guidelines in accordance with TEA and other applicable guidelines.



15. Manage fundraising and donation systems: collection, tracking, tax/Thank you letters and reporting.
16. Manage payroll processing, in coordination with superintendent.
17. Track, maintain and report capital assets.

**Business Support**

18. Manage all insurance policies and coverage.
19. Oversee all other benefits matters for faculty and staff.
20. Assists superintendent in preparing reports and information for board meetings.
21. Maintain and administer petty cash fund and reporting.
22. Assist in preparation of annual reports and maintaining files for SACS, TEA and others agencies.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

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## JOB DESCRIPTION

**POSITION:** PARAPROFESSIONAL (TA)  
**REPORTS TO:** PRINCIPAL/TEACHER

<b>Non-Exempt Position/ Hourly</b>
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**This position functions as a supporter to the Instructional staff and may be assigned to perform any task that falls under the curriculum or school guidelines and is within the individuals abilities.**

### Minimum Qualifications

**Education/Certification:**

High School diploma or equivalent  
Associate or Bachelor degree preferred.

**Experience:**

Minimum of one (1) to two (2) years of prior experience in teaching.

### Responsibilities and Duties

- Work cooperatively with principal and teachers to insure the success of the students.
- Participate in In-service training to improve skills needed to successfully complete responsibilities.
- Consult with teacher and principal on all general administration items including personnel policies.
- Follow established schedule – the teacher of the program is responsible for formulating the schedule of the assistant(s). The assistant then works under the direction of the responsible teacher.
- Interact with students appropriately. Assist the teacher in implementing behavior management techniques (rewards, consequences, point sheets, time out and isolation procedures).
- Physically assist teacher in redirecting or restraining aggressive student behaviors and emphasizing positive reinforcement.
- Assist with clerical tasks such as materials preparation and designated record keeping tasks.
- Supervise students in the absence of the teacher during staffing, and parent conferences.
- Supervise students at lunch, recess and after school dismissal when requested. Accompany students to other classes when requested.
- Basic computer knowledge to input data for management system/willingness to learn procedure.
- **PERFORM ANY OTHER DUTIES AS ASSIGNED BY THE PRINCIPAL OR TEACHER.**

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

## **JOB DESCRIPTION**

**POSITION:** OFFICE/CLERICAL AIDE  
**REPORTS TO:** ADMINISTRATIVE ASSISTANT/  
OFFICE MANAGER

<b>Non-Exempt Position/ Hourly</b>
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**This position functions as a supporter to the Administrative staff and may be assigned to perform any task that falls under the school office's jurisdiction and is within the individuals abilities.**

### **Minimum Qualifications**

**Education/Certification:**

High School diploma or equivalent  
Associate or Bachelor degree preferred.

**Experience:**

Minimum of one (1) year experience in office practice. Highly proficient in keyboarding, word processing, office technology, and file maintenance skills.

### **Responsibilities and Duties**

- Assist with answering the phone, faxes, and other general office duties (e.g., copying, filing, data-entry, shipping and receiving).
- Assist with maintaining office and classroom supplies and teacher requests.
- Assist with the supervision of volunteers and any temporary personnel.
- Assist with directing the maintenance/janitorial staff.
- Assist Principal and Secretary with staffing and scheduling requirements, including Pre-K coverage (when out of ratio).
- Assist with petty cash and other accounting functions.
- Assist with maintaining the filing system and data collection for all school operations.
- Assist with scheduling and arranging school calendar events.
- Assist with school fundraisers, assemblies and other programs.
- Assist with maintaining the Sick Bay area to maintain standards and adequate supplies.
- Assist with processing mail and shipments.
- Assist with maintaining bus, volunteers, substitutes, tardy, early dismissal and other logs.
- Assist with providing temporary support to classrooms in need of a substitute.
- Assist with School Safety: Responsible for fire/tornado/disaster drills scheduling with Principal and Assistant Principal, implementation and record keeping; keep fire system and extinguishers in good working order and inspected, performing safety inspections and document hazards, maintain burglar alarm control.



The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Office/Clerical Aide*

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Principal*

## **JOB DESCRIPTION**

**POSITION:** PEIMS COORDINATOR

<b>Exempt Position/ 12 Month Standard Contract</b>
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**REPORTS TO:** PRINCIPAL

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### **Minimum Qualifications**

**Education/Certification:**

High school diploma or equivalent required.

Associate or Bachelor's Degree preferred.

**Experience:**

Minimum of two (2) years' experience in an administrative position required, preferably in a public or charter school. Highly proficient in word processing, office technology, and file maintenance.

### **Responsibilities and Duties**

**Key Duties**

1. Perform accurate and timely management of PEIMS data, including collecting, organizing, data entry and reporting.
2. Maintain accurate paper/digital records in accordance with laws, TEA, PEIMS, ESC Region XI and the school.
3. Prepare data for electronic transfers of PEIMS required submissions to ESC Region XI, TEA and other agencies.
4. Responsible for fielding all PEIMS related correspondence and managing the task until closed and/or resolved.
5. Maintain all inactive permanent record folders in an organized and secure manner.
6. Develop PEIMS departmental fiscal budget.
7. Keep the superintendent and principal informed of all PEIMS related issues that need attention.
8. Keep current on PEIMS requirements and provide training and interpretation of the procedures and reporting as needed.
9. Assist with student enrollment and registration activities.
10. Assist office by answering the phone, accept mail and deliveries and other duties as needed.

**Additional Support Roles**

11. Perform all front office work with confidentiality and in support of the vision, mission and core values of the school.
12. Assist with answering and directing calls, processing guests and visitors, giving tours and/or escorts to rooms or buildings.
13. Assist in process of receiving, sorting and delivering mail and packages.
14. Maintain and update bulletin boards with required postings and school information.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

## **JOB DESCRIPTION**

**POSITION:**            **TEACHER**  
**REPORTS TO:**        **PRINCIPAL**

<b>Exempt Position/ Salary</b>
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**This position functions as a primary Instructional staff position involving curriculum development and classroom management.**

**Education/Certification:**

Bachelors Degree required

Associate degree and/or experience may be substituted for certain elective subject teachers.

Certification in each core subject area taught or equivalent generalist certification required.

**Experience:**

A minimum of one (1) to two (2) years of prior experience teaching the subject and the grade level associated with the assignment preferred.

### **Responsibilities and Duties**

- Work cooperatively with principal and teachers to insure the success of the students.
- Participate in In-service training to improve skills needed to successfully complete responsibilities.
- Maintain accurate paper/digital records in accordance with laws, TEA guidelines, and school policies and procedures.
- Communicate student/class/grade information, performance data and curriculum to students, parents, peers, and principal.
- Lead a learner-centered classroom focused on innovation, lifelong learning, global awareness, and cultural responsiveness.
- Implement high-quality, rigorous lesson plans and PBLs aligned to standards and based on administrative guidelines.
- Team with Principal/faculty/staff to identify, support, remediate, develop, and empower struggling students to succeed.
- Maintain and report data electronically to the PEIMS Coordinator (e.g. attendance and grades). Interact with students appropriately.
- Implement classroom management with student safety and well-being in mind, conducive to the student code of conduct.
- Implement behavior management techniques (rewards, consequences, point sheets, time out and isolation procedures).
- Assists with orders and maintain curriculum materials, resources, office supplies, and equipment according to policy.
- Maintain, decorate and update classroom, bulletin boards, class website, newsletters with classroom information.
- Physically redirect or restrain aggressive student behaviors and emphasize positive reinforcement.



- Supervise students at lunch, recess and after school dismissal when requested. Accompany students to other classes when requested.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Teacher*

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Principal*

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## JOB DESCRIPTION

**POSITION:** LIBRARIAN  
**REPORTS TO:** PRINCIPAL

<b>Exempt Position/ Salary</b>
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### Education/Certification:

Master's Degree required.

Valid Texas librarian or learning resources specialist certificate or endorsement.

### Special Knowledge/Skills:

Knowledge of library science.

Ability to instruct and manage student behavior.

Strong organizational, communication, and interpersonal skills.

### Experience:

A minimum of two (2) years' of classroom teaching experience in a public or accredited private school. Prior library management experience preferred.

## Responsibilities and Duties

### Instruction

- Provide group instruction and individual guidance to students to help them locate resources and use research techniques.
- Consult teachers on appropriate use of materials and help them schedule materials for classroom instruction.
- Serve as information resource for users of library/media center materials and provide staff development opportunities for teachers on the availability and use of campus and district learning resources.

### Library Programs

- Effectively plan school library program to meet identified needs.
- Assist in preparation of bibliographies and curriculum guides.
- Manage acquisitions, processing, organizing, distribution, maintenance, and inventory of resources.
- Coordinate development and maintenance of community resource file.
- Maintain schedules for instructional television programs and encourage use of video programs for educational purposes.
- Create a library/media center environment that is conducive to learning and appropriate to the maturity level and interests of students.
- Use appropriate and effective techniques to encourage community and parent involvement.

### Student Management

- Carry out discipline in accordance with board policies and administrative regulations.
- Interact with students to promote positive attitudes toward school library.

### Administration

- Compile, budget and cost estimates based on documented program needs.

- Compile, maintain, and file all physical and computerized reports, records, and other documents required.
- Comply with federal and state laws, State Board of Education rules, and board policy in the library/media services area.
- Develop and coordinate a continuing evaluation of the library/media center program and make changes based on the findings.
- Comply with all district and campus routines and regulations.

