CHARTER COVERSHEET

APPLICANT TEAM MEMBER INFORMATION

Proposed Nineteenth Generation Charter School Name: Foundations Charter School

Name of Sponsoring Entity: Ignitus Worldwide, 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): X 501(c)(3) nonprofit organization ☐ Governmental Entity ☐ College or University

Chairperson of governing body of sponsoring entity: Dr. Steve Edwards

CEO of sponsoring entity: Dr. Steve Edwards

CEO/Superintendent of proposed charter school: Dr. Don Hooper

Board member(s) who attended applicant information session(s): Michael Evans **Date(s):** 2-7-14

Applicant mailing address *(To be used for contact regarding this application)*: 11118 Hwy 6 South, Sugar Land, TX 77498

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

Number of campuses requested: 50 campuses with 50-100 students per campus

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)*

11118 Hwy 6 South, Sugar Land, TX 77849 (Ft Bend); 19814 Keith Harrow Blvd, Katy, TX 77449 (Harris); 10740 Barker Cypress Rd, Cypress, TX 77433 (Harris); 12475 Sugardale Dr, Stafford TX 77477 (Ft Bend); 2000 Waterside Estates Cr, Richmond TX 77406 (Ft Bend); 2544 Clay Mathis Dr, Mesquite, TX 75181 (Dallas); 620 W Brown St, Wylie, TX 75098 (Collin); 151 West Texas Ave, Webster, TX 77598 (Harris); 7410 Fry Rd, Cypress, Texas 77433 (Harris); 5413 Chiesa Rd, Rowlett, TX 75088 (Dallas); 20817 Westheimer Pkwy, Katy, TX 77450 (Harris); 17721 Lakecrest View Dr, Cypress, TX 77433 (Harris), and other ISD areas in Region 4; Region 10; and Region 13

Contact name: David Greak

Contact role/title: Executive Director

Contact Phone: 409-201-2139 **Contact Email:** dgreak@txscs.org

		GRADE LEVELS SERVED													
	Proposed Enrollment	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1:	1000		x	x	x	x	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Year 2:	2000		x	x	x	x	x	☐	☐	☐	☐	☐	☐	☐	☐	☐
Year 3:	3000		x	x	x	x	x	x	☐	☐	☐	☐	☐	☐	☐	☐
Year 4:	4000		x	x	x	x	x	x	x	☐	☐	☐	☐	☐	☐	☐
Year 5:	5000		x	x	x	x	x	x	x	☐	☐	☐	☐	☐	☐	☐
At Capacity:	5000		x	x	x	x	x	x	x	☐	☐	☐	☐	☐	☐	☐

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
David Greak	Consultant, Texas Successful Charter Schools (TSCS)	Management Consultant
Michael Owens	TSCCS	Management Consultant
Dr. Steve Edwards	CEO of Edwards Education Services and National Principal Academy	Board Chair
Mike Evans	Executive Director of Secondary Leadership	Board member
Dr. John Gasko and Dr. Susan Landry	Children's Learning Center, University of Texas Health and Science Department	Advisor to application
Dr. Jim Christensen	Arrow Academy Charter School	Advisor to application
Lonnie Hutson	Pre-school operator	Desired school site

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes x 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 **X** 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 x 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?

X Seeks approval for multiple campuses under a single charter.

☐ Already operates schools elsewhere in the US.

X 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: Texas Successful Charter Schools

☐ 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.

Dr. Steve Edwards	Steven W. Edwards	2.18.14
Name of CEO of Sponsoring Entity	*Signature of CEO of Sponsoring Entity*	*Date*
David Greak	David Greak	2-20-14
Name of Application Preparer	*Signature of Application Preparer*	*Date*

With what company is the application preparer associated? Texas Successful Charter Schools Was preparer paid? ☐ Yes X No

Application Response

Charter Overview

In Texas, the retention costs to the state are staggering. According to the Texas Association of Business, early grade retentions cost $233,643,800 in additional funds in 2008-2009. These funds were used to re-educate 20,970 first graders and 11,036 kindergartners over just a two-year period. The state spent $1.3 million every school day during 2008-2009 "re-educating" students who had already attended kindergarten and first grade. Moreover, students in these two primary grades are retained more often than students in any other grade except for ninth grade.

The American Psychological Association (APA) states, "A child who repeats the first grade is more likely than any others to drop out of school. The most effective way to prevent this is to intervene early, and to ensure that the child is ready and able to cope with the transition into elementary school. The setting needs to be prepared to meet the developmental needs of children who come there to learn. Programs themselves need to be better aligned so that children don't have to be re-socialized every time they enter a new school."

APA goes on to state there are three significant factors that must be part of effective high-quality programs, both at the early childhood level and beyond; involving parents, integrating the teaching of social and academic skills, and creating continuity between early childhood and elementary experiences and among settings that a child negotiates on a daily basis. These three are keys in preventing that first grade failure and launching a realization of our national expectation that all children can and should reach high educational standards.

Going from an early childhood that is a less structured classroom with several adults for a small group of children to high structure kindergarten can cause culture shock for children and families alike. When transitions aren't managed well, children suffer.

FCS proposes a unique concurrent school readiness-school success model to Texas with collaborations from infant through elementary school. FCS desires to align the public school within existing partners of private early childhood centers (ECC) to do work differently. FCS seeks to reduce the ongoing concern of transition in early childhood to primary school; increase the school day; offer year-round schooling; organize staff from both environments with sustained development strategies; ensure all kids are on grade level after two years; be accountable for the next year's performance after they leave FCS and have been in our school for three years; ensure school readiness for children of all academic, economic and subgroup populations; use common instruments of learning for collaboration development of children; integrate the generous resource contribution of cohabiting for our public system from the ECC partners; and focus on the parent and community feedback that concerns them about the traditional schools to create change in school readiness-school success that becomes practical and visible.

The new, invigorating strategies and partnerships in this application will give Texas taxpayers, policymakers and parents greater hope and assurances to successful student academic and lifelong success.

Vision and Mission

The mission for Foundations Charter School is to be the transformational learning model in young students so they experience a successful, enjoyable and meaningful life. The vision of Foundations Charter School is to ensure students will become academically prepared, creative and critical thinkers, skilled communicators and collaborative members of their community. FCS values the uniqueness and learning potential of each student.

Community Engagement

The locations of the sites align to the interest locations from the ECC's desiring to participate and share resources for this innovative educational model. FCS has selected three communities out of many interested communities where the ECC's have a passion to give back to public schools through start up support, established turn-key facilities, national accreditation status, high-quality education expectations, diverse student and staff populations, high demand of parent interest and a documented history of embracing all kids in the learning process without discrimination.

The community engagement meetings and active participation with parents and community members have been extremely positive and overwhelming with interest. The individual meetings had signup sheets that generated as many as 167 parents in one site and averaged 100 separate families desiring to attend the FCS charter school throughout the communities. The parents from planning meetings and ongoing breakout sessions to discuss the opportunity have similar overall perceptions of needs and concerns of what is currently available to them for their children's schooling.

The primary areas of feedback were: Concern about repetitive learning from the ECC to the new school with other sibling experiences and claims that a large portion of the year is re-teaching what they learned in the ECC. Parents liked the recognition of teaching to all students versus only the "middle student" which was stated as the only delivery method they are seeing in surrounding schools and they are not reaching students at the individual levels of student learning. Parents highly embraced the opportunity to have access to a residential or destination site in the FCS model and not restricted to a single site access that may or may not be feasible for their work schedule requirements or the neighborhood school's current academic performance and offerings. The continuation of existing culture, practices, comfort and alignment during transition to elementary school was highly endorsed to avoid difficult transitions and to ensure a high quality continuation of learning through elementary school. Parents embraced the education platform and expressed confidence about the leaders' resumes engaged in this application. A more personal convenience for parents, the alignment of the daily custodial time of services through offered wraparound programs and year-round schedules were continuous endorsements in community and parent responses.

Geographic Boundaries

The competition for students in public school systems in the three designated communities consist of neighborhood Independent School District elementary schools and charter schools. The total number of competing charter schools within a three mile radius of the 12 planned FCS early childhood center locations total eleven in Dallas, eight in Austin and two in Houston. Many of the students we anticipate to apply for FCS are located in current pre-schools, low performing neighborhood schools or locations convenient for parents and their work schedules. The Board has designated eight ISD geographic boundaries in Austin, eighteen in Houston and eighteen in Dallas for enrollment eligibility in FCS.

Each student will have the same opportunity to enroll in the FCS campus. Foundations Charter School will exempt returning students, siblings of returning students and staff as long as they constitute a small percentage of the total enrollment. The Foundations Charter School will be a free, nonsectarian, open enrollment charter school and an equal opportunity educational provider and employer, that will not discriminate on the basis of race, color, religion, gender, sex,

national origin, disability and/or age in educational programs or activities that it operates or in employment decisions.

Education need and anticipated student population

In 1998, the National Education Goals Panel set forth the goal that by the year 2000; all children in America will start school ready to learn. It then outlined 10 keys to "ready schools" including: Ready schools strive for continuity between early care and education programs and elementary Ready schools smooth the transition from home to school (Shore, 1998). Despite their belief that transition is a key component of school readiness, the panel goes on to state that "transition activities ... are the exception rather than the rule in our public schools."

Recent research is showing that young children experience smoother transitions into elementary schools when the schools are connected to early education programming so the practices are aligned (Bogard & Tanishi, 2005; Schorr & Marchland, 2007). Moreover, teachers in kindergarten who engage in practices aligned to strategies that support early childhood and kindergarten transition display improved outcomes in social competencies and academic achievement scores (LoCasale-Crouch, Mashburn, Downer & Pianta, 2008).

The population anticipated in FCS covers the entire spectrum of ethnicity, poverty, at-risk and multiple languages in our three targeted communities of students. The student populations range from 20-79 percent at-risk students and 30-89 percent minority students and an average of 11 languages spoken in an ECC identified for FCS in year one. The challenges are associated with historical poverty environments. For example, in CY-Fair ISD the two schools between the ECC, Duryea and Andre Elementary School, in 2013 ranked statewide 1,942 and 1,780 respectively out of a state total of 4075. Duryea has 75.6% economically disadvantaged and Andrea is 76.4%. The area is growing so fast, CFISD is having difficulty in building schools quickly enough. FCS can appeal to the growth bubble in minimizing facility costs to taxpayers and maintaining small learning environments that target higher support for the at-risk students in our communities.

Education Plan/school Design

Children entering Texas public schools have a wide disparity in school readiness. FCS desires to enroll students along the entire spectrum of demographic, race and economic statuses found within our communities. The plan of FCS is to organize and implement the evidence-driven child development practices and school readiness interventions during the early years from early childhood to primary and then on to the intermediate years of a child's public education.

FCS will eliminate the need for transition from childcare to elementary school since families, staff and schools are integrated as one system. This establishes an inherited familiarization and elimination of a too common roadblock-transition.

Partnering with the nationally recognized education organization, Children's Learning Institute (CLI) from the University of Texas Department of Health and Science, FCS will ensure the best practices, research, metrics and monitoring are embedded in the school's classrooms and centers. The proven results that are balanced with innovative classroom practices aligned to how kids learn will maintain the high quality education all kids and parents deserve from a public school. With a focus on increasing children's school readiness through consistent research-based curricula, classroom resources, technology-driven child progress monitoring, teacher/staff professional development with mentoring, and program evaluation, FCS will lead a new era of innovative classroom opportunities for students.

FCS will lead innovation by establishing the use of a transformational report card for reporting student progress to parents; make available to every parent access to the classroom learning environments every school day from home or work to watch their child's learning from a secured web-based system; utilize a year-round track calendar that compliments the pre-school model that parents and children are already familiar with; sustain minimal gaps in lengthy time off from learning and ongoing professional development without teacher burnout in the track calendar system; utilize pre-existing wraparound care for parents whose work schedule does not line up with the school's schedule to ensure the ability to care for kids before, during and after the typical school day; agreements with Western Governors University-Texas partnership to continuously fill the teaching ranks with known quality teachers; agreement with the University of Texas Department of Health and Science in curricula, professional development and technical instructional support for the consistent alignment of pre-school and elementary; implement a unique weighted teacher evaluation system that is coordinated to merit pay; deploy an inclusive lesson plan that engages the critical research components in an orderly manner for teachers to implement when designing robust learning lessons aligned to TEKS; and maximize institutional collaboration with quality preschools with current meta-analysis research that works in all school demographic populations to support student achievement.

The education beliefs and outcomes will be carried out within a FCS campus framework stated in the Education design section. The framework will align all programs to expectations of each classroom, staff member and campus.

The FCS framework will organize the system's strategy and processes in two seamless groupings. The first will be students from Pre-K to second grade and the other will represent intermediate students from grades three through five. The education plan, within the framework, will begin with common understandings, practices and alignment with the existing ECC staff and the staff of FCS. In Pre-K-2, students and classrooms of teachers will use the enhanced academic outcomes from the CLI for Improving the Readiness of Children for Learning and Education (CIRCLE). A multi-tiered instructional framework with evidence-based instruction will be used as an enhancement to the Response to Intervention process.

The tiers will include curriculum supplemental resources of: Developing talkers/Hablemos Juntos, Reading RULES, Intervenciones tempranas de la lectura, Learly Learning Read Aloud Kit, CIRCLE Manual Activities, Sound Patterns and Read Well. Assessment monitoring will embed C-PALLS, TPRI, Duncan Clinic Reading Initiative and instructional specific needs assessment. Ongoing professional development through evidence-based site training, coaching, technology web-based support and feedback and on-site webinar practices.