**Communication**

- Maintain a positive and effective relationship with supervisors.
- Communicate effectively with colleagues, students, and parents.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Librarian*

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Principal*



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## JOB DESCRIPTION

**POSITION:** LEAD CUSTODIAN  
**REPORTS TO:** MAINTENANCE SUPERVISOR

<b>Nonexempt Position/ Hourly</b>
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Supervise the campus custodial operations. Establish and follow routine cleaning and maintenance procedures to maintain a high standard of safety, cleanliness, and efficiency of building operations and grounds.

**Education/Certification:**

None specified.

**Special Knowledge/Skills:**

Ability to read and understand instructions for cleaning, maintenance, and safety procedures.

Knowledge of minor repair techniques and building and grounds maintenance.

Ability to operate cleaning equipment and lift heavy equipment.

Ability to properly handle cleaning supplies.

**Experience:**

A minimum of two (2) years' experience in custodial services.

### Responsibilities and Duties

**Custodial Management**

- Direct and monitor the work of custodians at assigned campus.
- Help screen, select, and train custodians.
- Direct and assist in setting up facilities for special events.

**Cleaning**

- Implement and maintain established cleaning schedule that will include cleaning of floors, chalkboards, wastebaskets, windows, furniture, equipment, and restrooms.
- Keep school building and grounds, including sidewalks, driveways, parking lots, and play areas, neat and clean.
- Comply with local laws and procedures for storage and disposal of trash.
- Maintain an inventory of cleaning supplies and equipment and order additional supplies as needed.

**Maintenance and Repair**

- Assist with lunchroom set up, including arranging tables and chairs.
- Regulate heat, ventilation, and air conditioning systems to provide appropriate temperatures and ensure economical usage of fuel, water, and electricity.
- Make minor building repairs as needed and report major repair needs to principal or maintenance supervisor.
- Move furniture or equipment within building as directed by principal or maintenance supervisor.

**Safety**

- Assume responsibility for opening and closing building each school day.
- Oversee procedures for locking, checking, and safeguarding facilities.

- Check daily to ensure that all exit doors are open and all panic bolts are working properly during hours of building occupancy.
- Inspect machines and equipment for safety and efficiency.
- Operate tools and equipment according to established safety procedures.
- Follow established safety procedures and techniques to perform job duties, including lifting, climbing, etc.
- Correct unsafe conditions in work area and report any conditions that are not correctable to supervisor immediately.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

*Lead Custodian*

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

*Maintenance Supervisor*

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## JOB DESCRIPTION

**POSITION:** CUSTODIAN  
**REPORTS TO:** LEAD CUSTODIAN

<b>Nonexempt Position/ Hourly</b>
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**Education/Certification:**

None specified.

**Special Knowledge/Skills:**

Ability to read and understand instructions for cleaning, maintenance, and safety procedures.

Knowledge of minor repair techniques and building and grounds maintenance.

Ability to operate cleaning equipment and lift heavy equipment.

Ability to properly handle cleaning supplies.

**Experience:**

A minimum of one (1) years' experience in custodial services.

### Responsibilities and Duties

#### Cleaning

- Follow established cleaning schedule to clean floors, chalkboards, wastebaskets, windows, furniture, equipment, and restrooms.
- Keep school building and grounds, including sidewalks, driveways, parking lots, and play areas, neat and clean.
- Comply with local laws and procedures for storage and disposal of trash.
- Maintain an inventory of cleaning supplies and equipment and order additional supplies as needed.

#### Maintenance and Repair

- Assist with lunchroom set up, including arranging tables and chairs.
- Regulate heat, ventilation, and air conditioning systems to provide appropriate temperatures and ensure economical usage of fuel, water, and electricity.
- Make minor building repairs as needed and report major repair needs to principal.
- Move furniture or equipment within building as directed by lead custodian.

#### Safety

- Inspect machines and equipment for safety and efficiency.
- Operate tools and equipment according to established safety procedures.
- Follow established safety procedures and techniques to perform job duties, including lifting, climbing, etc.
- Correct unsafe conditions in work area and report any conditions that are not correctable to supervisor immediately.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.



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## **JOB DESCRIPTION**

**POSITION:** NURSE  
**REPORTS TO:** PRINCIPAL

<b>Exempt Position/ Salary</b>
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**Education/Certification:**

Bachelor of Science in Nursing required.  
Valid license in State of Texas.

**Experience:**

At least one (1) year experience as a registered nurse, preferably in an academic institution.

### **Responsibilities and Duties**

- Assess and evaluate overall student health.
- Create a plan action for elimination, minimization, or acceptance of health problems.
- Provide information and referral for health and emotional concerns.
- Provide selected health services for staff.
- Provide assessment, triage, and care of sick and injured students and staff.
- Observe school facilities and recommend modifications in order to maintain optimum health and safety of students and staff members.
- Administer medications to students.
- Monitor immunization compliance.
- Maintain sick-bay area in school with proper supplies.
- Provide education on various health topics to students, families, and staff.
- Identifies students with special healthcare needs. Performs nursing assessments, screenings and evaluations.
- Provides emergency care for illness and injury.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Nurse*

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Principal*

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## **JOB DESCRIPTION**

**POSITION:** MAINTENANCE SUPERVISOR  
**REPORTS TO:** OFFICE MANAGER

<b>Exempt Position/ Salary</b>
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Maintenance supervisors coordinate installation, maintenance and repair work in buildings or large complexes. They hire, train and oversee workers and determine repair procedures. There typically are no strict education requirements for maintenance professionals, who can increase advancement opportunities with experience and certification.

**Education/Certification:**

None specified.

Certification from organizations such as the Society for Maintenance and Reliability Professionals (SMRP), the International Maintenance Institute (IMI) or the National Apartment Association (NAA) preferred.

**Experience:**

At least two (2) years' experience with maintenance operations at an institution of comparable size.

### **Responsibilities and Duties**

- Oversee and coordinate the workers who maintain and repair electrical, plumbing, ventilation and other building systems.
- Responsible for evaluating problematic systems or facilities and determining what installation or repair services need to be performed.
- Hire workers, organize schedules and assign work activity.
- Perform training to ensure individuals have all the requisite skills.
- Develop and implement maintenance procedures and maintain personnel records.
- Coordinate with building management on budget development and maintain the inventory of tools.
- Provide training that covers equipment, techniques and procedures for a building or complex's various systems.
- Assist administration with related administrative and human resources issues.
- Perform initial evaluations of building systems and distribute work assignments.
- Evaluate each worker's performance to ensure quality operations.
- Investigate accidents and prepare relevant reports.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

*Maintenance Supervisor*

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## JOB DESCRIPTION

**POSITION:**            **SUBSTITUTE**  
**REPORTS TO:**        **PRINCIPAL/TEACHER**

<b>Non-Exempt Position/ Hourly</b>
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**This position functions as a supporter to the office and instructional staff and may be assigned to perform any task that falls under the curriculum or school guidelines and is within the individuals' abilities.**

### **Minimum Qualifications**

**Education/Certification:**

High School diploma or equivalent required.  
Associate or Bachelor degree preferred.

**Experience:**

Minimum of one (1) to two (2) years of prior experience in teaching.

### **Responsibilities and Duties**

- Coordinate with teacher or principal to schedule classroom coverage.
- Follow lesson plans as provided, if applicable.
- Consult with teacher and principal on all general administration items including personnel policies.
- Follow established schedule as instructed.
- Interact with students and safeguard all classroom materials.
- Supervise pre-planned activities for students.
- Enforce disciplinary measures as needed.
- Supervise students at lunch, recess and after school dismissal when requested. Accompany students to other classes when requested.
- Basic computer knowledge to input data for management system/willingness to learn procedure.
- **PERFORM ANY OTHER DUTIES AS ASSIGNED BY THE PRINCIPAL OR TEACHER.**

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Substitute*

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Principal*



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.8. Community Support



## TARRANT COUNTY

THOMAS A. WILDER  
DISTRICT CLERK

March 20, 2014

The Honorable Michael Williams  
Commissioner of Education  
1701 North Congress Ave, Suite 2-185  
Austin, TX 78701

Re: AI – Hedayah Charter School Application

Dear Michael:

I enjoyed our visit Tuesday and hope to see you soon.

Our longtime medical examiner, Dr. Nizam Peerwani, has contacted me about their plans to apply for a charter school. The principals and benefactors of the school are business people I have known for many years who are people of substance and good standing in our community.

The location of the current facility is just north of I-30 in the Cooks Lane/Eastchase area that I'm sure you are familiar with.

The current facility was converted from a parochial school to a non-parochial school in 2012. It is open to all faiths through Grade 8. Their early childhood program is licensed by the State of Texas and is accredited by SACS.

I have been in the facility several times myself and can assure you that it is a first class operation which includes the following: Over 25,000 square feet of building on 6.9 acres which is fenced with lighted playground areas including tennis, volleyball and basketball courts. Dr. Peerwani assures me that there are funds set aside for

subsidized tuition for qualified applicants. Many of these are multi-ethnic students who were lagging behind but who performed better in the Al-Hedayah environment and have been accepted at local universities such as UTA, UNT, SMU and TCU.

Michael, I would appreciate it if you would forward this letter of support for the forthcoming charter application of Al-Hedayah School to the appropriate person in your organization since I didn't want to send it in blind to your large agency as we discussed.

You will likely receive other letters of support from individuals you know in Tarrant County who are familiar with the business and civic reputations of the principal benefactors of this institution.

We are all pleased to see these civic minded people take a strong interest in a quality education for our youth and who have provided the funds to build and operate Al-Hedayah school since 1992 and who are now seeking approval to operate as a charter school.

Thanks for helping me with this and don't hesitate to call if I can be of service to you here in our home county.

Sincerely,

A handwritten signature in blue ink that reads "Tom Wilder". The signature is written in a cursive style with a prominent initial "T".

Tom Wilder

817-975-9003 (Cell)

817-212-7208 (Direct)

[dclerk@tarrantcounty.com](mailto:dclerk@tarrantcounty.com)



**Fort Worth Star-Telegram**  
808 Throckmorton Street  
Fort Worth, Texas 76102

**March 18, 2014**

**The State of Texas  
State Board of Education  
Charter School Division  
1701 North Congress Avenue  
Austin, Texas 78701-1494**

**Dear Board Members:**

**As one who has watched, and been intimately involved with, the Al-Hedayah Academy from its inception, I can assure you I know it well.**

**Because of that personal knowledge – having borne witness to its overall achievements, especially the extraordinary success of individual students – I am most proud to support its application to become a charter school in Texas, one which I have no doubt will be exemplary.**

**While I'm sure you have the particulars about the school's history and its accreditation standings, please allow me to offer a personal view. I have been on the campus on numerous occasions, and have seen the students, faculty and board in action.**

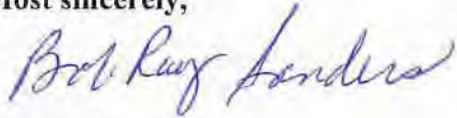
**The academic quality of the school and the facilities are without question superior. But also, culturally it reaches out and interacts with a diverse community, inviting speakers from various backgrounds to participate in special events.**

**Although starting as a parochial academic institution, it is now a non-parochial school with an open enrollment program attracting a very diverse student body. Achieving the status of a charter school will help make Al-Hedayah and its excellent educational experience available to even more students in Fort Worth.**

Page 2 – Al-Hedayah

It is my hope that you will look favorably on Al-Hedayah's application. I am confident that, if approved, this will be a charter school that will make you and all of Texas very proud.

Most sincerely,

A handwritten signature in blue ink that reads "Bob Ray Sanders". The signature is written in a cursive style with a large, prominent "B" and "S".

**Bob Ray Sanders**  
Associate Editor/Senior Columnist



**ROY CHARLES BROOKS**  
County Commissioner  
Precinct No. 1

March 19, 2014

The State of Texas  
State Board of Education  
Charter School Division  
1701 North Congress Avenue  
Austin, Texas 78701-1494

To Whom It May Concern:

As County Commissioner for Tarrant County, Precinct 1, I wish to express my support for the Al-Hedayah Academy's application for Charter School Designation.

Fort Worth has a long and impressive history as a city that proudly embraces its cultural diversity. An important part of this diversity is the Al-Hedayah Academy, which opened its doors in 1992 first as a parochial school and then converted to a secular or a non-parochial school in late 2012. Concerned members of Fort Worth community desired to offer a high quality education to under-privileged students, many of them children of immigrant parents, who were lagging behind in education in the public schools. Many of these students have excelled and have been accepted in local area universities including UT Arlington, UNT, TCU, SMU and Texas Wesleyan.

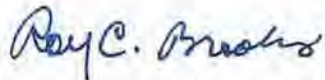
1. Al-Hedayah in a non-profit 501(c)(3) entity established as an educational entity in 1992.  
*It converted from being a parochial school to a **non-parochial** school in late 2012.*
2. The 6.9 acre fenced campus is located in East Fort Worth.
3. The school includes two building, Education Bldg-1 (Elementary) and Bldg-2 (Middle school), each 12,000 SF.
4. Additionally, there is a 2,500 SF Admin building.
5. Campus also includes:
  - a. A lighted tennis/basketball court
  - b. Two playgrounds
  - c. Volleyball court
6. The school is accredited by *Southern Association of Colleges & Schools* (SACS) and participates in Texas Region XI education programs.
7. Requires ITBS testing for all students and is a member of National Junior Honor Society.
8. The school is an **Open Enrollment Program** and offers educational opportunity for students from pre-3 to grade-8.
9. Early childhood program is licensed by the State of Texas.



10. The school serves a diverse population including students of African, Asian, Hispanic and Middle-Eastern parentage.

The Al-Hedayah Academy is committed to high quality education for the under-privileged students in our community. I believe that they will continue to benefit the educational advancement of our children in Tarrant County, and I ask that consideration be given to their application. Please let me know if we can provide any further information.

Sincerely,

A handwritten signature in blue ink that reads "Roy C. Brooks". The signature is written in a cursive style with a large initial "R".

Roy Charles Brooks



# NICOLE COLLIER



STATE REPRESENTATIVE • DISTRICT 95

March 21, 2014

The State of Texas  
State Board of Education  
Charter School Division  
1701 North Congress Avenue  
Austin, Texas 78701

RE: Al-Hedayah Academy

To Whom It May Concern:

Please accept this letter in regards to the application of Al-Hedayah Academy, which is located in Texas House District 95 at 8601 Randol Mill Road, Fort Worth, Texas 76120. This letter is intended to serve as a record of my personal observations in connection with Al-Hedayah Academy.

I am not a proponent for the expansion of charter schools in Texas. Overtime, I have seen many public school systems suffer as a result of repeated budget cuts, curriculum changes, and excessive testing requirements to name a few. Therefore, I believe that it is important for the Texas Legislature to focus on improving the quality of education our children receive in the public school system as opposed to creating new schools that tend to take the focus off of the downward trend that has been seen in our public schools.

However, please know that I am not writing to detract from the great work that Al-Hedayah Academy has done in District 95. In fact, I have had the opportunity to tour the school, meet many of the administrators, and visit with the students on multiple occasions. Each visit was received with great enthusiasm and professionalism. It was apparent from my visits that this open-enrollment, non-parochial school, is rich in diversity, attentive to the needs of the students, true to their mission of providing a quality education, and eager to expand their reach to the general public.

I know many of the Board Members for Al-Hedayah Academy and I hold them in high regard. Dr. Nizam Peerwani and Mr. Walid Joulani are great leaders in Tarrant County who have also dedicated their time and resources to ensuring that Al-Hedayah Academy remain as one of the most respected and well taught schools in the area. They both are involved in the operation of the school and take great pride in the students and their future.



# NICOLE COLLIER

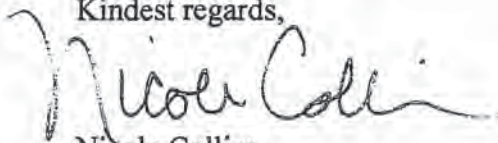


STATE REPRESENTATIVE • DISTRICT 95

RE: Al-Hedayah Academy

Therefore, please accept this letter as a record of my personal observations and nothing more.

Kindest regards,

  
Nicole Collier





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March 21, 2014

Ms. Barbara Cargill, Chair  
Texas State Board of Education  
1701 North Congress Avenue  
Austin, Texas 7870-1494

To Whom It May Concern:

I am pleased to recommend Al-Hedayah Academy for consideration in the establishment of a new charter school in Fort Worth. Al-Hedayah Academy was established in 1992 as a non-profit 501(c)(3) educational entity in East Fort Worth. For 22 years, the school has consistently upheld a tradition of providing outstanding, high quality educational opportunities through its Open Enrollment Program for students from pre-3 levels through 8<sup>th</sup> grade.

Al-Hedayah Academy's educational programs have been granted accreditation by the Southern Association of Colleges and Schools (SACS) and its Early Childhood Program is licensed by the State of Texas. Al-Hedayah has provided high quality education to under-privileged students who had previously struggled in a public school environment. The school also has reflected the diversity of Fort Worth and serves a varied student population including students of African, Asian, Hispanic and Middle-Eastern parentage. Al-Hedayah requires ITBS testing for all students and is proud to be a member of the National Junior Honor Society. With these opportunities available, many of Al-Hedayah Academy's students have excelled and, upon graduation, have gained acceptance in local universities including: University of Texas at Arlington, University of North Texas, Texas Christian University, Southern Methodist University, and Texas Wesleyan University.

This academic success record is supported by a functional and safely guarded 6.9-acre campus. This space has enabled Al-Hedayah to establish separate educational buildings for their elementary and middle school programs, in addition to outdoor resources that encompass two playgrounds, a volleyball court, and a well-lit basketball/tennis court.

The Board of Governors for Al-Hedayah Academy includes a number of respected members in Tarrant County whose dedication to community and civic involvement has helped make this school the treasure it is for Fort Worth.

It is my sincere hope that this school, which has inspired so many in our community, may soon join the ranks of other successful Texas charter schools.

Thank you for your consideration.

Sincerely,

Betsy Price  
Mayor



**BETSY PRICE, MAYOR**

THE CITY OF FORT WORTH ★ 1000 THROCKMORTON STREET ★ FORT WORTH, TEXAS 76102  
817-392-6118 ★ FAX 817-392-2409



Robert Rivera  
Council Member  
District 3

Home  
(817) 557-1542  
Council Office  
(817) 459-6122  
Fax  
(817) 459-6120

March 18, 2014

The State of Texas  
State Board of Education  
Charter School Division  
1701 North Congress Avenue  
Austin, Texas 7870-1494

To Whom It May Concern:

I am pleased to write this letter of support for the Al-Hedayah Academy. Arlington has a long and impressive history as a city that proudly embraces its cultural diversity. An important part of this diversity is Al-Hedayah Academy. The Academy opened its doors in 1992 as a parochial school before converting to a secular non-parochial school in 2012. The campus was built by civically oriented and concerned members of the Arlington and Fort Worth communities that longed to offer a high quality education to under-privileged students, many of them children of immigrant parents who were lagging behind in education at public schools due to both language and cultural barriers. Many of these students have excelled and have been accepted in local area universities including The University of Texas at Arlington, University of North Texas, Texas Christian University, Southern Methodist University and Texas Wesleyan.