In the intermediate grades of three through five, each of the threads of the lesson design used by teachers will align to the following research-proven strategies and training for teachers to compliment the primary education: Direct Instruction, Small grouping strategies, Technology Software, Literacy instructional tool box from CLI, Guided Reading methodologies, Non-linguistic representation , Bloom's Taxonomy, Capturing Kids' Hearts, Positive Behavior Support, Marzano's Classroom Instruction That Works and Learning-Focused research on top performing strategies for at-risk populations that have an effect size of .65-1.61 will be incorporated in the newly developed lesson design model.

The challenges of the student population mirror the current neighborhood schools in the designated communities. The strategies to recognize individual learning needs translates into flexibility in learning environments, targeted classroom grouping strategies, the right research for

the right groups of kids and appropriate time to learn in order to meet standards at a proficient and higher level.

Leadership and Governance

The team of leaders that will lead FCS are proven performers in education with many years of experience in the operations and well known challenges that are a part of a school system. The collective experience, wisdom and understanding of the school functions and needs to put forth a high performing school are complemented with this wide wealth of talent and knowledge that will lead the team's mission in producing a distinguished model for Texas.

Dr. Don Hooper will serve as the FCS superintendent. Dr. Hooper has a highly recognized career in education and will lead the oversight of the daily operations of FCS. Dr. Hooper has over 45 years of experience in public education, serving 33 years as an educator, instructional leader, and district administrator—serving 25 years as superintendent in five school districts. Dr. Hooper was named Texas Superintendent of the Year in 1995 and he was the 2001-02 president of the American Association of School Administrators.

Dr. Steve Edwards is the sponsoring Board Chairman. He is a former teacher and served in many leadership capacities supporting youth. He is a nationally recognized principal, highly sought after consultant and speaker focusing on school improvement, advisor to the United Nations, turnaround school expert and President of the National Principals Academy.

Michael W. Evans, Sr., is a Board member currently the Executive Director of Secondary Leadership for the Office of Academic Services in the Newport News Public School District in Newport News, Virginia. He is a visionary leader with over thirty-three years of experience in the arena of education with seventeen years in school administration.

Dr. Darrin Martin is a Board member and a former math teacher, administrator and professor that has served as a consultant for low performing school systems and was a School Improvement Specialist. Dr. Martin provided direct and on-going assistance to counties in the development and implementation of improvement strategies through professional development for schools.

Dr. Michael Owens and David Greak are experienced Texas public school administrator with service in a variety of roles from classroom teacher to school superintendent. With Texas Successful Charter Schools (TXSCS) the organization has focused on helping boards and school leadership teams in complying with all federal and state regulations to support the work of the school providing parents a choice in their public school.

Dr. Susan Landry from the University of Texas Health and Science Department leads the Children's Learning Institute (CLI) and will lead FCS in the curriculum alignment and teacher development through the institute's robust and highly recognized research practices to ensure fidelity of implementation and consistent processing in all campuses.

Section 1: Education Plan

Program Overview

The philosophy that defines this proposal for Foundations Charter School (FCS) is to ensure a good start in life and school. Public education serves children in multiple settings and strategies. FCS is unique in seeking to align our sites to meet the needs of the parents and their challenging daily schedules with the best education for their children. Neighborhood schools offer education in a close proximity to a child's home. But working parents often are not employed in the same proximity of their school and desire another option for various reasons, but these choices are not located within the pathways that can meet their travel schedule demands. FCS seeks to take our sites to the parents' home or work areas so they can make school decisions for their children that support a desired proximity beyond just an unsatisfying neighborhood school option.

In Stafford, Texas an ECC is located in a community with a total of 16 residential homes. The area is made up of small businesses and citizens working long hours and six days a week to support their family. Yet the ECC has students enrolled in the school with an 80% minority and 50% at-risk student population. Destination and residential choices of schooling are important for parents in our priority to bring a quality and free educational choice to their lives within the non- negotiable routines they face each day.

Every child can succeed through an inclusive education within a culture of high expectations. FCS is aligned with an early childhood partnership that wants to give back to the public school system. Too often we hear about businesses targeting schools for the intent of using public funds to supplant operational and academic outcomes. This innovative concept seeks to supplement the public's interest in education and engage in true innovational ideas for a good start in a child's educational life.

Enthusiastic owners of private ECC's in our designated communities desire to align their resources, while respecting the separate use of public resources, to form a seamless infant through grade five collaboration and Pre-K-5 charter school system that is already constructed, prepared for learning and accessible to the customers (guardians and children).

The time is now to act on new delivery methods that unite services, respect the laws and create a "best of show" learning environment in Texas early childhood and elementary education.

The educational philosophy in FCS is founded on the strong portfolio of research that shows strong Pre-K programs can help amend current academic gaps and discrepancies in transitions if the Pre-K and elementary environment are contiguously aligned. The trend of universal Pre-K, state-funded preschool programs and collaborative transition processes are becoming the norm rather than the exception across America and in Texas. The ongoing review continues to focus on the quality of these programs and transitions.

Research shows that early childhood education positively impacts the educational outcomes of children in the long-run and is cost-effective for the community. Scientific research continues to show that a child's experiences before elementary school directly impact brain development in ways that affect later learning, behavior, and physical and mental health; children from families at poverty levels of income, because of life stresses, psychological distress, and poor parental role models, are at the highest risk for not engaging in experiences that are most likely to promote school readiness, including those that advance a child's language and literacy development; and there is often a serious mismatch between the preparation of early childhood educators and the preparation needed to optimize classroom practices.

FCS wants to take the next step in the innovation of school choice in Texas and ensure Pre- K and elementary learning relationships are embedded in the same environment by "pushing down and pulling up" the academic opportunities for students as one coherent learning unit.

Advances in cognitive science disclose that very young children are capable of much more academically than we used to assume. High quality, age-appropriate and rich learning environments are too often unavailable to the poor and minority populations of our communities. These are the children who are most likely to gain the most benefit from these innovations.

Therefore, a need exists to ensure school readiness is accomplished through a multi-dimensional process that encompasses connections between the school, the community and the family. A child ready for school, as defined by the National Education Goals Panel, has dimensions that display: physical well-being, socio-emotional development, language development approaches to learning and cognition and general knowledge.

Moreover, the readiness equation defined by community-based school readiness integration partnerships led by the Children's Learning Institute (CLI) from University of Texas Health and Science Department's director Dr. Susan Landry and the Texas Early Childhood Education Coalition is: ready families, ready communities, ready services and ready schools equal ready for school success.

The mission, vision, beliefs, expectations, outcomes and framework implementation strategies are the defining elements of FCS and the early childhood partnerships. FCS has established the following non-negotiable beliefs:

1. We have a commitment and access to continuous lifelong learning for all students in our community.
2. Our expectation is that every child can achieve to the best of their ability, aiming for national aspirations, which is well supported by a commitment to early intervention.
3. All schools and settings will add value through good-quality teaching.
4. Learning will be an enjoyable and challenging experience for all.
5. All children through assessment for learning will have secure foundations for subsequent learning.
6. All sites will have systems in place to track all children's progress.
7. Everyone within an educational setting will have continuing professional development.
8. There will be good-quality teaching and learning on campus, which reflects our diversity.
9. High standards of attainment and better than average value-added results will be achieved.
10. Well-qualified teachers and aides will meet the NCLB and Texas standards requirements.
11. Performance management of adults will determine the compensation and development recommendations.
12. Parents will be provided with relevant information particularly about their child's standards and progress.
13. Partnerships with parent and the wider community are crucial to supporting children to achieve as well as they possibly can.

FCS is also clear about expected goals and outcomes for all students at FCS:

a. Being healthy – All students will enjoy good physical and mental health and exhibit a healthy lifestyle.
b. Being safe – All students will be protected from harm and neglect.
c. FCS will provide continuous, daily access for parents to participate and witness their child's learning environment.

d. Achievement – All students will reach the level of proficient or higher academic (TEKS) results annually after two years of attending FCS.
e. No limitations on success- No student shall be prevented by economic disadvantages, race or other constraints from achieving their full potential in academic performance. FCS highly encourages families of poverty to apply to FCS.

FCS campus Frameworks to support the expectations, goals and outcomes is defined as:

-Highly effective and qualified staff

-Research-based curricula and instructional practices in:
Language, Literacy, Mathematics, Science, Social Studies, Health, Fine Arts and Technology, ESL, GT and SpEd

-Responsive teaching to all children

-Child progress monitoring aligned to TEKS for all students within a portfolio of data points in each content area. This includes monitoring of:
Student achievement, student annual progress, closing achievement gaps and subgroup populations

-Professional development for all staff in best research practices

-Mentoring teachers for ongoing continuous improvement

-Parents as partners in each classroom

-Comprehensive services for all learning needs

-Quality assurance of site programming results through the TEA model school improvement process that targets process areas of:

-Data Analysis, Needs Assessment, Improvement Targets and Implement and Monitor on a quarterly basis

Currently, many school systems are unable to accommodate the large number of pre- school student enrollment requests and the growth of K-12 students within their organization's facility make up. Aligning Pre-K-5 public education within existing early childhood community facilities; offering quality research instruction; establishing partnerships that support a seamless transition in curricula, professional development, communication; and educational programming in the same environment across all demographic populations is ideal for student development and family engagement as well as a savings to the taxpayers of Texas.

Curriculum and Instructional Design

Instruction is based on the premise that children learn best when instruction is presented in the context of a relevant or coherent "whole," and when they can connect what they are learning to the real world. Instruction provides opportunities for children to make connections among different subject areas (such as reading, math, and science) and to build a base of knowledge about a particular topic. The teacher chooses a thematic topic aligned to the Texas Essential Knowledge and Skills (TEKS) and then chooses lessons, books, and activities that relate to the theme.

During the early childhood and primary years, the experiences and interactions children have will determine which brain cells are activated and which ones are pruned away from lack of stimulation. A child's learning environment has tremendous impact on brain development. In Foundations Charter School, strategies and curriculum to support neural pathways for language, social-emotional, cognitive, and physical development during these critical years will support the enhancement of the academic outcomes aligned to the Texas Standards. FCS will align learning

through a lesson plan that is designed to organize the common research-based practices into a comprehensive process for teachers to use that supports the cognitive manner students learn and retain information.

FCS supports a nurturing learning environment, hands-on activities, higher order thinking and novel experiences that ignite a child's motivation. Our goal is to provide stimulating learning experiences that support brain development at the right age and maximize a child's mental capacity as defined in our lesson plan delivery model.

FCS has seven effective curriculum and instructional habits that guide the curriculum and instructional framework:

1. Purpose. Teachers and students should both interact with their teaching and learning in meaningful ways. Our goal is to guarantee rigorous thinking and learning by ensuring that all students at a minimum make a year's growth on the TEKS, close the achievement gap and meet standards of performance through the delivery of appropriate instruction.
2. Curriculum. FCS believes that student achievement is grounded in a written curriculum that is respected, implemented and monitored. Instead of thinking of content as stuff to be covered, we consider knowledge and skill as the means of addressing questions central to understanding key issues in your subject. Students develop flexible understanding of when, where, why, and how to use their knowledge to solve new problems (in observable performance). When you blend knowledge and skill and come to understand, transfer occurs when you learn to use content. (Wiggins &McTighe, 2005)

   The Texas Essential Knowledge and Skills (TEKS) represent, inform and guide our instruction. All core content areas will align to the Texas Essential Knowledge Skills Resource System to ensure a consistent and concise scope and sequence of the TEKS for all students in each grade.

   The standards need to be "translated" into operational terms, with a focus on complex outcomes - not a commonly used checklist. All grade level content areas will align with the Year at a Glance (YAG) standards; pacing guides; and exemplar lessons for teacher support. The TEKS will be incorporated and monitored through several strategies used by leaders, teachers and the Charter School Board to ensure programs are meeting the high expectations for student learning and continuous improvement.
3. Instruction. All students at FCS are entitled to the time, focus and intensity of instruction and behavior so that they will become owners of their thinking and learning. Instruction methods at FCS focus on the belief that not all students start at the same level, learn in the same way, or master skills at the same pace. Flexible ability grouping is used to address the needs of all students, and to challenge them to stretch their abilities and master new skills. A targeted multi-tiered instructional framework is used to ensure evidence-based instruction is provided to all students in their regular classrooms.

   The flexible tiers represent a robust and responsive educational environment that provides students with a continuum of multiple supports to meet their needs. The tiers represent increasing intensity of academic and non-academic support and interventions. There is flexibility of the system and the programming to allow movement between the tiers (to both a more or less intensive type of support/intervention). The movement and

the intensity are based on data from campus screenings, assessments, and progress monitoring, and the data drives the instructional decision making throughout the process.

The tiered system is supported by incorporating technology as an instructional tool and part of a data collection system. To ensure that students eligible for special education services are able to fully access the system of tiered instruction, relevant information from their Individualized Education Programs (IEPs) is to be incorporated into the design and implementation of instruction and assessments in all tiers. The Instruction model is presented in a three tier system:

Tier 3: Intervention of such time, focus, and intensity that it is delivered in a setting other than the regular classroom or in the regular classroom with additional staffing.

Tier 2: Scaffolding of instruction for individuals or groups of students that can be accomplished in the regular classroom and that will benefit more students than the target group.

Tier 1: The high quality instruction found in the regular classroom; clearly defined learning objectives, instruction appropriate to meet those targets, student engagement, and assessment for learning that gives students feedback in timely and meaningful ways.

The environment for children will support all students, regardless of need or condition and shall provide a well-balanced lesson design incorporating a portfolio of research best practices. Chunking strategies when teaching the TEKS will be the norm in the environment to ensure segments of learning are aligned to memory and reinforced at the desired intervals to move from short term to long term memory storage. Flexible grouping will follow the student grouping system based upon needs and status of the learning objectives.

The instructional design plan is woven within the FCS education plan consisting of Highly Effective Staff; Research-Based Curricula comprised of Language, Literacy, Mathematics, Science, Social studies, Health, Fine Arts and Technology; Responsive Teaching; Child Progress Monitoring; Professional Development; Mentoring; Parents as Partners; Comprehensive Services; and Quality Assurance. It is also aligned to TEKS and carried out with research-based instruction that is trained and articulated in observable behavioral learning strategies. These strategies are used with appropriate quantity and high quality to ensure teacher engagement in a scope and sequence of instructional expectations and constructs are associated with each student's learning experience.

The standard taught in FCS will be addressed through the differentiation of learning process to meet the student needs. Readiness (essential for success in current grade), supporting (introduced in current year but emphasized in subsequent year) and process (ways to show, access and communicate knowledge) standards will allow the staff and organization to organize the role of learning through a paradigm of concepts, complexity, scaffolding, and demonstrative learning techniques.

For example, we know that success in early literacy is indicative and predictive of later literacy achievement, and what children learn early in their education makes school success possible. A preponderance of research suggests that children who perform well in

the following literacy domains continue to do well into high school: Phonological Awareness, Vocabulary Development, and Letter Knowledge.

Foundations Charter School will align to the Texas State Literacy Plan that will reach full implementation status of goals and action steps for a campus-based Data-informed Instructional Plan (DIP). A comprehensive balanced literacy plan aligned to the four sets of literacy standards (English Language Arts and Reading-ELAR, Spanish Language Arts and Reading- SLAR, English Language Proficiency- ELPS and College and Career Readiness-CCRS) with early identification of struggling readers will allow FCS to have an aligned and laser focus in literacy development. These standards in Pre-K-5 that communicate expectations of learning in reading, writing, research, listening and speaking and oral and written conventions for first and second language learners will be the basis of all lesson planning and professional development in literacy.

4. Assessment. Every student at FCS will be assessed in all subjects throughout the school year including mathematics, reading, writing, social studies and science. The students will be divided into groups based on academic ability, learning style and other factors. Each group is challenged with concepts and skills appropriate to their readiness level. Each and every group raises the bar for kids, requiring them to stretch themselves to meet expectations. Continuing assessments throughout the year will be used to validate or change placement. For example, reading group placements for grades Pre-K- 5 is determined by a triangular evaluation that includes STAAR Reading and Writing in testing grades, Measure of Academic Progress (MAP), Reading assessments (TPRI), grades, lesson units technology assessments and teacher recommendations. As the year progresses, we continue to evaluate placement and will make adjustments as needed. Math group placement is determined by STAAR testing in grades three through five, Measure of Academic Progress (MAP) Math assessments, grades, technology assessments, unit assessments and teacher recommendations. We will continue to evaluate placement and will make adjustments as needed.

   All students are assessed at regular intervals, allowing teachers to identify students who are in need of additional tiers of more targeted and intensive instruction. For English Language Learners, FCS will use the Texas English Language Proficiency Assessment System (TELPAS) to monitor annual progress in listening, speaking, reading and writing across content areas.
5. Environment. The learning environment for FCS will begin with grade level classrooms of students that will not exceed twenty-two students per core teacher. Each FCS classroom will have home video access for parents to observe the classroom from their computer during the school day via the internet. Students will engage in self-managing strategies and adhere to a social contract they support in developing classroom expectations. Sharing what we do and what happens in learning and culture in our classroom with both kids and parents as witnesses is an innovative priority in our instructional design. The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

6. Accountability. Data-based decision-making allows teachers to prioritize every minute of instructional time according to the needs of their students. Thus, child assessment data is central to the multi-tiered framework. With such practices as universal child assessments being administered to all students at the beginning, middle, and end of the year by the classroom teacher to determine the level of support each child needs, we are establishing a clear understanding of what accountability looks like in a classroom. This accountability philosophy seeks to prevent and remediate problems systematically and early, rather than waiting for children to fail grade three state tests or become bored with a pace too slow to stay motivated. Teachers will be trained to use data from these assessments to make decisions about necessary modifications to their lesson planning and instruction. In these ways, assessment data will drive instructional decisions.
7. Professional Development. Data and backwards design strategies will also be used to determine professional development priorities for instructional coaches who will provide training supports that are tailored to each classroom's needs. Teachers tend to be accepting of this approach because coaches focus on needs of their students as well as needs identified with systematic observation of the teacher's instructional quality. All TEKS will be embedded into the student performance standards in multiple ways (routing, relevance, re-exposing and retrieval) to ensure coverage, teaching and learning and re-exposing as needed, based on each student's rate of learning.

The Comprehensive Multi-Tiered System of Supports (CMTSS) provides three tiers of individualized instruction to meet the assessed needs of young language learners.

Tier 1 and Tier II will embed multiple levels of instructional support to meet the assessed needs of students. The foundational use of TEKS Curriculum, Texas School Ready and Texas Literacy initiative components will serve as the basis in our Pre-K and primary age students to increase children's school success through five evidence-driven components: research-based curriculum, technology-driven child progress monitoring, facilitated teacher professional development, ongoing teacher mentoring, and sustainability.

Developing Talkers: Developed by UTHealth's Children's Learning Institute, Developing Talkers is a research-based curriculum supplement to promote pre-kindergarteners and oral language skills that will be adapted for use in kindergarten. Both Developing Talkers and the parallel Spanish version, Hablemos Juntos, systematically provide aligned whole-class/Tier 1 and small-group/Tier 2 oral language instructions. Specifically, listening comprehension and vocabulary skills are targeted in the book reading context using whole-class interactive book reading lessons of narrative and informational texts, vocabulary cards, materials for deep processing of vocabulary word meanings, and questions that promote higher-level thinking. More frequent, Tier 2 progress- monitoring assessments help teachers identify topics to reteach or areas to further strengthen children's oral language skills. A unique feature of Developing Talkers is the inclusion of scaffolding suggestions so teachers can individualize instruction on the spot.

Reading RULES!: Reading RULES! is a decoding and reading comprehension program developed for 1st graders. It is being extended to make it suitable for kindergarten. Reading RULES is designed to provide whole-class instruction in listening and reading comprehension and Tier 2 intervention for students who are at-risk for reading difficulties in both word reading and reading comprehension. The program, which is based on best evidence from high-quality reading research, allows teachers to provide engaging, sequential instruction in word reading, text reading, and

comprehension. The small-group component will be delivered by a classroom teacher who uses it with one or two groups of at-risk readers each day. Reading RULES! includes classroom materials to explicitly teach decoding and comprehension strategies and uses both high-quality picture books for teacher read alouds as well as decodable texts for children to practice decoding and fluent reading. This program also provides guidelines for delivering instructional scaffolding to ensure teachers provide individualized instruction and appropriate feedback. This program is only available in English.

Intervenciones tempranas de la lectura: Intervenciones tempranas de la lectura is a kindergarten and 1st grade curriculum supplement designed to teach the decoding skills necessary to read in Spanish. Multiple strands of instruction are sequenced to first teach the alphabetic principle, word-reading, phonemic awareness and connected text reading. Later students learn to decode multisyllabic words and practice fluency skills. Developed at UT Houston and the University of Texas at Austin, this curriculum provides complete phonics and phonemic awareness instruction with detailed lesson plans and teacher dialogue in Spanish (including teacher directions in English). The program also includes instructional scaffolding to ensure student success and immediate feedback for students learning to read in Spanish.

The Tier 3 intervention will be the Dan L. Duncan Reading Initiative that provides early intervention to students who are at-risk or who are experiencing reading failure. The tier 3 tutoring sessions will be provided by a highly skilled tutor at the school site, but in a pull-out format for 40-minutes a day during school hours four times a week in groups of one to three children.

The leaders of FCS have identified for the K-5 mathematics foundation the integration of the Primary Mathematics Series (PMS) for supporting the instructional tools of the TEKS Resource System. The PMS review conducted by our team shows it is a research-based curriculum with strong performance and used in over 1500 schools. The methodology of PMS includes:

-Using a Concrete to pictorial to abstract approach in learning.

-Encourages active thinking process, communication of mathematical ideas and problem solving.

-Develops the foundation students will need for more advanced mathematics.

-Emphasizes mental math and the model drawing approach.

-Every unit comprises several lessons, each with a focused learning outcome.

-Teaching notes at the bottom of the pages provide guidelines to help teachers develop lessons and concepts systematically.

The concrete to pictorial to abstract approach enables students to encounter math in a meaningful way through concrete activities before progressing to pictorial and abstract representations. New mathematical concepts are introduced through a spiral progression that builds on concepts already taught and mastered. Structured activities are used to consolidate the mathematical concepts taught. Review pages are offered at the end of each lesson and used to assess the students' mastery of key learning objectives.

PMS also offers “Math at Home” activities in tear-out sheets to provide opportunities for meaningful family involvement in the students' learning process. Detailed, step-by-step instructions for parents are provided in the teaching notes, objectives for each chapter, teaching activities using manipulatives, reinforcement and enrichment activities and answers and solutions to be discussed with the student from home.

For struggling math students, a Tier 2 intervention for children struggling with core math content, ROOTS and FUSION focus primarily on developing number sense, numbers and operations, base 10, story problems, number properties and vocabulary.

The academic framework for FCS as students' progress in grades will align many of the components of research we know that represent proven learning systems. The lesson design for FCS children as they exit the primary grades and progress in learning will install these critical components of brain-based learning, direct instruction, higher order thinking, technology, visual learning and differentiated demographic research instruction in our classroom deliverable strategies.

For example, we know that as the free and reduced lunch rate of a school increases, the fewer research practices are available for significant student impact in learning. A study conducted by *Learning-Focused* and funded by the *Gates Foundation* found the following results:

The Criteria for schools who met exemplary school status to be in Gates national study had the following criteria with at least:

55% Free and Reduced
Lunch 50% minority
85% proficient on standardized state
tests 75% of sub group proficiency
35% improvement gains in last 3 years with same principal

Research strategies with greatest impact in study:

Rank	Percent	Effect Size (2.0)	Strategy
1	45	1.6	Higher Order Thinking
2	34	1	Summarization
3	33	.85	Vocabulary in Context
4	28	.73	Advanced Organizers
5	25	.65	Non-linguistic Representation

The research found in poverty environments that demonstrates high success would embed the following expectations in the application of a lesson plan using Higher Order Thinking processing in a classroom:

Level of Learning	Name	Degree of Complexity	Description	Thinking Strategies
1	Recall	Lowest level of Thinking Required	Learning to recall from memory	Recall, Know, Define, Identify, Retell
2	Represent		Recall, organize and explain in student's words	Summarize, describe, represent, clarify, explain
3	Analyze/Reason		Recall, organize and interpret for new insights	Compare, contrast, patterns, evaluate, infer

4	Apply	Highest level of thinking Required	Information is applied to new context	Generate ideas, experiment

FCS will focus on the implementation of a lesson design that incorporates and is founded on these relationships, rigor, correct research at the correct time with the right students, best practices over the past 60 years that ranges from Madeline Hunter and Benjamin Bloom to current researchers including Robert Marzano, Learned Focus, Blended Learning and Dr. Susan Landry's research from the Children's Learning Institute.

The lesson design template for the teachers and students in FCS as they progress in some areas for all grades to more specific strategies for grades two through five will use the following academic enhancement strategies:

Relationships-Each day ensure the classroom teacher and staff welcome, affirm, and model; ensure a safe environment; listen and understand students' needs; Communicate – two-way process and flexibility; Empower – practice, apply, encourage; Launch – summary with passion

Relevance- Engage/Anticipatory Set (Hook)

This part of the lesson is to "grab" the students' attention or relate the experiences of the students to the objectives of the lesson.

Retrieval – *Explore*

Unlock what the students already know by accessing prior knowledge. Students show interest in the topic by asking and answering questions such as: When did…? Which one…? Please select…? Can you list four…? Can you remember...?

Routing - *Explanation/Teacher Modeling*

The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc. The teacher uses the materials to show students examples of what is expected as an end product of their work. It is important for students to understand what is to be learned before they practice it.

Retaining - *Elaboration/Guided Practice*

This part of the lesson allows students an opportunity to demonstrate their understanding of the lesson by working through an activity or exercise under the teacher's supervision.
This is the time for the teacher to move around the room and determine the level of mastery and to provide individual remediation, if necessary.

Re-exposing - *Elaboration/Reteach or additional practice for other group*

In re-exposing, the students can participate in an extension, or a different activity that either re-teaches an objective or teaches more details about the concept. Differentiation is to be used through small groups and technology support.

Rehearsal - *Evaluation/Independent Practice*

This is for reinforcement practice and this may include homework, group work, or individual work in class. It may also be used for projects or as a way for students to apply what they have learned.

Securing a safe, emotional attachment to the school and classroom is vital for the growth and development of a child's brain. The use of Capturing Kids' Hearts curriculum will support our classroom student relational and management capacity.