Although the school is physically located in Fort Worth, the majority of students reside in Arlington. The Board of Governors includes respected members in the Tarrant County community including physicians, lawyers, educators and businessmen, most of whom I know personally.

Al-Hedayah Academy serves an important function in our city, providing a quality education for its students and an opportunity for enrichment to their families.

Sincerely,

Robert Rivera  
City Council Member  
District 3





**U.S. Department of Justice**  
Federal Bureau of Investigation

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March 20, 2014

Dear Sir or Madam,

It is a pleasure to have this opportunity to provide a letter of recommendation regarding El Hedeyah Academy. I am employed as a Special Agent with the FBI in Fort Worth, and have become familiar with the Academy leadership through my employment. In general, from my personal observations I have observed the Academy leadership to be strongly supportive of the local community, law enforcement and government.

Specifically, I understand that Dr. Nizam Peerwani serves in a leadership capacity with El Hedeyah. I first met Dr. Peerwani through my employment based upon his service as the Tarrant County Chief Medical Examiner, a position in which he has served for three and a half decades. In my opinion, to say that Dr. Peerwani is a pillar in the law enforcement and local community is to make an understatement. During the years which I have known Dr. Peerwani, I have known him to be strongly supportive of law enforcement and a dedicated public servant. Dr. Peerwani's professional opinion in homicide cases has been relied upon by the FBI, local law enforcement, judges and juries for decades, and as such reflects highly on his character in my opinion.

Additionally, it has been my understanding that the Academy is dedicated to academic excellence, employing a staff which consists of professional educators. Though I cannot recall the source, it is my recollection that the school has in the past been recognized as a high performing academic institution among other Tarrant County private schools.

Finally, the Academy also serves as a place to promote community service, public engagement and leadership. Specially, on two occasions I have been invited to the school to provide an afterhours presentation on the FBI and its mission. This presentation was made to a class of youth which meets regularly on weekends at the school for training in leadership development. During the classes, students receive training from community leaders from all walks of life and professions. I have personally observed these classes to be places where youth are encouraged by the Academy leadership to participate in community service, civil engagement and government.

As such, it is my pleasure to recommend El Hedeyah Academy for consideration as a charter school. It should be noted that this letter of recommendation is written in my personal capacity based on my own personal knowledge, and should not be construed as the official views of the FBI. (Under FBI policy, persons seeking the official views of the FBI may direct their questions to: FBI, Personnel Verification and Records Subunit, Records Management Division, 935 Pennsylvania Avenue, N.W., Washington, D.C., 20535.)

Sincerely,

A handwritten signature in black ink, appearing to read 'Dan Cole', with a long horizontal flourish extending to the right.

Dan Cole

Special Agent

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.9. Startup Plan



## **Brentwood Stair Preparatory School Start-Up & Ongoing Operations – Attachment O.9**

The start-up period shall consist of 7 phases as described below. The following is a summary of the major guideposts and action items, but within each phase many separate tasks and details may be involved.

### Phase I: 9 months prior to commencement of BSPS – fundraising and publicity

In the event a charter is awarded, the Board has already obtained financial commitments for \$100,000 in start-up funds to be provided by a select group of individuals as described in Attachment F.4, with additional funds to potentially be secured upon confirmation of charter status. The Board will inform parents of existing students of Al-Hedayah of the charter award and will hold preliminary information sessions to explain the consequences and benefits. The Board will also begin publicizing the commencement of BSPS to the targeted geographic area, including an explanation of the school's vision and mission.

### Phase II: 6 months prior to commencement of BSPS - Superintendent

Upon securing start-up funds and implementing the start-up budget as provided in attachment F.3, the Board will identify and appoint the Superintendent 6 months in advance of the commencement of the first year of operations for BSPS to begin working part-time on start-up operations. Over the following month the Superintendent will develop an outline of key action items and implementation steps to begin creating the structure for effective charter operations. The Superintendent will also begin identifying potential candidates for the Principal, CFO/Business Manager, and Administrative Assistant/Office Manager during this timeframe.

Because Al-Hedayah already has fully developed facilities and operates a functioning Pre-K through Grade 8 school, no substantial build-out or processes will be required (although some reconfiguration may be required), rather the existing infrastructure and operations will be used as a spring-board for the Superintendent and the Board to focus on developing a strong and effective science, technology and language arts curriculum and on recruiting top talent for staffing and teaching. In addition, the bulk of startup expenses will be attributable to salaries for the key personnel since regular operating expenses (insurance, utilities, janitorial services, etc.) will be covered by the regular operating budget of Al-Hedayah.

### Phase III: 5 months prior to commencement of BSPS – key systems and curriculum development

Starting 5 months prior to the commencement of BSPS's first year of operations, the Superintendent will develop and provide the Board with an outline of all key systems and processes required for effective tracking, reporting and accountability

including appropriate PEIMS software and systems, financial accounting software and processes, and other applicable systems. The Superintendent will also present the Board with a preliminary calendar and curriculum plan, employee and student manuals. Finally, the Superintendent will develop an initial list of resources, equipment, materials or other similar items required for the first year of operations.

Phase IV: 3-4 months prior to commencement of BSPS – key personnel and processes; town-hall meetings

From 4 months prior to the commencement of BSPS's first year of operations, the Board, with the assistance of the Superintendent, will identify and secure a Principal and CFO/Business Manager to begin part-time employment with BSPS in the 3<sup>rd</sup> month prior to commencement. At such time the Principal will begin working with the Superintendent to finalize and implement the calendar, curriculum, and student manual and establish a proposed staffing assignments for all classrooms and specialties. The Principal and Superintendent will identify existing members of the Al-Hedayah faculty that will meet the qualification and experiential requirements, and will begin identifying additional positions to be filled as required, including, but not limited to, the librarian and nurse.

The Superintendent and Principal will begin hosting monthly town-hall meetings/open house nights for parents and students of the communities to be served to begin visiting the campus to learn about the curriculum, vision and mission of the school in advance of the open-enrollment process.

The CFO/Business Manager will adopt and implement, with the assistance of the Superintendent to the extent applicable, the financial accounting policies and procedures manual, a purchasing policy and requisition forms, accounting programs and tracking systems and will adopt an account code structure for proper integration with the PEIMS system and other state tracking and reporting requirements.

Phase V: 2 months prior to commencement of BSPS – budget, staffing, supplies, front office

Starting 2 months before the commencement of BSPS's first year of operations the Superintendent will develop and propose the first year budget for consideration, revision and adoption by the Board. During this time period the Superintendent and Principal will also finalize staff allocation and will hire all additional faculty and staff as required. The Superintendent and Principal will coordinate with all teachers to ensure the development of their individual lesson plans, integration with the school's core curriculum, and establishment of materials needs. During this timeframe the Superintendent will acquire or secure all initial materials and equipment needed for the first few months of operations.

The PEIMS Coordinator and Administrative Assistant/Office Manager will develop front office policies and practices, including student attendance collection and reporting, the open-enrollment process, and other applicable systems.

Phase VI: 1 month prior to commencement of BSPS – in-service, open-enrollment

During the month prior to commencement of BSPS's operations, the Superintendent and Principal will host certain in-service events to coordinate with the faculty and staff and to clearly establish the vision and mission for the first year of operations. During such in-service programs, the CFO/Business Manager will participate in certain in-service events to familiarize faculty and staff with the requisite purchasing policies and procedures, line-item expenditure guidelines, and account code structures. The nurse and librarian will also develop and present an overview of their services, expertise and resources.

The open-enrollment process will be managed by the Administrative Assistant/Office Manager, PEIMS coordinator, and Office Aide. During this process the Principal will allocate and assign students to classes and teachers as appropriate. A lottery system will be employed, to the extent needed, and a wait-list will be developed for classes with excess enrollees. A final calendar and daily schedule shall be implemented and all teachers shall have been assigned to their classrooms and will be provided with updated student lists, to the extent applicable.

Phase VII: commencement of BSPS

BSPS will commence operations. Please see attachment F.3 for details regarding the start-up budget and anticipated expenditures.



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.10. Superintendent Documents



## CEO/Superintendent's Bio

Dr. Julia Michelle Nusrallah is the CEO/Principal at Al-Hedayah Academy in Fort Worth, Texas, returning in January 2014. She began her education career at AHA in 1999, moved into administration as the principal from 2001 until May 2007. Her education experiences are principal, principal mentor, teacher, teacher mentor, academic competition coach, technology coordinator and consultant for private, charter, and public school districts. She has extensive experience with early childhood, elementary, and middle school levels. Prior to education, she earned a Bachelor's Degree in Management Information systems from Dallas Baptist University and has over 20 years in IT as a systems engineer, MIS, operations manager, and consultant for NCR Corporation, City of Hurst, ThriftMart and Expresspoint Technologies Inc.