FCS will use stimulating materials that allow teachers to facilitate children's exploration through sight, sound, smell, taste, and touch as these sensory experiences send information directly to the brain and form the platform for healthy brain growth. We understand that each child is unique, so our teachers will cater to different interests and learning styles. Children will be exposed to many forms of learning and immersed in an environment rich in language and literacy. Our learning stations will be filled with math manipulatives, science elements, and stimulating visuals that support brain pathways for cognitive development. Problem solving is considered one of the best ways to support brain development, so our teachers will conduct activities to help children explore cause and effect and employ questioning strategies that promote higher level thinking.

Technology is a part of our lives, so children need healthy exposure to be prepared for life in the 21st century. Research shows, however, that hours of exposure to digital technology can lead to over stimulation of the brain, fatigue, and irritability. We will take a balanced approach to technology. Our curriculum will be integrated with technology tools that can enhance learning.
With the guidance of a teacher, children can engage in digital activities that build language, math, science, and fine motor skills. FCS will review such software programs as Compass Odyssey Learning, Raz Kids and Vantage Writing to be considered in the FCS technology learning environment.

FCS will deploy eCIRCLE professional development coursework through remote training and feedback in live web-based engagement, and receive individualized feedback and mentoring based on routine video recordings of teachers and their own teaching. The CLI will also support and develop a technical assistance strategy to improve the sustainability of the model through targeted training and support for FCS school leaders. Site administrators play a critical role in driving instructional change, and many leaders need training to better understand how to identify and promote effective early and primary learning practices. Building instructional leadership skills will improve involvement among school leaders while actively enrolled in the program as well as strengthening their ability to sustain the model when participation ends.

FCS will use the CLI Administrator Classroom Observation Tool (A-COT). School leaders learn to recognize high quality instruction across critical areas including, print and letter knowledge, phonological awareness, written expression, and social and emotional development. School leaders will engage in web-based interactive practice, using the A-COT to identify effective teaching, followed by training to help leaders learn how to leverage this data in their communication and goal setting practices with teachers.

Feedback reports provide guidance for grouping children with similar needs, and recommend specific scripted activities and lessons. The instructional model will have the following support systems to ensure a focused, high quality learning environment is a part of every child's learning day:

Coordinators – An expert employed by the University of Texas (CLI) to provide field-based support. Specifically, the eight Technical Assistance Specialists:

- Act as liaisons between CLI and centers
-Train and support Site Directors on their campus
-Train and support mentors on the campus
-Provide training/professional development to classroom teachers
-Provide teachers with mentoring and support
-Collect data and submit reports of student and teacher progress

-Ensure Classroom Kits with selected instructional materials are provided to teachers. These kits consist of a classroom start-up kit that focuses on classroom management and routines, a school readiness kit plus supplemental materials, PRTI kits, Early Learner Read Aloud kits, parent bags, etc, to enhance students' skill development that are facilitated by classroom teachers and parents.

Technical Support for each campus and classroom teacher will be:

-Delivery of high quality training and professional development and help in the interpretation of research data and findings toward improving student learning.

-Support management team and staff in the development and implementation of mentor and teacher training.

-Oversees the capture of progress monitoring data, ensure data reliability, manage multiple databases, provide data reporting, and assist in the development and enhancement to data systems and processes.

-Texas School Ready! Online Monitoring System (TOMS) – TOMS is the online, web-based system for collecting/tracking school/classroom/teacher/student data from the participating TSR! communities. The TOMS generates reports for the TSR! project**.**

-Early childhood and Pre-K-5 annual Summit **-**The summits bring together early childhood education and Pre-K-5 teachers to align proven best practices in early childhood and elementary education

-Utilize the Remote Video Project- provides for the introduction of videotaping for reflection as a mentoring tool. Staff receives a video camera and training in the use of video reflection and feedback techniques to enhance mentoring efforts. Additionally, teachers assigned to the remote mentoring condition also use a camera to upload classroom video samples of instruction and interaction with children. These videos are used by the remote mentor to guide the teacher's reflection and set goals for change.

-Each of the threads of the lesson design used by teachers as students' progress through the grades will align to the following research-proven strategies and training for teachers to ensure greater opportunities of proficient and advanced outcomes for students:

Direct Instruction
Small grouping strategies
Technology Software
Literacy instructional tool box
Guided Reading methodology
Non-linguistic maps
Bloom's Taxonomy Capturing Kids'
Hearts Positive Behavior Support
Marzano's Classroom Instruction that works
Learning-Focused top performing strategies for at-risk populations

Student Performance Standards

The FCS model prioritizes and desires to open three to four classrooms per site that are engaging for parents' participation and strong relationships with children. The impact of small learning sites is challenged by the need to meet the TEA requirements for student accountability in each grade as the school matures. Therefore, FCS requests permission to begin with area campus

numbers that represent one campus number for each of our hub of sites in our communities. We anticipate a campus number representing four to six sites per geographic area.

The implementation of the TEKS from instruction may be provided in a variety of arrangements and settings that range from traditional heterogeneous common grade level groupings to mixed-age groupings designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards.

FCS shall ensure that sufficient time is provided for teachers to teach and students to learn English language arts, mathematics, science, social studies, fine arts, health, physical education and technology applications. FCS shall require students to participate in moderate or vigorous daily physical activity for at least 135 minutes throughout each week. The Fitness Gram and school Wellness Goals will be embedded in the TEKS for alignment and monitoring.

In physical education each lesson plan is broken into four activity parts. The four parts and their major purposes in the scheme of the lesson are as follows:

1. Introductory Activity - Occupies two or three minutes and is for the purpose of physiologically preparing children as well as ensuring that they receive immediate activity upon entering the PE class. Activity in this area is usually unstructured and exercises the large muscle groups.
2. Fitness Development Activity - Consumes approximately five minutes of the lesson. The primary purpose of this activity is to help develop an adequate level of physical fitness. The activities should be progressive in nature and somewhat structured and uniform. Fitness routines are usually changed every three or four weeks so that progression can be monitored. It is particularly important that the teacher explain the fitness values that come out of each fitness routine.
3. Lesson Focus Activity - This is the core and focus of the lesson. The lesson focus is taught for the purpose of helping the child attain the major TEKS objectives. The lesson focus uses 15 minutes of the daily lesson depending on the length allotted to the teaching period. Lesson focus activities are organized into units and are of varying length of one to three weeks and aligned to the TEKS.
4. The Game Activity - Takes place usually at the closing of the lesson, utilizing the last portion of the period. The activity can serve to practice skills emphasized in the lesson focus or can be something entirely different, taught as a separate entity with fun and enjoyment the overriding consideration. The activity should leave children with a “good taste in their mouth” so they will look forward with pleasure to the next lesson.

The criteria for promoting students from one grade to the next are stated for grades 1-5 in FCS. Students in pre-kindergarten and kindergarten shall not be retained. A common criteria used for all students includes a recommendation from the student’s teacher; the student’s review of performance on any state-mandated assessment instrument; and any other necessary academic information, as determined by the campus and Grade Placement Committee (GPC).

The GPC is the communication methodology for parents, teachers and the school principal to come together to discuss the needs, performance and best interest of the child in not only grade 5, as required, but in all situations when any student in FCS is being considered for retention and in need of an accelerated program.

Students meeting the promotion criteria will have a letter sent home to the parents of the child identifying promotional status in May of each school year.

A student in grades 1-5 who does not meet the standard on the state-required reading diagnostic test, mastery level of 70% or meet criteria on the testing grades STAAR examination must complete an accelerated instruction program provided by the school. Promotion shall be based on meeting the standard at the conclusion of an accelerated program.

A student shall be promoted from grade 1 to grade 2 if:
The student has a majority of S's in reading, writing, and mathematics; the student is reading at grade level; and the student meets the 90% attendance for credit requirement.

A student shall be promoted from grade 2 to grade 3 if:
The student earns a yearly average of 70 percent or above in reading, language arts, mathematics, and science or social studies; the student is reading at grade level; and the student meets the 90% attendance for credit requirement.

A student shall be promoted from grade 3 to grade 4 if:
The student earns a yearly average of 70 or above in reading, language arts, mathematics, and science or social studies; and the student meets the 90% attendance for credit requirement.

A student shall be promoted from grade 4 to grade 5 if:
The student earns a yearly average of 70 or above in reading, language arts, mathematics, and science or social studies; and the student meets the 90% attendance for credit requirement.

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP).

Student performance assessment

FCS students will take state, national and local tests to assess their progress toward the TEKS and the national norms of other students across the country. This information is used to help teachers identify each student's instructional needs and for parents to know what and how their child is learning. The assessments are also used in combination with other measures to gauge how well each campus is supporting the achievement of all of their students.

FCS is designed to ensure every student has a great foundation of learning to carry them through the secondary school system with success in any learning environment. To that end, FCS proposes the Agency consider piloting an accountability measure with FCS and holding FCS accountable for kids that are a part of FCS for at least three years, but leave the school for various family reasons. Then continue to hold FCS accountable for the planned next year's STAAR exams and performance on those exams in the State accountability system if the student still resides in the State of Texas. The intent of a strong early childhood and elementary education is to ensure a better secondary experience and an eventual lifetime of success and happiness.

In year one, FCS will open campuses in Houston and Dallas. In year two, FCS will add a campus in Austin. For evaluation and accountability purposes with the Texas Education Agency (TEA) expectations, FCS requests to bundle the sites under a campus in the designated geographic areas. FCS shall provide instruction in the essential knowledge and skills at appropriate grade levels as the instructional foundational mapping guide. FCS expects all children to participate actively in a balanced curriculum designed to meet individual needs. The mapping of the TEKS will be provided by the TEKS Resource System.

FCS will have a portfolio of data for the assessment program for baseline, ongoing and interval assessment review to direct our instructional needs for students. FCS will use pre- assessments to indicate students' readiness for content and skill development, and to guide instructional decisions. These assessments will be completed prior to teaching a lesson.

Formative Assessments will be used for frequent and ongoing monitoring of student performance, completed en route to mastery of the TEKS standards. These assessments are considered as "checkpoints" on students' progress and the foundation for feedback for teachers to use for their own teaching decisions. It is designed to provide precise feedback to both the teacher and the student. This data establishes opportunities for corrective and extension feedback (re- doing work) with a second parallel formative assessment and mastery is expected before the student moves on to the next material. Examples include:

Non-graded practice homework; Non-graded quizzes; Exit slips—have students write one or two sentences on what they learned and what they want to know; Student checklists—completed by the students; Assignment checklists and rubrics; The three-minute paper (summaries and reflections); Checking for understanding through good higher level questioning; Watch, look and listen; Conferences on planning projects or drafts of papers.

Summative Assessments at FCS are the assessments given to students at the end of the learning—culminating demonstration of what the student has learned. These assessments are used by the teacher and school PLC teams at the end of instruction to evaluate a student's learning, certify competence, monitoring progress to expectations and assign grades.

The common designated assessments currently planned for FCS beginning with the Pre-K-grade 2 for FCS are:

C-PALLS+: The CIRCLE-Phonological Awareness Language and Literacy System + Math is a teacher-administered, technology-based assessment. The C-PALLS software generates reports that show children's progress in rapid vocabulary naming, rapid letter naming, phonological awareness, mathematics, social and emotional development, writing, and book and print knowledge. Teachers use this information to inform instructional decision-making for whole group, small group and individual lesson planning. C-PALLS is given to all students at the beginning, middle, and end of the year and is within a Tier 1 and Tier 2 instructional tier.

Texas Primary Reading Inventory (TPRI)/Tejas Lee: Developed at UTHealth and at the University of Houston, TPRI is a highly reliable early reading assessment designed to identify the reading development of students in kindergarten through third grade. The assessment measures children's book and print awareness, phonemic awareness, letter-sound knowledge and word reading in kindergarten. In 1st grade, TPRI measures these skills as well as reading accuracy, fluency, and listening/reading comprehension. It is an easy to use one-on-one assessment with sophisticated reporting software that includes linked instructional activities to help teachers provide targeted instruction so that students improve as readers. Tejas Lee is the Spanish version of TPRI. TPRI or Tejas Lee is given to all students at the beginning, middle, and end of the year and is a Tier 1 and Tier 2 assessment.

Gathering information from a Running Record, which gives a reliable and valid assessment of text reading, and adding this information to other assessments enables teachers to gain a richer more comprehensive assessment of a student's reading ability. Running Records are taken most often at the earlier stages of reading. Students who are not progressing at the expected rate are assessed more frequently and will receive more intervention support.

The Tier 3 assessment is from the Dan L. Duncan Children's Neurodevelopmental Clinic: Children's reading skills are tested with both curriculum-based and norm-based assessments before and after participating in the program. Based on assessment results and needs, a tailored instructional plan is implemented for each child. Continued progress monitoring of students informs this highly individualized, systematic instruction. The Duncan Clinic tutoring model and materials are already developed in English and Spanish. The number of students who will receive

individualized tutoring will be determined by assessed needs, but studies have shown that as little as 2-5% of students require this level of intensive support.

FCS will align to the Texas State Literacy Plan that will reach full implementation status of goals and action steps for a campus-based Data-informed Instructional Plan (DIP). The campuses will utilize K-5 assessments that evaluate the five components of reading for the goal setting purposes within the instructional plans. Foundations Charter School will use diagnostic (TPRI), screening and progress monitoring (MAPS) assessments in literacy to monitor student status and progress.

For English Language Learners Foundations Charter School will use the Texas English Language Proficiency Assessment System (TELPAS) to monitor annual progress in listening, speaking, reading and writing across content areas.

The Measures of Academic Progress (MAP) assessments will be used in the Fall, Winter and Spring to measure students' progress or growth in school in grades K-5. This growth chart shows how much a student grows from one year to the next in the areas of mathematics, reading, language usage, and science skills. MAP tests are important to teachers because they keep track of progress and growth in basic skills. They let teachers identify a student's strengths and if help is needed in any specific areas. Teachers use this information to help them guide instruction in the classroom.

Student data portfolios that review report cards, MAP, STAAR, TELPAS, TIMI, TPRI and C-PALLS will drive the instructional need for student learning success in literacy and math.

Teachers are able to access a variety of interim assessments to monitor student learning during "real time" that are still more summative versus formative in nature. Teachers have access to Unit Assessments through the TEKS Resource System. These unit assessments use a scope and sequence of pre-selected objectives and skills which are taught during a nine week term. All assessments have an alignment to assessed TEKS and performance goals. FCS will also use technology-assisted assessments to determine the students learning needs and progress. The specific software has not been determined to date by FCS, but the research on the desired systems have common assessment components that consist of an Item Bank which is a repository of test items the teacher can use to create custom objective-based tests. Item Builder is a tool for creating custom test items and modifying existing test items. Objective Builder allows teachers to create custom standard tests and finally teachers can build, edit, and save tests and include them in assignments through a Test Builder.

Teachers will participate in extended planning; twice a month with content teams and twice a month with grade level teams and a data component will also be included as an agenda item.

Teachers review all current student assessments (MAP's data, Unit Assessments, software tests, Teacher made tests, and Running Records) to determine focused TEKS for whole group re-teaching, small group instruction or simple daily/weekly review. The information collected can be used to provide a longitudinal view of student progress over time. Students' instructional environments will be flexible so that classrooms can be adjusted based on the most recent data which identifies students' needs. Flexible grouping is implemented to allow like-needs to be grouped together for instructional purposes and for re-evaluation. This data is also used to form intervention groups or one-to-one instruction. Data charts will be created for review in school- wide staff meetings. Data analysis is discussed as a team to determine focus objectives per content areas as well as instructional development for staff. The principal, teachers, lead

instructional aides, and school technology specialist are all a part of the collection, analysis and dissemination of data.

Pre-K Transition

The FCS, ECC and CLI partnership are the driving focus of the charter school's application and existence to serve diverse students. The CLI is uniquely positioned to accomplish this work with FCS because the strong research-based early instruction curricula and training that have already been developed and studied with strong evidence of performance. The comprehensive plan to offer staff and parents common options within the early childhood and kindergarten environments at the same learning campus will be ideal for minimizing any transition concerns.

Through the Comprehensive Multi-tiered System of Support, a systematic approach to avoid learning difficulties and attack an at-risk situation early. This allows additional instructional support to be matched with the child's assessment needs, which makes this a unique learning environment.

The staffing of all teachers and leaders in the same building to have a constant communication and action plan will be a game changing environment for students, parent and educators in ensuring the "expected and beyond" performance of our children is a part of their educational development.

The literacy methodology and transition addressed earlier has defined the literacy Pre-K and transition processes, instruments and learning methodology. To present a more detailed example in mathematics, an FCS site would include each day a 15-minute activity and a 45-min lesson across four strands of math: numbers and operations; geometry; measurement; and vocabulary that is designed for whole class instruction. When students need intervention such as a Tier 2 intervention for students struggling with core math content, ROOTS is a system of learning that focuses primarily on developing number sense, numbers and operations, and vocabulary, with a goal to master these concepts through the number 20. A student doing work above grade level in entering KG would include FUSION, which targets whole number concepts and skills using base 10, place value, numbers to 100, two number combinations, operations with 2-digit numbers, story problems and number properties.

The level of support for the transition kindergarten students is enabled by a menu of resources aligned to the CMSS for reaching students' needs and skill acquisition.

Supplemental Programming

The supplemental support for students has several organizational components to provide assistance beyond the learning day instruction. The first is a unique schedule opportunity for campuses to consider using if parent support validates the interest. FCS will offer a year-round track system for students and staff. The schedule will endorse nine weeks in class and three weeks available for supplemental support. This cycle continues throughout the entire calendar year yet still providing 180 days of instruction funded by the Foundation School Program. The three week interim sessions can offer themes of learning and such supplemental practices as tutoring, enrichment learning and second language development. The funding of this source will be through Title I and State Foundation funds for poverty students and a fee rate for non-poverty students.

The intent of the interim sessions is to ensure a continuous learning cycle for all children that need extra support and for any child who seeks to further their academic skills. The interim session also serves a key role for staff members who will work the same cycle of nine weeks in class and three weeks of break. During the interim session the teachers may participate in

professional development sessions. A teacher will be able to recharge their energy level, plan the next nine weeks units and lessons and engage in professional dialogue with colleagues.

Student development reaches beyond the content and instructional learning in the classroom. FCS will align supplemental support and co-curricular programs under a foundation of character education. The character education expectations in the school will drive the opportunity for participation in such clubs as chess, student councils, cheerleading and other site-defined extra and co-curricular programs. All students will participate in a community engagement project annually and all out of class trips will align to the theme of giving back to the community through an internal school learning and external community leading approach.

The partner product of the company Avilo is owned by a pediatric occupational therapist who is partnering with FCS and will give every child that is authorized by the parent a free evaluation. She is looking for specific issues or delays in normal development. She has found historically that approximately six to seven percent of the children she evaluates actually do need therapy and additional help. In addition to her evaluations, she will provide training to our teachers and parents. She will hold formal Handwriting Classes for parents who choose to sign up their children. In the past, she has taught crossing mid line, tripod pencil grip, letter formation and dexterity on things such as zipping, buttoning etc. She also will give a class to our school children on the proper method of wearing backpacks. She offers discipline techniques that work well with children with specific issues.

FCS will offer dental partner product in dental reviews for all students. Community programs such as Fort Bend Dental will come to our school several times per year and do dental hygiene presentations for the children. They talk about proper teeth brushing techniques and provide new tooth brushes to all the children. They will bring in a dental hygienist dressed as the tooth fairy to engage and motivate the students. Our belief is we can have this same type of partnership and service in all of our campus communities.

They also will do demonstrations, such as have several children brush their teeth then they give them something to chew on and under a black light it shows where they did not brushed properly. It is a very eye opening demonstration to the children and models for our teachers what relevance looks like in learning.

Partner products with such organizations as Jake's Finer Foods will serve as an advisor with their nutritionist and chef to study a meal system and how it aligns to learning. Their meal system will meet or exceed the TDA requirements, as well as a meal desired by students. They will also assist with special diets such as gluten free and vegetarian menus that should be considered during the RFP process for a food vendor.

Each ECC offers wraparound programs for students before and after school that promotes learning enhancements. The wraparound program is a part of all ECC's in the portfolio of sites selected for FCS.

Special population and at-risk students

FCS has sampled several of the partnering community pre-schools and local elementary school within the same community and determined that a similar representation exists in the demographics of elementary and preschool student populations. The populations cover the entire spectrum of ethnicity, poverty, at-risk and languages. FCS is highly confident in being prepared to serve the identified populations of kids that will be a part of our school.

The following chart represents the expected variation of student populations in the FCS centers:

Student Population %	Allen	Dallas	Cypress	KRK of Katy	Sugar Land	Stafford	Barker-Cypress	Town lake	Cinco
White	70	63	11	24	18	21	60	65	60
Afr. Amer.	10	10	23	40	31	54	8	15	15
Asian	10	2	4		32	7	6	5	5
Hispanic	10	24	60	25	19	18	24	10	10
Other			2	11				5	5
At-risk	26	20	76	40	42	49	20	28	16
Spoken Languages		5	12		20			7	12

Students in the ECC have identified needs including ADHD, autism, language disabilities, behavior disabilities and wheelchair confined students. Special Educational services in FCS are designed around the basic philosophy that all children can learn. Through the provision of special education services, these students within FCS are guaranteed an equal opportunity for a free appropriate public education (FAPE) within the least restrictive environment. FCS also endorses the concept that students with disabilities shall be educated with their peers without disabilities to the maximum extent appropriate. Special education is a part of the total educational program.

In the process of identifying students with special education needs (and avoiding misidentification), we will monitor student progress through the use of teacher observation, teacher input and technology-based assessment tools aligned to the TEKS. Students who show areas of needed improvement are then strategically placed in intervention according to the need and monitored using Response to Intervention tools. If after appropriate placement, intervention and monitoring through all RIT levels, the data shows the student is not making progress, a special education referral may be warranted.

A parent meeting would be held to share campus concerns and data. Included in that meeting would be a discussion about the data, the special education referral process, timelines, Procedural Safeguards and ARD Guide to educate the parent on their rights and the rights of their child. Once formal evaluation is complete, an ARD meeting is held with the evaluator, parent, student (if applicable), school administrator, general education teacher, and special education teacher. If any other testing requested in the areas of suspected disability were conducted, those persons would also attend the meeting. At the ARD meeting, the committee would either accept or deny the written report of the evaluation.

Once a student is identified for services, the ARD committee would proceed to develop an individualized education plan for the student which would encompass annual goals and identify student-specific accommodations and modifications. Teachers will be trained in using differentiation through instructional strategies and technology–based instruction. ARD committees consider the general education classroom as the first placement for every student. If stated goals and objectives cannot be met in the general education classroom, the ARD committee would determine the frequency and duration a student would need to be removed for remediation. This is also considered through the use of 504 and RTI committees for students who qualify for those programs.

As required by law, ARD committees convene annually to review progress or regression. Updated progress on IEP goals and objectives are completed and sent to the parent

the same time as report cards to notify parents of progress on those goals and objectives. Special education teachers monitor progress as often as general education, at the end of a grading cycle. If students are failing to master goals, or failing to show progress, ARD committees would reconvene to discuss a plan of action to help ensure student success.

FCS will strive to hire special education staff who are highly qualified in at least one academic area, as well as having a degree in special education. All special education students that need services, noted in the IEP, which includes transportation, will be accommodated by FCS.

Foundations Charter School will align with TEA's regulations for the Language Proficiency Assessment Committee's (LPAC) responsibilities. These responsibilities include: Identification, Assessment and Documentation Review, Placement, Instructional Methodologies and/or Interventions, Collaboration, Annual Review, Assessment, and Parental Notification.

When a student enrolls in FCS and indicates a language other than English on the Home Language Survey conducted at FCS, the LPAC will review documentation of the student's language proficiency and academic status. A recommended placement for the child will be in a Bilingual, English as a second language (ESL), or mainstream education program. The following delivery models are designated for Foundations Charter School in ESL and Bilingual Education for identified students:

English as a Second Language Program will implement a Sheltered English Instruction (SEI). SEI is an instructional approach used to make academic instruction in English understandable to ELs and to help them acquire proficiency in English while at the same time achieving in content areas. Content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and ELA.

In the Bilingual Education Program, FCS will implement the Transitional Bilingual Education (TBE) philosophy. TBE is an instructional program in which subjects are taught through two languages – English and the native language of the ELs – and English is taught as a second language. The primary purpose of these programs is to facilitate ELs' transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through a student's first language decreases. Transitional bilingual education programs vary in the amount of native language instruction is provided and the duration of the program per the student's needs. TBE programs will be designed through the L early-exit or late-exit, depending on the amount of time a child may spend in the program.

Undeniably, FCS will have children with special needs, and others with many strengths and interests. It is incumbent on all FCS personnel to help all students reach their full potential. For students that display high cognitive and special talents the National Association for the Education of Young Children (NAEYC) has proposed the following "best practices" for meeting the learning needs of all young children. These strategies will be implemented in FCS.

Environments that are least restrictive:

Activities and projects are student-centered and student-driven. For instance, a child may want more time to interact with a learning center that really inspires them. A teacher may want to give that child more time to look at a book about dinosaurs or another topic that captures their imagination. There even may be an opportunity for a child to learn from another adult.

Services that are family-centered:

Parents are the first to recognize their child's strengths and interests. They have an invaluable role to play as part of thoughtful planning of individualized instruction. Through an interest survey, a teacher may find that a student has a special interest or talent.

Service delivery that is collaborative:

National Association for Gifted Children (NAGC) states the importance of collaboration among gifted, general, and special education programs, and the subsequent need to provide support for these efforts. Collaborative efforts promote the strengths of all school programs. At school, the gifted students will work closely with the classroom teacher as well as other specialists to provide for the special needs of each child. A student who is an imaginative artist may have needs in the area of early letter identification. Child development recognizes that children may reach different stages at different times in their development. Collaboration with child experts will provide parents and the school with the needed information to create services that will best meet each individual child.

Practices that are both empirical and value-driven:

Purposeful teacher effectiveness is used to ensure the teacher structures information for meeting the individual needs of students. The service of young gifted children must be reflective of the school community, values and needs, as well as based on best practice. For example, where a child exhibits an interest in music, there will be access to a music teacher who can come in regularly to work with that student on sound and rhythms.

Practices that are both developmental and individually appropriate:

Children need to be actively involved in their own learning. In the early years, a child may need information demonstrated in a concrete way before moving on to more abstract concepts. In math, children may not be able to understand patterns and shapes until they have had the chance to play and experiment with blocks and objects. Yet, a gifted child may be able to move quickly to the abstract. It is important that teachers be able to identify those strengths and interests, and provide opportunities for children to continue to construct new understandings at their own pace.