As a visionary with a passion for teaching and learning, she provided the leadership for AHA to achieve its vision of becoming a truly learner-centered school focused on cultural competency and life-long learning. In 2003, she earned a Texas Educator Certificate for Standard Principal (Grades EC-12) at the Texas Education Service Center (ESC) Region XI and AHA achieved accreditation with the Southern Association of Colleges and Schools (SACS AdvancED). In 2006, the Pre-Kindergarten program started in 2002 was licensed by the Texas Daycare Licensing Services. Her leadership skills are evident in the success of the school, the endless student accomplishments, and the number of employee professional achievements (a) Two (2) Doctorate in Education Degrees, (b) Four (5) Master in Education Degrees, (c) Four (5) Bachelor Degrees, (d) One (1) Texas Principal Certification (EC-12), (e) Three (3) Texas Licensed Daycare Operators, and (f) Fifteen (15) Texas Alternative Teaching Certificates with numerous add on certificates, which a testament to developing a learner-centered culture.

From 2007 to 2014, she consulted and volunteered professionally while completing her Doctorate in Educational Leadership with a minor in Adult Education from Nova Southeastern University. Her 4.0 gpa earned her inductions into Kappa Delta Pi International Honor Society in Education – Omega Theta Chapter and Phi Delta Kappa International – UNT/TWU Chapter. She served on the executive boards of Texas PTA Area17 for two years, Fort Worth ISD Council of PTAs for seven years, and the Harmony School of Innovations' T-STEM Advisory Board until returning to AHA. Focused on improving education, she was a FWISD Teaching Excellence Grant/Award Selection Committee Member for three years, a SACS/AdvancED accreditation team member since 2005, a panel member for dropout prevention, a guest speaker at TCU, a Phi Delta Kappa round table facilitator, a grant writer, and college admissions consultant.

However, her real passion is with competitions, academic and anything technology. Especially STEM related competitions evidenced by her history of involvement as a judge, coach and event volunteer. Further evidenced by the numerous student/team trophies, medals and ribbons in FIRST (For Inspiration and Recognition of Science and Technology) Robotics, PSIA (Private School Interscholastic Association), MathCounts, Science Olympiads, ExxonMobil Texas Science and Engineering Fairs, River Legacy Cardboard Boat Regatta, Orienteering, and more. Finally, if not school or reading, she enjoys movies, gaming, and ping pong with her family.

# Julia Michelle Nusrallah, EdD

1102 Mildred Lane, Benbrook, TX 76126  
817-980-9472 • [REDACTED]

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## Objective

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To continually support the establishment and operations of education systems committed to achieving the highest standards of education in developing life-long learners for the 21<sup>st</sup> century and beyond based on meeting global demands grounded in empirical research.

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## Summary of Qualifications

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- Detail oriented with over 20 years of experience in management and supervision.
- Strong team player and leader
- Results driven with a passion for success and creation
- Critical thinker with strong problem-solving skills
- Extensive and diverse education experience in private, charter and public schools as an educator, administrator, consultant and board member
- Accomplished background in researching, designing, implementing, directing, and assessing education programs and curriculum for results in school systems
- Strong verbal and written communication skills.
- Expanded technical knowledge and abilities with regard to computer technology and electronics, in both hardware and software.

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## Education and Certifications

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### **Doctorate in Educational Leadership with Minor in Adult Education – May 2013**

Nova Southeastern University, Fort Lauderdale, FL      GPA 4.0 – Kappa Delta Pi  
Dissertation: *Principals' Perceptions of the Quality of Alternatively Certified Teachers in Elementary, Middle, and High School Settings*

### **Master of Science in Education in Teaching and Learning - June 2001**

Nova Southeastern University, Fort Lauderdale, FL      GPA 4.0

### **Bachelor of Arts in Management Information Systems - January 1990**

Dallas Baptist University, Dallas, TX      GPA 3.8 – Alpha Chi

### **Alliance for Educational Leadership (AEL) Principal Preparation Program 2002-2003**

**Texas Educator Certificate - Standard Principal (Grades EC-12) 6/5/2003**  
Texas Education Service Center (ESC) Region XI, Fort Worth, TX



**Ongoing Professional Development:** Education, Leadership (i.e. ILD, PDAS, LDP, SBDM, GT, TEKS, and SBEC), Management, Ethics, Learning, Instructional, Self-Improvement, Technology, etc... - Certificates available upon request

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## Education Work Experience

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### *Education Consultant*

**May 2007 until Present**

Self-Employed consultant for local private, charter, and public school systems in Texas

### *Al-Hedayah Academy*

**Oct 1999-May 2007 & Sept 2013-May 2013**

8601 Randol Mill Rd, Fort Worth, TX 76120

**5<sup>th</sup> Grade Math Teacher** (Jan 2013 to May 2013)

**High School Consultant** (Sept 2013 to May 2013)

**Principal/Headmistress** (Nov 2001 to May 2007)

**Technology Coordinator** (1999 to 2006 (*overlaps other positions*))

**Teacher: Secondary Math, 5<sup>th</sup> & 6<sup>th</sup> Gr Self-Contained** (Oct 1999 to May 2002)

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## Other Professional Work Experience

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**Operations Manager**, August 1996 to July 1999

*Expresspoint Technology Services Inc.* (Formerly Amcom Corp), Fort Worth, TX

**Information Systems Manager**, September 1991 - October 1995

*Thrift Mart Food Stores*, Granbury, TX

**Owner/Operator**, Jan 1990 - Sept 1991

*RCSS Incorporated*, Fort Worth, TX

**Programmer/Analyst**, 1988 to 1990

*City of Hurst*, Hurst, TX

**System Engineer**, 1985 – 1988

*NCR Corporation*, Fort Worth, TX

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## Project Summary and Accomplishments

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**Southern Association of Colleges and Schools September 2003 Accreditation** - Facilitated

*Al-Hedayah Academy's* Kindergarten thru 8th accreditation process.

**Texas Department of Family and Protective Services 2006 Accreditation** - Facilitated

*Al-Hedayah Academy's* daycare licensing process.

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## Technical Skills Summary

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**Proficient:** Windows – All Platforms; Computer Hardware & Software installation, updating and configuration. MSOffice Suite; Project Manager; Adobe Creative Suites 6; Elluminate; WebCT; Blackboard; Website Development (e.g. FrontPage, Dreamweaver, HTML, Flash, CSS); School Management Systems (e.g. Rediker, RenWeb), Accounting, Payroll, Social Media (e.g. Facebook, Twitter, LinkedIn, Blogging, and more).

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## Professional Affiliations / Memberships

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**ASCD**

**AERA** (American Education Research Association)

**AERA SIG** – Survey Research in Education

**Kappa Delta Pi** International Honor Society in Education – Omega Theta Chapter

**NAESP** - National Association of Elementary School Principals

**Phi Delta Kappa** International – UNT/TWU Chapter

**Texas PTA Life Member**

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**Professional Recognitions**

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**Kappa Delta Pi** International Honor Society in Education – Omega Theta Chapter

**Phi Delta Kappa** International – UNT/TWU Chapter

**Alpha Chi** Honor Society – Dallas Baptist University Chapter

**Texas Congress of Parents and Teachers**, Austin, Texas

2012 Honorary Life Membership

**Al-Hedayah Academy** (PK-8), Fort Worth, Texas

2012 Service Award

2002-2003 Outstanding Principal Award

**Harmony School of Innovation**, Fort Worth, Texas

2012 Appreciation Award for Leadership, Support and Mentor FRC Robotics Team

**Fort Worth ISD Council of PTAs**, Texas

2010 to 2013 Annual Texas PTA Gold Award for Printed and Electronic Newsletters

2010 to 2013 Annual Texas PTA Gold Award for Website

**Fort Worth ISD**, Texas

2009 to 2013 Annual 100+ Hour Volunteer Service Award

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**Reference List**

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- Carole Trueman, EdD** (604) 534-7085 [REDACTED]  
Nova Southeastern University, Dissertation Chair  
21121-18th Avenue, Langley, BC, Canada, V2Z 2G2
- Ian Rule, PhD** (972) 758-9589 [REDACTED]  
AdvancED (SACS CASI) Accreditation Consultant/Team Leader  
Private School Consultant, Dallas, TX
- Fajer Jaafari, PhD** (682) 554-8478 Fajer@uta.edu  
Al-Hedayah Academy Education Chairman  
8691 Randol Mill Road, Fort Worth, TX 76120
- Yashau Sodiq, PhD** (817) 257-6439 y.sodiq@tcu.edu  
Al-Hedayah Education Chairman during my principal tenure  
Associate Professor, Texas Christian University, Fort Worth, TX 76129
- Rabah Hamad, MEd** (817) 808-2235 hamara@mansfieldisd.org  
Reading Specialist Mansfield ISD - Former faculty under my leadership  
4907 Brazos Wood Circle, Arlington, TX 76017
- Diana Abdi, MEd** (512) 926-1737 principal@apaacademy.org  
I was a Team member of the initial & renewal AdvancED/SACS Accreditation  
Team for Austin Peace Academy, 5110 Manor Road, Austin, TX 78723

**Julia Michelle Nusrallah, EdD**  
**School Administration Consultant**  
1102 Mildred Lane, Benbrook, TX 76126  
817-980-9472 ● [REDACTED]

## Professional Profile

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I am a strong leader and visionary with a lifelong passion for teaching and learning in the 21<sup>st</sup> century. With over 10 years in education administration, I have accumulated more than 20 years of management experience in the corporate world including food and drug, computer, and education industries.

I enjoy a professional challenge and believe in being a change-maker in our evolving global society. I am an information junkie with a passion for creating new programs and procedures; while I employ the years of educational research and results, I enjoy thinking outside of the box.

I advocate collaboration through professional and organizational networking, teamwork, mentoring, and coaching for optimal success. As an educator, I realize the need to develop the best teachers for all learners beginning in elementary and continuing through post-secondary classrooms. Good school administrators create a campus full of compassionate educators who possess the content knowledge and the skill sets required to achieve student success.