For students in grades 3-5, FCS will offer acceleration and flexible grouping. Acceleration is an intervention that moves students through an educational program at a more rapid rate than their age-mates. The goal of acceleration is to tailor the level and complexity of the curriculum to the ability and academic readiness of individual children. This will be accomplished in FCS by ongoing review of student performance and agile grouping of students that is not age-based, but focused on being skill-based in both primary and intermediate levels.

The schedule in attachment O.1 for organizing students targets the strengths of the teachers. By teaching in blocks of time and “departmentalizing” the instruction to teacher strengths, we are transforming not only the learning, but maximizing appropriate grouping for standard-based education and capitalizing on what teachers teach well.

Elementary schools have for too long delivered education under the assumption the teacher needs to teach the self-contained classrooms in all content areas. The preparation and skill set deficiency are rarely taken into account when developing the school schedule. In FCS, the teacher content strength will drive the content areas used by teachers to instruct students.

Children need strong instructional leaders when teaching a skill (routing) and monitoring what a child is thinking in the process of learning a skill. Therefore, FCS will intentionally organize learning

with teams of various content strength teachers at each campus. This will benefit the entire continuum of learners in each content area.

Students will receive a formal review each quarter from the Individual Planning Team (IPT) to monitor progress of learning and social status. From the portfolio of performance data and strategy methodology currently in place, a determination of the RTI level of needed engagement will be determined, modified or continued through the team's recommendations. The RTI framework for providing high-quality instruction in FCS desires to ensure at-risk students are provided with immediate, research-based intervention instruction. At-risk students' progress is monitored frequently to ensure the intervention is meeting their needs.

In addition, all students are expected to master the standards. Providing attention and guidance to students to ensure this takes place is ensuring our school operates with the following mastery expectations so all children are preparing themselves for future work force and rigorous secondary education challenges:

-The greater responsibility is in persisting to complete work until it meets standards, which also builds internal motivation. All students need to be held responsible for not only turning in work, but for doing quality work, which may take some students more time than others.

-The re-exposing work is an important part of our learning process and part of most of our professional training programs.

-The issue is whether we are assessing students in relation to each other or in relation to the standard. FCS's goal is to get all students to meet standards. The reward for the student who gets there more quickly is that they do not have to redo the work, and can use the time for enrichment activities. The final grade in a standards-based classroom reflects the degree to which the student met the standard rather than how quickly they achieved it in relation to other students.

-FCS recognizes that sometimes whether or not a student masters a standard can be due to circumstances beyond their control. Students may have had poor instruction in previous experiences on fundamental skills or concepts. They may need more time or a different instructional method to understand.

Educational Staff Capacity

The leadership team has experience in all levels of the Pre-K-16 system ranging from Pre-K- 16 teaching, administration, central office, superintendent, professor, State Department of School Improvement office administrator and nationally recognized institutional research backgrounds.
The team also has experience serving on boards of non-profit organizations.

These recognized leaders were presented an opportunity to align a seamless, research- based school with existing private early childhood centers. The leadership team will offer a true supplemental-based education system where existing private resources are the foundation to the state resources and form a foundation of learning opportunities that will ignite the best public school learning environment the State of Texas can offer.

The leadership begins at the top with the sponsoring Board. This team will lead the vision and goals of the school and be responsible for the performance of the school. The governing Board members are:

Dr. Steve Edwards-Sponsoring Board Chairman

Dr. Edwards is a former teacher and served in many leadership capacities supporting youth. He is a nationally recognized principal, highly sought after consultant and speaker to school

audiences focusing on school improvement, advisor to the United Nations, turnaround school expert and President of the National Principals Academy.

Michael Evans-Sponsoring Board member
Michael W. Evans, Sr., is currently the Executive Director of Secondary Leadership for the Office of Academic Services in the Newport News Public School District in Newport News, Virginia. He is a visionary leader with over thirty-three years of experience in the arena of education with seventeen years in school administration. Michael's most recent achievement recognized his school as one of three in the country to receive the coveted Inspirational Award from the College Board. This award is given to the top three schools in the country who demonstrate a commitment to academic rigor and the increased number of low socio-economic students taking challenging curriculum.

Dr. Darrin Martin-Sponsoring Board member
Most recently, Dr. Martin, a former math teacher, administrator and professor, has served as a consultant for low performing school systems and was a School Improvement Specialist for the State of Virginia. Dr. Martin provided direct and on-going assistance to counties in the development and implementation of improvement strategies in professional development schools; served as a facilitator for the implementation of support initiatives defined by each assigned professional development school; facilitated the analysis of assessment data and assisted county and school staff in the design and delivery of instruction to address identified deficiencies; and assisted in the development and implementation of a Five-Year Strategic Plan.

The collective experience, wisdom and understanding of the school functions and needs to be a high performing school are complimented with this wide wealth of talent and knowledge that will lead the team's mission, vision, goals and objectives in FCS. Supporting the governing Board will be the school board. The school board will be engaged in monitoring the regulations that are set by the governing Board to ensure operational and academic goals, compliance and performance are being met and progressing through continuous improvement.

The FCS governing school board is a local Texas team of individuals who have come together to ensure FCS is a model for the future in preparing students for secondary education at a very high level in all socio-economic environments. The governing Charter School Board consists of a variety of registered voters and leaders that live within 50 miles of a campus and include: Tony Bloom, a physical education/health teacher; Debbie Bullard, commercial real estate broker; Rob Eissler, Executive Recruiter and Former State Representative of District 15; Phillip Dyson, Human Resource manager; and Todd McDonald, real estate investor.

The superintendent will report monthly to the FCS school board on the ongoing operations and performance of the school and also to the sponsoring Board four times per year on academic progress aligned to goals, budget status, staffing and evaluation review and policy compliance.

Dr. Don Hooper will serve as the FCS superintendent. Dr. Hooper has a highly recognized career in education and will lead the oversight of the daily operations of FCS. Dr. Hooper's experience includes: The Center for Quality Leadership, which is an education consulting firm formed in 1997. The firm has engaged in a broad range of services for educational entities including management and performance reviews, organizational studies, facility and demographic studies, strategic planning services, and program design/delivery services and professional

development training. The firm has worked with school districts across the nation including Florida, Illinois, Texas, and California with student enrollment of 110 to 200,000.

Clients served include not only public educational entities, but also private companies, law firms, charter schools, private schools, and associations. Dr. Hooper is president of the Center for Quality Leadership.

Dr. Hooper has over 45 years of experience in public education, serving 33 years as an educator, instructional leader, and district administrator—serving 25 years as superintendent in five school districts ranging in size from 110 students to 60,000 students. He also has experience working with boards of education to formulate school district policy, develop and implement strategic plans, and oversee day-to-day school district administration and operations. Dr. Hooper was named Texas Superintendent of the Year in 1995 and named educator of the Month by Texas School Business Magazine. He was the 2001-02 president of the American Association of School Administrators. He has served as an adjunct professor for the Department of School Administration/Supervision in the University of Houston System, The University of North Texas, and The University of Texas at Austin. Dr. Hooper is the Executive Director of School Research Nexus. Additionally, he is serving on two private school boards and two corporate boards. In 2002, Dr. Hooper delivered the "Lord Alexander Memorial Address" to the British Society of Education Officers at Cambridge University, UK and has been on numerous international study missions to Ministries of Education in Europe, Singapore and Vietnam. He continues to be active in education leadership circles.

Private ECC owners will serve as advisors in the alignment of FCS mission, vision and goals. An Ownership Advisory Council (OAC) is currently in place and meeting to ensure all ECC's are aligned and in compliance with the Ignitus sponsoring Board and leadership team of FCS.

FCS is coordinated by two external entities that will ensure the alignment is glued together in practices, processes and procedures. The Charter Management Operator (CMO) is the Texas Successful Charter School (TXSCS) company that is operated and owned by two long time educators in Texas. Dr. Michael Owens is an experienced Texas public school administrator with service in a variety of roles from classroom teacher to school superintendent. TXSCS has focused on helping boards and school leadership teams in complying with all federal and state regulations to support the work of the school providing parents a choice in their public school. TXSCS listens to the client and provides services tailored to their needs. The CMO offers a comprehensive school management suite of services from one-to-one consulting to outsourcing staff and administrative services. Our staffing plan begins with using experienced school staff from business managers, operations managers, and Mike's experience from the superintendency, the Regional Education Service Center, the Texas Education Agency and various public schools, as well as his work at TXSCS will be used in the day-to-day operations.

David Greak has completed forty-one years in Texas Public Independent School Districts, Charter Schools and Region Education Service Centers. He holds three certificates from SBEC including a Superintendent, Mid-Management , and Elementary Education valid life time certificates. Mr. Greak has served as a teacher, business manager, principal and superintendent of Public ISD's and superintendent of three charter schools.

He began serving charter schools as Director of Financial Services for Region 4 ESC. As director, David and a staff of high qualified individuals provided back office business and financial services for over 20 open-enrollment charter schools in Texas. The services included payroll, accounts payable, state and federal grants, human resources support, and charter school compliance.

Mr. Greak is a Texas Education Agency approved trainer for public school and charter board members and administrators. He has provided board and administrator training since 1998. His training has included team building, special education, law, health and safety, finance, education law, assessment and monitoring.

TXSCS will report to the superintendent and be responsible for carrying out the daily central office operations, advise the boards and superintendent on operational functions and continuity, and collaboration strategies for the campuses.

Dr. Susan Landry from the University of Texas Health and Science Department leads the Children's Learning Institute (CLI) and will lead FCS in the curriculum alignment and teacher development through the institute's robust and highly recognized research practices to ensure fidelity of implementation and consistent processing in all campuses. Dr. Landry's distinguished leadership in Texas early childhood is highly respected in Texas and across the nation as one of the foremost leaders in early childhood education practices and research.

The FCS team of leaders will tie all the systems of learning and operations of a school together to showcase an innovative model of learning and affordability through supportive business partnerships, high levels of student learning research expertise, exemplary trainers in school improvement, governance expertise and operational specialists. These leaders and future leaders of the sites will bring high levels of relationships, credibility and trust to the community. The public interest meetings confirmed the high trust and interest in the current early childhood centers. The community meetings had 382 people in attendance with interest to enroll in the school.

The engagement after submission of the application by the applicant team will be led by three people through the entire process if FCS is selected for a Generation 19 charter school. The superintendent, Dr. Don Hopper, along with Dr. Michael Owens and Mr. David Greak from the TXSCS, and other professionals as needed, will begin the start-up process procedures for FCS and report monthly to the Charter School Board with timelines, progress and topics of discussion until the school opening in August 2015. The team will collaborate with the pre-school Owner Advisory Council (OAC), community, Charter School Board and sponsoring Board through the entire school process as they establish readiness for each campus.

Relationships are the essential ingredient to learning. All staff employed by FCS will be introduced through a written parent communication and open house introduction, both FCS as a team and as individuals. FCS will have transparent leadership methodology to ensure confidence and trust is built in our partnerships of educating the children. Each principal, teacher and staff will have credentials, education background and personal mission communicated to each household enrolled in FCS. If a teacher or staff member is not at the current time certified, or in progress of becoming certified, FCS will comply with parental communication through a letter to each household with the 30 days notification window to ensure our parents are aware of the certification status of their child's educator.

The principals of each site will have prior leadership experience in school settings. FCS seeks a diverse group of principals to work in sites to ensure our school recognizes the need to collaborate with unique and talented leaders that share culture, ethnic and economic expertise in education. The biography's and resumes in attachment E.3 are samples of leaders interested in serving as a site principal. The interview and selection process will commence in the winter/spring of 2015.

The ideal candidate will have a college degree at a minimum, a graduate degree preferred in educational leadership, prior experience in the preschool and elementary level administration,

honest, passionate, smart, loves kids, fluent in pedagogy and research that works, great communicator, community advocate and driven to succeed.

Operations Plan Section 2

School Calendar and Schedule

The annual calendars for FCS in attachment O.1 will provide campuses with two options. The first is a traditional calendar that will embrace summer school options for kids to extend their learning. The second option is to choose one of two tracks that a school can use to operate. The track concept embeds the nine weeks on and three weeks off theory and includes the traditional holiday breaks. This calendar promotes a year-round engagement and a continuous learning cycle. This will complement the year-round ECC's that are commonly open for business all but a few holidays during the school year. The track calendar supports continuous learning if a parent desires to have their child participate during the three week interim time when the FCS funded time of the 180 day school year is not in session. Re-teaching, extensions and exploring new subject areas can maximize students' development and create a love for learning with time to engage in arts, crafts, second language along with TEKS mastery and extensions. Each campus can select one of the two tracks or traditional calendar that is supported by the parents on the campus.

The calendar will have a student learning time of 180 days and ten days for teacher development. The professional development days scheduled in the calendar will provide five days of start-up learning opportunities for staff before school begins and five days of professional development embedded in the school year. Staff will also engage in weekly staff meetings with 50% of the meetings designed around content and instructional improvement. Staff will participate in weekly vertical alignment meetings to collaborate with colleagues about student learning, TEKS targets and coverage strategies.

The hours of school operations with students will be from 8:15-3:45 each day. Students will have a 30-minute lunch and six hours and 45 minutes of instructional contact time each day. Students can engage in character education extension sessions before and after school as parents are dropping and picking students up from school.

The daily schedule for pre-school is more time-specific with chunks of learning time closely monitored. The K-5 classroom schedules are designed to create flexible grouping and flexible instructional times based on time demand of learning needs. Each site has a required block of time for each of the content areas. Each grade will provide the required instructional time for grades K- 5 each day:

English/Language Arts (ELA)- 2 hours
Mathematics- 1.5 hours
Science-1 hour
Soc. Studies-1
hour
PE-135 minutes per week (three ancillary sessions)
Technology-embedded in one of the blocks for 20-30 minutes each day Art
and music-A minimum of 1 ancillary session per week

30 minutes of discretional needs for the campus that will include wellness, health, technology or extended support for learning.

The school day and calendar are intentionally designed to ensure maximization of individual learning and local control of learning needs for students of FCS. Students will master and learn TEKS at various rates in the learning process. The schedule and calendar should not hinder the priority of student development. The calendar provides ongoing learning options for schools that need extra support for their population during interim breaks and also increases learning

opportunities a traditional calendar does not offer. At the same time, a traditional calendar may be the most desired by a given community and campus. Our goals are to support and ensure learning environments that are locally driven.

The daily schedule is also constructed to benefit student learning. Blocks of time are available to group students, and study in-depth topics that are not driven by a bell schedule, but still allow for consistent expectations of contract time for all campuses and for the study of the TEKS. For example, FCS will support science within the existing classrooms aligned to the TEKS learning expectations for experiment through blocks of time to conduct field investigations that will complement the desired time to engage in relevant learning through field and lab experiences. The science curriculum will meet the lab requirement and field investigation requirements in a combination of deliverables as appropriate for the age level.

School Culture

Culture in schools begins with intentional and meaningful relationships between all adults and students in the school. Every member of a school community--teachers, students, and family members--will work together toward the shared vision. This is just as important as the vision itself. FCS will utilize the developed relationships through targeted, formal training for all members of the school. Goal setting, self-management, respect, affirmation, social contracts, discipline procedures and personal development from the Capturing Kids' Hearts training will be implemented in all FCS classrooms and staff engagements. Establishing a common culture of expectations and processes in every classroom with common actions and consistency will create a consistent vocabulary and understanding of our learning culture that is driven by our vision. Our culture will emphasize a clear, common vision for improving student-centered learning and fostering relationships and leadership capacity.

The collaborative culture will be promoted through the FCS culture trademarks. These include high expectations, instructional effectiveness and student-centered learning that build student efficacy. What this looks like in practice is purposeful actions that build upon trust and collaboration that include: Creating opportunities for celebration with students, parents and staff; acknowledge efforts and progress of students, parents and staff; increase transparency of all aspects of the school's operations; seek input and feedback from all FCS constituents; focus on being a school of continuous improvement; and build in time for ongoing collaboration around student learning and treating each other with the utmost professional respect.

Students who have special needs, talents and language limitations are encouraged and supported through these designated trademarks of culture and the purposeful actions monitored in the FCS culture. For example, a student who has autism will be receiving affirmations for progress in front of the student body and the student who struggles with behavior at times will lead the engagement assembly in the morning to display his leadership skills in a positive manner. The gifted and talented child will share his project that led to a 3rd place finish in the local engineer fair to the school during engagement. Students will engage in monthly principal meetings for improvement of school culture issues and be represented by a cross section of students. Students who struggle in learning will receive constant support in displaying effort. Our motto is that "effort trumps talent" every time so we focus our culture on this premise.

All students in the school will participate in the development of a social contract. Whenever a new staff member or student joins the staff or class, the social contract will be re- designed to ensure the entire class is in agreement on behaviors and expectations of self- managing classrooms. All students and teachers are owners of their behavior, of their expected attributes in their learning teams and environments and therefore, must be part of the design of those expectations.

A day in the life of teachers and students follows a common theme of consistency, but recognizes adjustments to meet students' needs is ongoing in FCS. A sample of the blocks of time for students and teachers is detailed in attachment O.1 and will resemble the following common methodology:

Students are designated certain roles during the school day or week. The role of greeter has the responsibility of shaking every student's hand when they enter class and are welcoming students for the day. Another student will lead the class in good news so students can share items they are excited about personally or in school. A rater will be selected to rate the class on self- managing skills and compliance with the social contract at the end of the day. Student facilitators will be selected to lead the pledges and moment of silence before the character lesson begins.

Character Lesson:

Students begin the day by reviewing a monthly social skill. Each month students are introduced to a new principle, with one story for each week for a total of nine lessons. Students engage in good news, affirmations and review of the areas of development in the social contract, self-managing and non-verbal communications.

Each content format has a similar expectation in student engagement and processing the delivery of instruction.

Whole Group Instruction:

Teacher introduces (routes) a new skill or objective beginning with establishing relevance to the learning and retrieves prior learning to show a connection in the skill. The teacher may use time to review (re-expose) a skill or objective previously taught in which assessments indicates that review is necessary. During this time, academic or content vocabulary is reviewed and shared during student/teacher development of non-linguistic representations to anchor the students' learning for extension activities and future learning.

Students participate in the whole group activity, they engage in meaningful discussions and participate in creating non-linguistic representations of their new learning.

Small Group:

Students are pulled to the teacher table in groups of four to six students to address specific skill deficits as defined through FCS assessments, Unit Assessments or Running Records.

Students work independently or in stations with activities relating to the objective or skill taught in a whole group setting.

Closure:

The teacher and students wrap up the lesson by reviewing the objectives or skills that they worked on that day. They discuss new learning as well as misconceptions. This allows for review and gives the teacher the opportunity for a quick assessment to determine the direction for further instruction.

Launch:

All students and teachers participate in a launch activity which is a meaningful end and send. They end the day by sending them off to their next class or home on a positive note.

The FCS daily schedule accepts children for an extended day. The FCS day of 7.5 hours will

begin at 8:15 and end at 3:45. The hours before and after this time are available through the local ECC for arrangements with parents, but are coordinated in a comprehensive manner so it is aligned to the charter school learning cycle for the day.

Student Admissions and Enrollment

The competition for students in public school systems in the designated areas consist of neighborhood Independent School District elementary schools and charter schools. The number of charter schools identified in year one of the 12 planned FCS locations total eleven in Dallas, eight in Austin and two in Houston within a three mile radius of the school site location. Many of the students we anticipate to apply for FCS are located in current pre-schools, low performing neighborhood schools or locations convenient for parents and their work schedules.

FCS will recruit through zip code proximity based on the site location and will target all grade-level appropriate student households in that zip code area. A radius will be determined to announce the school application opportunity from multiple sources that include: A minimum of three open houses per campus location, postcards, website and local pre-schools. The open houses will present the leaders of the school and hired personnel at the time of the open house so parents and students can meet the team and create a personal relationship in making their decision to apply at FCS.

The broad-based zip code communication system for appropriate grade levels does not allow for discrimination or a selection process. It is intentional and gives all children the opportunity to seek admission to the school. All students can apply within the geographic area and are encouraged to apply, but a blind mailing system will have defined radius for budgeting purposes. The written and oral communication will emphasize a comprehensive school service program that ensures students of special needs, ESL, at-risk and struggling learners are welcome and encouraged to apply for admission.

When a child and parent are selected to enroll to attend FCS the following forms will be provided for submission:

Registration form
Ethnicity and Race Data Questionnaire
Internet Acceptable Use Policy form
Student Medical Information form
Student/Parent handbook (is given)
Parent Portal Access form
Lunch application (if available)
Birth Certificate
Immunization Record
Social Security Card

Student Discipline

The Discipline Policy for FCS was defined by taking parts of other systems we reviewed across the geographic areas we will service in Texas. FCS defined its policy from districts and charter school discipline and Code of Conduct policies established in organizations such as: Ft. Bend ISD, Dennison ISD, Houston ISD, Dallas ISD, Austin ISD, KIPP Charter School, Walipp Charter School and Arrow Academy Charter School. FCS selected methods, processes and language that best fit the FCS mission and relationship desired with students and conduct. Attachment O.3 aligns the policy, code of conduct, behavior that define incentives and violations, definitions and consequences of these infractions and protection rights of special needs students. The offenses and

possible consequences are aligned to the local norms of ISD procedures in the geographic boundaries of the campus for consistent application and common understanding of transferring students and communication purposes.

FCS will promote a pro-active approach to communication with students and parents. Each parent will have the Code of Conduct and the Discipline procedures outlined in the student-parent handbook. Parents will sign the handbook at registration or the first day of school. The handbook will also be available on the website. A review of the Code of Conduct and discipline procedures will take place during open house at the beginning of the school year.

The foundation of FCS behavior management is embedded in two primary systems- Capturing Kids' Hearts (CKH) and Positive Behavior Support (PBS). The CKH program is the umbrella program for managing classrooms and building relationships with students so they are motivated learners. The focus of self-management begins with a social contract that is developed by students. As a result of this contract, all students will agree on how to treat each other. FCS will embed leadership roles, personal growth methods, meeting and greeting skills, listening skills and affirmation methods. Also, conflict non-verbal cues are taught to address when a student is feeling upset, questioning techniques, when dealing with misbehavior and disrespect, and reframing negative situations.

CKH will use start-up activities such as oral and note-writing affirmations, show and tell, large group and small group discussions, name game, "Get to know each other" speeches, sentence relays and ball of yarn acquaintance as examples of activities that build and grow a team.

The intent of PBS is to take this need to reframe and specific the broadening of interventions from one approach--reducing challenging behavior--to multiple approaches: altering environments, increase predictability, making curricular adaptations, increase choice making, teach replacement skills and appreciating positive behavior. The goal in PBS is not to "eliminate" behavior. Rather, it is to understand the behavior's purpose so that the student can replace it with new, prosocial behaviors that achieve the same purpose (Carr, 1994; Horner, 1992). PBS helps students learn better ways to make their feelings and needs known. Everyone shares responsibility for the behavior.

The focus on reinforcing good behavior is a priority in FCS and the strategies that promote rewards. It is the goal to reduce rewards over time, while maintaining student confidence as well as to find rewards that are interesting to students but not overused. For example, praise can become meaningless if it is used inappropriately or constantly in a classroom. The balance of meaningful reinforcement is the target for FCS classrooms. Using activities and good news during the start of the day (engagement), affirmations through-out the day, then ratings and observations at the end of the day (launches) keeps the focus on embracing the development of student behavior within the daily learning procedures.

Leadership Pipeline

FCS will blend the grooming of existing internal rising stars in education into leadership roles and at the same time seek external high caliber performers. All positions in FCS that are available for leadership are competitive positions with the best candidate being selected to serve our students. However, it is imperative that growing your own leadership is an insurance policy for succession and progress in any school.

Teachers that display strong leadership capability will be asked to serve in extra support roles as leaders so they can begin the knowledge drive and recognition of the leadership role, as well as the demand it presents to individuals. External support for the training and certification of licensure and Masters degrees are in progress with two organizations-The University of Colorado- Denver and Western Governors University. Both of the institutions have agreed to align customized courses for the desired FCS leadership skill set from infancy to age twelve.

The FCS Charter School Board and the OAC will support candidates through scholarship and fundraising programs and initiatives to enable the best of our group of educators the opportunity to become fully certified teachers and leaders. The partnerships and FCS have all agreed to set aside funds toward this scholarship opportunity. We anticipate $80,000 per year to give out to teacher and leadership scholarships.

The UC-Denver and WSU-Texas will offer an affordable tuition rate to create cadres of personalized needs aligned to FCS philosophy and expectations of skill development for leaders or individuals desiring and showing skills to become strong leaders of an FCS site. Participants will submit to semesters of instruction that costs an average of $3,000. FCs expects under this scenario to have approximately 13 teachers and leaders per year involved in the pipeline for supply of high quality skill development.

Organization-wide Staffing

The chart representing the staffing pattern for FCS is progressive as the school increases grade configurations during each of the first five years. The partnership with the preschool allows a strong economic full time employee (FTE) model, yet ensures a high quality staff. During the first year of operation a school will range from 50-88 students and grow 22 students per year through year five. The maximum potential four classrooms in year one will have a core teacher for each class with a class size not to exceed 22 students per teacher. The principal will have oversight of the four classrooms that will represent approximately 25% of the enrollment in the ECC.

The instructors that will be teaching art, physical education/health and music for the first two years will have load that represents 25% of their time. These FTE will float among several sites to serve a full FTE in FCS.

Each site will be supported with custodial, secretary/PEIMS and a nutrition aide that will represent a total support FTE of 1.5 for year one and two. The custodian and administrative assistant will increase to .75 during year three through five.

The FTE is defined in each category by the ratio of students in the school that are in the public school.

	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	.25	.25	.5	.5	.5
Core Teachers	4	5	6	7	8
Special PE	.25	.25	.5	.5	.5
Special Art	.25	.25	.5	.5	.5
Special Music	.25	.25	.5	.5	.5
Admin Assistant	.25	.33	.5	.75	.75
Custodian	.25	.33	.5	.75	.75
Nutrition Aide	.25	.33	.5	.5	.5
Special Ed	.2	.25	.3	.33	.5
Elementary Total	6.7	8	10.33	11.33	12.75

Staffing Plans, Hiring, Management, and Evaluation

Each Site Administrator will report to the CMO leadership team and then to the superintendent. The management system will be considered collaborative with some monitored non-negotiables. All sites will engage in the common training schedule for Year 1 and will then have consistent annual reviews by senior management. Each site will have the CMO or the superintendent on site each week for a minimum of two hours to support the site and leadership team. Meetings between the senior team and Site Principals will be monthly. Each week during non-students hours, the leadership team will huddle with the senior management team for a conference call to provide push and pull communications between leadership and sites.