## Educational History

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- **Doctorate in Educational Leadership with a minor in Adult Education (4.0)**, May 2013 from Nova Southeastern University.  
Dissertation Title: *Principals' Perceptions of the Quality of Alternatively Certified Teachers in Elementary, Middle, and High School Settings*
- **Texas Educator Certificate - Standard Principal (Grades EC-12)** 6/5/2003 from Texas Education Service Center (ESC) Region XI
- **M.S. in Education: Teaching and Learning (4.0)**, June 2001 from Nova Southeastern University
- **B.A. in Management Information Systems (3.8)**, January 1990 from Dallas Baptist University

## Professional Experience in Education

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### **FIRST (For Inspiration and Recognition of Science and Technology) FLL/FTC/FRC Robotics, Manchester, NH**

- 2013 FIRST Mentor and FIRST LEGO League Championship Robot Design Judge
- 2012 FIRST Mentor and FIRST LEGO League Championship Robot Design Judge
- 2011 FIRST FTC/FRC Mentor/Coach including Grant Management, Fundraising, Build Season and Competition; FRC Dallas Regionals - 2<sup>nd</sup> Place in Finals
- 2010 FIRST FTC/FRC Mentor/Coach including Grant Management, Fundraising, Build Season and Competition; FRC Dallas Regionals – Rockwall Innovation in Design Award, 6<sup>th</sup> Place in Qualifiers



- 2009 FIRST FTC/FRC Mentor including Grant Management, Build Season and Competition; FRC Dallas Regionals – 20<sup>th</sup> Place in Qualifiers

**Science Olympiad, Texas A&M University**

2009 to 2012 Mentor/Coach at District and State Competitions

**Harmony Public Schools (Charter) Texas**

- 2013 to 2014 T-STEM Advisory Board Member
- 2009 to 2014 FIRST FLL/FTC/FRC Robotics Coach/Mentor/Judge
- 2009 to 2013 Science Fair Judge
- 2009 to 2012 Science Olympiad Mentor
- 2008 to 2010 MathCounts Mentor

**Education, School Administration and Accreditation Consultant**

- 2007 to 2014 - SACS CASI (Southern Association of Colleges and Schools/AdvancEd.org) Certification Committee Member for Private School Accreditation (Texas).
- 2013 - Islamic School of Irving (SACS/AdvancED Accreditation)
- 2013 - Vanguard International Academy (School Administration)
- 2013 - Al-Hedayah Academy (High School Administration)
- 2010 to 2013 Harmony Science Academy and Harmony School of Innovation FW (FRC Program and Grants, including the Texas High School Project, Lockheed Martin, and jcpenny)

**Al-Hedayah Academy, Fort Worth, Texas**

**Position and Responsibilities**

- 2013 (Jan-May) – MS Math Teacher
- 2001 to 2007 – Principal
- 1999 to 2007 – Technology Coordinator
- 1999 to 2001 – MS Math, 5<sup>th</sup> & 6<sup>th</sup> Self-Contained Classroom Teacher

**Accomplishments**

- 2006: Facilitated the implementation of a Pre-K/Daycare program and received licensing/Accreditation from the Texas Department of Family and Protective Services.
- 2005: Best Buy Technology Grant.
- 2004: Secured Federal Funding from FWISD and AISD
- 2003: Facilitated the SACS (Southern Association of Colleges and Schools) accreditation for Kindergarten through 8th grade.

**Professional Memberships**

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**ASCD**

**AERA** (American Education Research Association)

**AERA SIG** – Survey Research in Education

**Kappa Delta Pi** International Honor Society in Education – Omega Theta Chapter

**NAESP** - National Association of Elementary School Principals

**Phi Delta Kappa** International – UNT/TWU Chapter

**Texas PTA Life Member**

## Professional Recognitions

---

**Kappa Delta Pi** International Honor Society in Education – Omega Theta Chapter  
**Phi Delta Kappa** International – UNT/TWU Chapter  
**Alpha Chi** Honor Society – Dallas Baptist University Chapter  
**Texas Congress of Parents and Teachers**, Austin, Texas  
2012 Honorary Life Membership  
**Al-Hedayah Academy** (PK-8), Fort Worth, Texas  
2012 Service Award  
2002-2003 Outstanding Principal Award  
**Harmony School of Innovation**, Fort Worth, Texas  
2012 Appreciation Award for Leadership, Support and Mentor FRC Robotics Team  
**Fort Worth ISD Council of PTAs**, Texas  
2010 to 2013 Annual Texas PTA Gold Award for Printed and Electronic Newsletters  
2010 to 2013 Annual Texas PTA Gold Award for Website  
**Fort Worth ISD**, Texas  
2009 to 2013 Annual 100+ Hour Volunteer Service Award

## Professional Citizenship

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### **Fort Worth ISD Council of PTAs**

2011 to 2014, Executive Board Member - Council Treasurer  
2008 to 2013, Executive Board Member - Newsletter/Website Chairman  
2008 to 2012, Middle School Student Leadership Conference

### **Fort Worth ISD**

#### **Teaching Excellence Grant/Award Selection Committee Member**

- 2011 – Outreach Communications Chair for Teaching Excellence in Elementary Reading
- 2010 – Freese and Nichols Chair for Teaching Excellence in Secondary Math
- 2009 - Angela D. Paulos Chair for Teaching Excellence in Visual Arts

#### **Ad Hoc Parent Advisory Team Member (2008)**

Topics: Parent Communication, Parent Engagement & Involvement, Transition Issues, and School Leadership

**Multicultural Alliance** – Interfaith Dialogues (6 weeks) Fall 2013

**Kappa Delta Pi** – ILead Conference Small Group Facilitator in Dallas 2012

### **Texas Christian University**

Panel Member/Guest Speaker since 2004

### **Texas PTA Area 17**

2011 to 2013, Executive Board Committee Member - Newsletter/Website Chair

**NSU Fischler School of Education and Human Services**, Orlando, Florida

2011 Summer Conference on “Global Leadership, Learning, and Research”

2006 Summer Conference on “Global Leadership, Learning, and Research”

### **Tarrant Community College District (TCCD)**

- 2009 - TCCD, Fort Worth ISD, City of Fort Worth: Partner Participant in the *America's Promise Summit 2009* collaborating to keep kids on track for graduation.
- 2007 – TCCD: Panel Speaker for *Knowledge Connection: Faith and Education* a collaborative effort between the local community college, local ISD and religious

organizations to improve services to at-risk students and lower dropout rates in Tarrant County.

## **Research Interests**

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- Alternative and Traditional Teacher Certification programs
- Teacher impact on student learning
- Standardized testing with regard to how the education system uses the results
- The Impact of homework on student achievement
- Science, Technology, Engineering and Math in Education



Student No: N00138038

Date Issued: 20-JUN-2013  
DEGE Final Degree Transcript



Record of: Julia M Nusrallah  
1102 Mildred Ln  
Benbrook, TX 76126-3322

3301 College Avenue  
Fort Lauderdale, Florida 33314-7796

Page: 1

Issued To: STUDENT  
COMPLIMENTARY COPY

Course Level: Doctorate - Education

Primary Curriculum

Doctor of Education

College : Abraham S. Fischler Sch of Edu

Major : Education

Concentration/Specialization: Educational Leadership

Minor : Adult Education

Comments:

Academic Requirements Completed: 04/30/2013

Degrees Awarded Doctor of Education 31-MAY-2013

Ehrs: 69.00 GPA-Hrs: 57.00 QPts: 228.00 GPA: 4.00

Primary Degree

College : Abraham S. Fischler Sch of Edu

Major : Education

Concentration/Specialization: Educational Leadership

Minor : Adult Education

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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INSTITUTION CREDIT:

Term: Fall 2005

DSO 8000 Doctoral Studies Orientation 0.00 P 0.00

EDD 8010 Curriculum & Prog Development 3.00 A 12.00

EDD 9200 Trends and Issues 6.00 A 24.00

Term: Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 36.00 GPA: 4.00

Term: Winter 2006

ARC 8966 Apld Dissert Sem 1 Concept Papr 2.00 P 0.00

EDD 8442 Ethics & Social Responsibility 3.00 A 12.00

EDD 9300 Methods of Inquiry 6.00 A 24.00

Term: Ehrs: 11.00 GPA-Hrs: 9.00 QPts: 36.00 GPA: 4.00

Term: Summer I 2006

ARC 8920 Mixed Methods 3.00 A 12.00

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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Institution Information continued:

ARC 8967 Applied Diss Sem 2 Proposal 5.00 P 0.00

EDD 8431 School Finance 3.00 A 12.00

FSC 8005 Doctoral Leadership Conference 0.00 P 0.00

Term: Ehrs: 11.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

Term: Fall 2006

EDD 9100 Leadership 6.00 A 24.00

Term: Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

Term: Winter 2007

\*\*\*\*\*  
Dissertation Requirements Completed: 04/30/13  
\*\*\*\*\*

Dissertation Title: Principals' Perceptions of  
the Quality of Alternatively Certificated Teachers  
in Elementary, Middle, and High School Settings.  
\*\*\*\*\*

ARC 8968 Applied Dissert Sem. 3: Report 5.00 P 0.00

EDD 8434 School Law 3.00 A 12.00

EDD 8472 Human Resource Development 3.00 A 12.00

Term: Ehrs: 11.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

Term: Summer I 2007

EDD 7711 Hist& Philo of Adult Education 3.00 A 12.00

EDD 8410 Technlgcl Literacy For Ldrs 3.00 A 12.00

EDD 8432 School Policy 3.00 A 12.00

Term: Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 36.00 GPA: 4.00

Term: Fall 2007

EDD 7712 Context Issues Adult & Cont Ed 3.00 A 12.00

\*\*\*\*\* CONTINUED ON PAGE 2 \*\*\*\*\*

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Student No: N00138038  
Date Issued: 20-JUN-2013



DEGE Final Degree Transcript

Record of: Julia M. Nusrallah  
Level: Doctorate - Education

3301 College Avenue  
Fort Lauderdale, Florida 33314-7796

Page: 2

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R	SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
Institution Information continued:				Institution Information continued:			
EDD 7713	Adult Develp & Learning Styles	3.00 A	12.00	Term: Ehrs: 0.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00
Term: Ehrs: 6.00	GPA-Hrs: 6.00	QPts: 24.00	GPA: 4.00				
Term: Winter 2008							
EDD 7710	Prin & Theories of Adult Ed	3.00 A	12.00	ADS 8091	Applied Dissertation Serv II	0.00 PR	0.00
EDD 7714	Adult & Cont Ed Program Plan	3.00 A	12.00	Term: Ehrs: 0.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00
Term: Ehrs: 6.00	GPA-Hrs: 6.00	QPts: 24.00	GPA: 4.00				
Term: Summer I 2008							
ADS 8090	Applied Dissertation Serv I	0.00 PR	0.00	Term: Ehrs: 0.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00
Term: Ehrs: 0.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00				
Term: Fall 2008							
ADS 8091	Applied Dissertation Serv II	0.00 PR	0.00	Term: Ehrs: 0.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00
Term: Ehrs: 0.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00				
Term: Winter 2009							
ADS 8091	Applied Dissertation Serv II	0.00 PR	0.00	Term: Ehrs: 0.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00
Term: Ehrs: 0.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00				
Term: Summer I 2009							
ADS 8091	Applied Dissertation Serv II	0.00 PR	0.00	ADS 8091	Applied Dissertation Serv II	0.00 PR	0.00
Term: Ehrs: 0.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00	FSC 8005	Summer Conf Returning Students	0.00 P	0.00
				Term: Ehrs: 0.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00
Term: Fall 2009							
ADS 8091	Applied Dissertation Serv II	0.00 PR	0.00	Term: Ehrs: 0.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

\*\*\*\*\* CONTINUED ON PAGE 3 \*\*\*\*\*

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G. Elaine N. Poff, Director of University Registrar's Office

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DEGE Final Degree Transcript

Record of: Julia M Nusrallah  
 Level: Doctorate - Education

3301 College Avenue  
 Fort Lauderdale, Florida 33314-7796

Page: 3

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information continued:

Term: Winter 2012  
 ADS 8091 Applied Dissertation Serv 1.00 PR 0.00  
 Term: Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Term: Summer I 2012  
 ADS 8091 Applied Dissertation Serv 1.00 PR 0.00  
 Term: Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Term: Fall 2012  
 ADS 8091 Applied Dissertation Serv 1.00 PR 0.00  
 Term: Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Term: Winter 2013  
 ADS 8091 Applied Dissertation Serv 1.00 PR 0.00  
 Term: Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

\*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	69.00	57.00	228.00	4.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	69.00	57.00	228.00	4.00

\*\*\*\*\* END OF TRANSCRIPT \*\*\*\*\*

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Record of: Julia M Nusrallah  
1102 Mildred Ln  
Benbrook, TX 76126-3322

Page: 1

Issued To: STUDENT  
COMPLIMENTARY COPY

Course Level: Masters

Comments:  
Academic Requirements Completed: 06/24/01

Degrees Awarded Master of Science 30-JUN-2001  
Ehrs: 36.00 GPA-Hrs: 36.00 QPts: 144.00 GPA: 4.00

Primary Degree  
College : Abraham S. Fischler Sch of Edu  
Major : Teaching and Learning

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS R
Institution Information continued:				
Term:	Ehrs: 12.00	GPA-Hrs: 12.00	QPts: 48.00	GPA: 4.00

Term:	Summer I 2001			
CIT 0500	Theories of Learning	3.00	A	12.00
ETEC 0602	Technlgy & School/Curric	3.00	A	12.00
Term:	Ehrs: 6.00	GPA-Hrs: 6.00	QPts: 24.00	GPA: 4.00

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS R
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***** TRANSCRIPT TOTALS *****				
	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	36.00	36.00	144.00	4.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	36.00	36.00	144.00	4.00

INSTITUTION CREDIT:

Term:	Summer I 2000			
CIT 0502	Edctnl Research For Practnrs	3.00	A	12.00
EDU 0503	Classroom Mgmt & Org	3.00	A	12.00
Term:	Ehrs: 6.00	GPA-Hrs: 6.00	QPts: 24.00	GPA: 4.00

Term:	Summer II 2000			
CIT 0501	Curriculum And Instruction	3.00	A	12.00
CIT 0503	Assessment Of Learning	3.00	A	12.00
Term:	Ehrs: 6.00	GPA-Hrs: 6.00	QPts: 24.00	GPA: 4.00

Term:	Fall 2000			
CAE 0502	Internet for Educators	3.00	A	12.00
EDU 0501	School & Society	3.00	A	12.00
Term:	Ehrs: 6.00	GPA-Hrs: 6.00	QPts: 24.00	GPA: 4.00

Term:	Winter 2001			
CAE 0500	Comp Lit Tchrs & Admin	3.00	A	12.00
CIT 0506	Appro Crlr Procs in Multicut St	3.00	A	12.00
CIT 0609	Spcl Tpcs: Curriculum Design I	3.00	A	12.00
EDL 0545	Adm:Sch Improv Process	3.00	A	12.00

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

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Alliance for Educational Leadership  
Cohort 6 Transcript  
June 10, 2002 through July 18, 2002

Julia Nusrallah  
[REDACTED]

<u>Topic</u>	<u>Clock Hours</u>
Instructional Leadership Development (ILD)	36 hours
Professional Development and Appraisal System (PDAS)	20 hours
Leadership Development Process (LDP first 2 days)	14 hours
Site Based Decision Making (SBDM)	7 hours
Special Populations	14 hours
Special Education	7 hours
ESL/Bilingual	3 ½ hours
Migrant	1 ½ hours
Gifted/Talented	2 hours
Empowerment / Vision	3 ½ hours
Poverty	3 ½ hours
Leadership Styles Inventory	3 ½ hours
Team Activities / SBEC Standards/Learner-Centered Proficiency	14 hours
Book Study Discussions	
<i>Results, the Key to Continuous School Improvement</i>	10 ½ hours
<i>The Educators Guide to Texas School Law</i>	3 hours
Legal presentations	3 ½ hours
Models of staff development	2 ½ hours
Collaborative Action Research	7 hours
<b>Total</b>	<b>142 hours</b>

Tarleton State University requires 45 clock hours for every 3-hour course.



# Texas Educator Certificate

State Board for Educator Certification

Certifies that

*Julia Michelle Nusrallah*

has fulfilled all requirements of the State of Texas and is authorized to practice as a certified educator in the areas designated below:

Certificate Description

**Standard**

Principal (Grades EC-12)

Original Effective Date

06/05/2003

Validity Period

09/01/2008 - 08/31/2014



*Bonny Cain*

**Bonny Cain, Ed.D.**  
Chair



# Nova Southeastern University

Abraham S. Fischer School of Education

The trustees of the University  
on the recommendation of the faculty confer upon

Julia Michelle Ansellah  
the degree of  
Doctor of Education

with all rights, privileges, and responsibilities thereto appertaining.

Witnessed with the authorized signatures and university seal in

Fort Lauderdale-Davie, Florida

May 31, 2013

  
George W. Hainbury II, President

  
Michelle Ansellah, Dean



  
Francis De Lemos, University President

# Nova Southeastern University

The Trustees of the University  
on the recommendation of the Faculty confer upon

Julia Michelle Musrallah  
the degree of

Master of Science

with all rights, privileges, and responsibilities thereto appertaining.

In Witness Whereof, the seal of the University

and the signatures of the President and the Proost are herunto affixed.

Given at Fort Lauderdale, Florida,

June 30, 2001.



President

A handwritten signature in cursive script, appearing to read 'Jay Thomas'.

Proost

A handwritten signature in cursive script, appearing to read 'Michelle Musrallah'.



# Dallas Baptist University

has conferred upon

**Julia Michelle Musrallah**

the degree of

**Bachelor of Applied Arts and Sciences**

and all the rights and privileges hereto appertaining.

In testimony thereof, the Board of Trustees, upon recommendation of the Faculty, has granted this Diploma bearing the seal of the University, dated at Dallas, Texas, on this twenty-third day of January, A. D., nineteen hundred and ninety.

*James F. Allen*

President of the Board of Trustees

*James S. Jones*

Secretary of the Board of Trustees



*Bry R. Cook*

President

*Edward H. Cowley*

Vice President and Dean of University



# IN STATE APPLICANT

## Texas Department of Family and Protective Services Child Care Licensing



This document is your FAST Fingerprint Pass for a state and national criminal history record check. Please schedule a fingerprint appointment by visiting <http://www.identogo.com> or by calling 1-888-467-2080. When scheduling an appointment you will be prompted by Identogo for the following additional personal data: Date of Birth, Sex, Race, Ethnicity, Skin Tone, Height, Weight, Eye Color, Hair Color, Place of Birth and Home Address. During your Fingerprint appointment you will be prompted for your Driver's License card and Social Security Number or other allowable documents to verify your identity as listed on the Texas Department of Public Safety's website - (<http://www.txdps.state.tx.us/DriverLicense/identificationrequirements.htm>). Requested data is required by the Texas Department of Public Safety to process your background check. These data elements have been omitted from this document in order to better protect the security of your personal information. You may pay for FAST services online with a credit card or onsite with a check or money order only. Your fingerprints will be submitted to the Texas Department of Public Safety and the Federal Bureau of Investigation.

1. Logon to <http://www.identogo.com>
2. Select: **Texas**
3. Select: **Online Scheduling**
4. Select: **English or Española**
5. Enter: **First and Last Name**
6. Select: **All Others**
7. Select: **Option A - Electronic Submission**
8. Select: **Yes, I have a FAST Fingerprint Pass**
9. Enter: **TX922250Z**
10. Enter: **Application ID**
11. Enter: **Agency/Entity/Organization Name**
12. Follow the prompts to enter requested information.
13. Bring this completed form with you to your appointment.

### Section One: Qualified Entity Information

ORI#: XXXXXXXXXX Application ID: YT14001176M Original TCN: \_\_\_\_\_  
(If resubmission for rejected fingerprints)

Agency/Entity/Organization Name: Texas Department of Family & Protective Services

Reason for Fingerprinting: Day Care Facilities or Listed and Registered Homes

### Section Two: Applicant Name (To be completed by applicant)

Last: Nusrallah First: Julia Middle: Michelle  
(Please print) (Please print) (Please print)

### Section Three: Waiver Information (To be completed and signed by applicant)

I certify that all information I provided in relation to this criminal history record check is true and accurate. I authorize the Texas Department of Public Safety (DPS) to access Texas and Federal criminal history record information that pertains to me and disseminate that information to the designated Authorized Agency or Qualified Entity with which I am or am seeking to be employed or to serve as a volunteer or child care provider, through the DPS Fingerprint-based Applicant Clearinghouse of Texas and as authorized by Texas Government Code Chapter 411 and any other applicable state or federal statute or policy. I authorize the Texas Department of Public Safety to submit my fingerprints and other application information to the FBI for the purpose of comparing the submitted information to available records in order to identify other information that may be pertinent to the application. I authorize the FBI to disclose potentially pertinent information to the DPS during the processing of this application and for as long hereafter as may be relevant to the activity for which this application is being submitted. I understand that the FBI may also retain my fingerprints and other applicant information in the FBI's permanent collection of fingerprints and related information, where all such data will be subject to comparisons against other submissions received by the FBI and to further disseminations by the FBI as may be authorized under the Federal Privacy Act (5USC 552a(b)). I understand I am entitled to obtain a copy of any criminal history record check and challenge the accuracy and completeness of the information before a final determination is made by the Qualified Entity. I also understand the Qualified Entity may deny me access to children, the elderly, or individuals with disabilities until the criminal history record check is completed. If a need arises to challenge the FBI record response, you may contact the agency that submitted the information to the FBI, or you may send a written challenge request to the FBI's Criminal Justice Information Services (CJIS) Division at FBI CJIS Division, Attention: Correspondence Group, 1000 Custer Hollow Road, Clarksburg, WV 26306.

Signature: [Handwritten Signature] Date: 2/20/2014

### Section Four: Service Center Information (To be completed by FAST Enrollment Agent)

Date Prints Taken: FEB 27 2014 Amount Charged for Service: \$41.45 PP

Paid by:  Check  Money Order  Visa  MasterCard  Billing Acct \_\_\_\_\_

TCN: 73995134514

I HAVE COMPARED THE GOVERNMENT-ISSUED IDENTIFICATION PRESENTED BY THE APPLICANT AND ATTEST THAT TO MY BEST DETERMINATION; I HAVE FINGERPRINTED THE SAME PERSON.

E.A. Name: WILLIAM JACK WILSON E.A. Signature: [Handwritten Signature]  
(Please print)

**\*Criminal History Records/Background\***

1 PAGE HAS BEEN WITHHELD UNDER SECTIONS 411.0845  
AND 411.0901 OF THE GOVERNMENT CODE



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA\\_AskTED\\_Web\\_Forms/Home.aspx](http://mansfield.tea.state.tx.us/TEA_AskTED_Web_Forms/Home.aspx). Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Lake Worth ISD	220910	Lake Worth, Texas	3,257	158,000
Kennedale ISD	220914	Kennedale, Texas	3,163	169,000
Castleberry ISD	220917	Fort Worth, Texas	3,814	172,000



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

---

## JOB DESCRIPTION

**POSITION:** CEO/SUPERINTENDENT  
**REPORTS TO:** BOARD OF DIRECTORS

<b>Exempt Position/ 12 Month Standard Contract</b>
--

---

### **Purpose**

To act as the educational leader and chief executive officer of the school responsible for the effective execution of policies adopted by the board of directors. To assume administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the school and for the annual appraisal of school staff.

### **Minimum Qualifications**

#### **Education/Certification:**

- Master's Degree or higher required.
- Doctorate in Education preferred.
- Mid-Management or Principal certificate required.
- Superintendent certificate preferred.

#### **Experience:**

- Minimum of three (3) years' teaching experience in grades K-12.
- A minimum of ten (10) years' experience of which at least five (5) years should be in school administration.
- Knowledge and/or experience with public or charter schools desirable.

## **Responsibilities and Duties**

### **Key Duties**

1. Team with the board to realize the vision of the school and to promote a learning community comprised of inquiry, reflection and collaboration.
2. Manage all operations of the school in accordance with federal, state, local and education laws to ensure compliance.
3. Align all resources—people, time, and money—to promote and establish the vision, mission, operations and performance of the school.
4. Foster a learner-centered culture that cultivates innovation, lifelong learning, global awareness and cultural responsiveness.
5. Implement a high-quality, rigorous curriculum aligned to standards and based on 21<sup>st</sup> Century learning research.
6. Promote a safe environment based on a student code of conduct and safety policies responsive to student and staff needs.
7. Model and promote the Code of Ethics and Standard Practices for Texas Educators and professionalism in all decisions.
8. Establish effective strategies for attracting, mentoring, developing, assessing and retaining high-quality faculty and staff.
9. Establish professional development, mentoring and teaming opportunities based on student performance data.
10. Responsible for accurately managing student and financial data (i.e. budgeting, PEIMS, federal title funds, audits, etc.).
11. In the event the school has no principal, the superintendent shall perform all duties of the principal.

### **Instructional Management**

12. Be informed about all aspects of the instructional program and ensure that there is a continuous focus on improving student academic performance.
13. Responsible for working with the staff, board and community to plan an effective curriculum.
14. Develop, evaluate, and revise the school improvement plan annually with the assistance of designated board committees.
15. Prepare reports and assist the board in evaluating the effectiveness of all school programs.
16. Continually analyze and address recognized issues or weaknesses with the curriculum or instructional methods.

### **Personnel Management**

17. Recommend the number and types of positions needed to carry out the school's functions effectively, develop and recommend pay systems, pay increases or adjustments for personnel, and organize the central administration.
18. Make all hiring and firing decisions with respect to personnel, define all duties of personnel, and assign and reassign all personnel, as needed.
19. Direct and supervise the staff evaluation program.
20. Promote a positive work environment that fosters high morale and achievement.
21. Serve as liaison between the board and staff.
22. Support all professional development activities.

### **Management of Fiscal, Administrative, and Facilities Functions**

23. Be informed of developments in state, federal, and local laws and changes in public policy affecting education.
24. Develop administrative procedures and regulations to manage school operations and implement policies adopted by the board, including establishing the school calendar and emergency closure or lockdown procedures.
25. Accurately prepare and submit in a timely manner all reports required by the board, the Texas Education Agency, and other federal and state agencies and any records subpoenaed by a court of law.
26. Develop and submit an annual proposed budget to the board for its review, amendment and public adoption.
27. Supervise all financial accounting and ensure that funds are spent in accordance with the approved budget as allocated.
28. Ensure that the school buildings and facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.
29. Monitor property, casualty, and workers' compensation losses to ensure that appropriate risk management and loss control strategies are employed.

### **Student Management**

30. Implement an equitable and effective system of student discipline management.
31. Coordinate with staff, the board and community to plan and implement support services for students.

### **School Morale and Improvement**

32. Anticipate, manage and resolve conflicts, using a collaborative decision-making and problem-solving process when appropriate.
33. Provide for two-way communication with all personnel.
34. Conduct periodic evaluations of all programs and operations to determine improvements needed to reach goals and to implement campus improvement plans.
35. Promote goal-oriented performance and support the achievement of campus performance objectives, such as academic excellence.



### **Professional Growth and Development**

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

### **School or Community Relations**

38. Develop and implement effective communication between the school and community and promote community support and involvement with the school.
39. Represent the school in activities involving other school systems, institutions, agencies, and professional or community groups.

### **Board Relations**

40. Assist the board in identifying individual and team training needs and arrange training opportunities.
41. Prepare board agendas and meeting materials in cooperation with the board president. Serve as custodian of all board minutes and records.
42. Attend and participate in all board meetings, other than meetings at which the superintendent's performance or compensation is to be evaluated or discussed.
43. Keep the board apprised of all issues, needs, and operations of the school.
44. Recommend policies to the board for adoption and oversee the implementation of adopted policies. Explain board policies to the staff and community. Exercise discretion and judgment in matters not covered by board policy.
45. Communicate with the school's attorney on matters in litigation or matters potentially in litigation except as otherwise directed by the board.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.