Board members will be asked to visit at least one site per month to see and understand the work at the site and the organizational internal operational progress.

FCS recognizes a hierarchy exists in decision making and organizational direction, but FCS also recognizes the imperative need to allow the local level leaders and staff, which will total seven to fifteen adult staff members on the site, to engage in the needs and actions of the organization from their feedback and participation.

TXSCS has provided Ignitus and the Charter School Board sample Texas Charter School Association policies for adoption and support in the personnel policies and practice sections of this application. (see attachment O.4)

Through the hiring and terminations responsibility of Ignitus, and within Foundations Charter School, employment and compensation are at-will and therefore can be terminated, with or without cause, at any time without prior notice, at the option of the employee or the schools. This at-will employment relationship in FCS will remain in effect throughout the employment of any employee within FCS. All potential employees will be told during the hiring process that the at-will employment relationship may not be modified by any oral or implied agreement, and that any course of conduct, practice, policy, award, promotion, performance evaluation, transfer, or length of service can modify the at-will relationship.

The salary schedule for staff will be competitive as compared to areas districts in order to attract and retain the highest quality individuals working with children. The salary schedule is unique since it will not be an experience and degree/coursework defined schedule that is common in most traditional school settings. FCS will offer ranges of pay based upon level of documented performance. The salary schedule will be similar to this sample:

	Level 1	Level 2	Level 3	Level4	Level5
Skill	Entry	Acceptable	Proficient	Highly Effective	Master
Range	40,000- 42,000	42,000- 45,000	45,000- 48,000	48,000- 51,000	51.000- 54,000
Average	41,000	43,000	47,000	49,000	53,000

The benefit plan (attachment O.4) is designed to attract highly desirable employees in FCS. With high respect for this demanding schedule, FCS reflects that respect in the benefits we will offer our employees.

Teachers will receive multiple point-based evaluations during the year. The final review of a teacher's performance will identify a performance skill level for that year. A teacher may jump from entry to proficient, if his/her performance reflects that skill level. This provides teachers an internal motivation to always do their best; a proficient rating one year could become an

acceptable rating for the next school year. This internal accountability provides FCS with applicants who are confident and embrace ongoing high performing systems through behaviors and skills.

FCS believes high performing teachers desire to be around other high performing teachers and this motivation to have an open market without a pre-defined percentage of teachers in each performance level is an enticement to immediate financial rewards.

Recruiting and filling classrooms with talented staff members will be a clear process and a key part of the successful hiring practices at FCS. By localizing the relationships with new potential staff members, the chance of success increases. Therefore, the goal of FCS is to ensure potential employees will identify with the principal as the primary relationship for employment, retention, and salary information supported by senior management.

Recruiting staff that are a strong fit for FCS is promoted in several primary methods: The first is defined in a level of partnership we are creating with the ECC in which FCS will be located. We will have first hand, on-site access to teachers who have been teaching in a Pre-K settings successfully and whom we have helped grow, mentor and train to teach in elementary education through the WGU certification and scholarship program. The second method is to post the position on a variety of Regional Service Center job boards. The third method is to post the job on the local FCS website.

The steps to complete the hiring process will be:

1. An opening for a position is created when the site principal transmits a *Request for Position to Hire* form.
2. Admin assistant notifies Central Office of positions openings to post.
3. Webmaster posts the opening on the FCS website.
4. Principal reviews On-line Employment Screening Applications at any time.
5. Principal conducts screening review of applicants by phone or in person.
6. Principal sends names of top applicants to Superintendent.
7. For applicants who are approved, driver's license and social security number for fingerprinting/background check are collected and principal can schedule interviews
8. Principal contacts Superintendent for salary range for applicants approved for interview and confirms certification and highly qualified status
9. Principal collects a signed application from all persons interviewed
10. Principal conducts reference checks. No permanent record of these checks is retained. They are for campus use only.
11. After interviews, the Director emails the *Request for New Hire* form to Superintendent indicating which applicant she/he wants to hire. This form includes the start date requested and salary consideration issues.
12. Site Principal
    - Contacts applicant
    - Offers a position
    - Accepts the verbal agreement to work for FCS
    - Provides the salary number to the applicant
    - Accepts the signed at-will work agreement from applicant and sends the document to Central Office
    - Provides applicant a copy of the new hire packet (check list, forms, and benefits info.)
    - If offer is refused, the director notifies Superintendent and central office

13. Recommended employee's original application, resume, and cover letter are sent from the campus to Central Office for filing and placement on the board agenda personnel list for approval in the next board meeting.
14. Principal meets with new hire one week or more prior to first day of work to collect paperwork--including health benefits selections (A 30-day window for registration begins when a new hire is employed. This may be before the actual start date. All new hires must make a health care selection and submit a TRS Active-Care Application.)
15. Principal examines the new hire's original Driver's License and Social Security Card, attests on the I-9 Form that they are original, and transmits all forms by email or fax.
16. Central Office will collect employment documents, set up the employee on the software systems and set up payroll.

Termination and poor performance are unfortunate realities in a school. The goal of the hiring practice is that every classroom will be suited with the best educator. However, in those incidents where a staff member needs a specific directive or may face termination, a directive template and termination process is prepared for the supervisor for recommendation to the FCS board.

A teacher or staff member who has habitual poor performance or displays a behavior that clearly violates policy, values or expectations of the FCS board, may face a written reprimand following a verbal process seeking a change in behavior. The written directive is issued in a face-to-face conference with the staff member and opportunities for the staff member to respond and participate in the discussion are required.

1. An involuntary termination must be handled carefully to protect the school from wrongful termination claims. In these instances, a supervisor usually has documentation to validate the termination. Exceptions to this would be immediate removal offenses in which the Supervisor would contact the superintendent for directions.

2. It is important to review the employee's file for documentation related to performance issues and disciplinary action. If the supervisor's reason for wanting to terminate is based on poor performance, the employee's working file must contain past warnings regarding poor performance. Warnings should include documented feedback, oral and written directives, conferences with employee and coaching support. A formal evaluation is not required but is recommended.

3. If the reason for the employee's termination is gross misconduct for which the school has zero-tolerance, call the superintendent for directions. The directions may be for an employee to be put on administrative leave, contact local police and/or initiate investigative proceedings. The superintendent, supervisor and employee will identify a time and conduct a meeting to review the actions/ claims. The superintendent will contact the Charter Board for briefing on the status of the gross misconduct. At the designated meeting the supervisor will present the claims and allow the employee a due process to respond. The Supervisor will validate the status of the conversation through further investigative review or proceed with the reason for termination with an effective date.
4. If an employee's performance is not gross misconduct the direct supervisor should proceed with the evidence collected that warrants a termination by calling the superintendent and he

will advise the supervisor on the next steps in the process. This may include a conference call, onsite meeting or continuation of termination by the supervisor.

5. Following the direction of the superintendent and assuming a termination is warranted, the supervisor will hold a meeting with the employee.
6. Notify the employee how and why they are being terminated. Tell the truth, including such facts as the employee's poor performance, regardless of how uncomfortable it is.
7. Inform the employee that the decision from the administration is final, but they do have a right to appeal the decision to the Foundation Charter Board and the Ignitus Board.
8. State when the termination will be effective. For example, a termination for poor performance is usually immediate, while a layoff due to reduction in workforce may be some time in the future.
9. Let the employee know about benefits-i.e. payroll and COBRA/ health insurance as available.
10. Give the employee a written termination notice. Send the written termination notice to the superintendent and designated central office person as soon as resignation or termination is determined. Avoid sending information the last date of employment unless an immediate termination is activated. FCS will contact and notify the Commissioner of Education when a termination is required.
11. Central Office will proceed with communication for discontinuation in PEIMS and electronic access to technology and email.
12. List those items the former worker must return to the school**.** Employee terminations are stressful for both the employer and the employee. During this time, you may forget to ask the worker to return important school property. Recovering it after the employee is gone will prove difficult.

FCS does not use the Texas Professional Development Appraisal System. The leaders of FCS will participate in an ongoing evaluation system that measures leadership with the intent to chart a course of improvement for every leader in FCS. What matters most is monitoring those practices that are linked with student achievement, which include six domains created by Kim Marshall in his book Rethinking Teacher Supervision and Evaluation.

The rubrics are organized around the six domains covering all aspects of a principal's job performance:

A. Diagnosis and Planning
B. Priority Management and Communication
C. Curriculum and Data
D. Supervision, Evaluation, and Professional Development
E. Discipline and Parent Involvement
F. Management and External Relations

The rubrics use a four-level rating scale with the following labels:

4 – Highly Effective
3 – Effective
2 – Improvement Necessary 1 – Does Not Meet Standards

The rubrics are designed to give principals and other school-based administrators an end- of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. The rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been present in the school on a frequent basis throughout the year, and has engaged in regular dialogue.

The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level.

The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level.

Improvement Necessary indicates that performance has real deficiencies and must improve (although some novice administrators might start here).

Does Not Meet Standards level is clearly unacceptable and will lead to dismissal without immediate improvement.

To score the evaluation (attachment O.5) four levels of performance for each criterion are established and the level that best describes the principal's performance is circled or highlighted. On each page, this will create a clear graphic display of overall performance, including areas for commendation and areas that need work. Write the overall score at the bottom of each page with brief comments and then record all the scores and overall comments on a summary page.

The leadership evaluation should be an oversight to the classroom expectations in learning. There needs to be an intense dialogue with faculty members about what constitutes good teaching. Charlotte Danielson states the need to develop a shared understanding of what constitutes good practice. The big idea that underlines an evaluation is that students learn from high levels of student intellectual engagement.

FCS has reviewed the research in what constitutes good teaching. Our school will develop a shared understanding and alignment of resources and delivery to define what the good practices in the classroom are and how they are organized.

To this end, the evaluation should reflect the purpose of student learning through academic achievement, culture, professionalism and responsive communication.

Attachment 0.6 is the FCS evaluation tool that aligns to the lesson design format for student learning. The evaluation focuses on the portfolio of research and data that constitutes good instruction. The evaluation areas of emphasis are combining:

Reading instructional tool box
Guided Reading methodology
Non-linguistic representations
Bloom's Taxonomy and questioning techniques
Direct Instruction
Capturing Kids' Hearts Center-
based instruction
Marzano's Classroom Instruction that works
Learning-Focused top performing strategies for at-risk populations
Technology assisted learning strategies

The evaluation tool is objective and consistent for staff that addresses a direct connection to compensation through the weighted value system. This will allow the teacher and principal to see where strengths and constraints exist in the teacher development and how improvement of those areas can impact the pay range the employee desires to reach. By presenting an objective

evaluation that defines compensation, FCS is adding a new dimension to monitoring performance and compensation.

Professional Development

Tim Herson stated, "You cannot train someone in a day, you may teach people something, but you cannot train them. Training is about creating behavioral change." FCS believes in a systemic development of personnel. All teachers will begin training in the summer of 2015 prior to the beginning of the school year. A teacher agreement will be for 190 days. Ten days (80 hours) will be for professional development (PD) and 180 days for student instructions. Another 40 hours of PD will occur during the weekly site schedules for a total of 120 hours of PD per year.

The experience of the sponsoring Board members and the superintendent will define the initial rollout of training for FCS staff. The superintendent, CLI and TXSCS will be responsible for implementation of the training and implementation with fidelity. The operational oversight will go through the superintendent for final approval.

Ignitus Worldwide Inc. has also defined a process of external source training for all Year One leaders in FCS. The training schedule will be targeted for dates from June 10 through August 15 and will include the following development strategies:

Capturing Kids' Hearts-3 days
- Focus on culture, student engagement in consistent processes in each classroom

Positive Behavior Support-1 day
- Methods of working with the core behavior issues of a child and the affirmation process of supporting positive behavior

Organizational Blue Print-3 days
- Vision, goals, objectives, actions plans, tasks and monitoring processes

Bundled CLI Training-2 days
- Improving Readiness of Children for Learning and Education (CIRCLE)
- Texas School Ready! (TSR!) Project
- Multi-tiered System
- Reading Rules

Lesson Plan Design-1 day
- Training to support teachers in building strong lesson plans aligned to how students learn and retain information

Research learning strategies and assessment Tools-I day
- Research strategies supported by demographics training based upon effective size success in the student populations the campuses will be serving.

School operational software (PEIMS and learning software)-1 day
- FCS will have software to support our learning environment. Principal and leadership training in how to use and access various elements of the software will be provided to ascertain a level of comfort with technology.

School Handbooks (Parent, ESL, Crisis Intervention, Special Ed. and Employee)- 1-day
- Review of handbooks by all leaders so each site has a common understanding of FCS, TEA, TEC and TAC regulations and processes.

Ongoing training will complement the needs of each campus to meet their goals and address data-driven gaps in student performance. An ongoing review and extension of

instructional development per the leadership and school need assessment areas of continuous improvement will define the training process.

Each year thereafter, an assessment of each campus will be conducted to define needs and level of implementation so that a fluid system of PD is installed in the process for each campus along with the foundational expectations.

High quality PD will be delivered in five strategic methods in FCS. The first will be face-to- face induction training before school begins. Training in the FCS induction will be for five days of common and non-negotiable charter training and will include: Content training, lesson design, technology software, research's best practices, assessment tools, report cards/grading, school operations, student management and Capturing Kids' Hearts.

Three days will be built into the schedule during the "track off" sessions or during the traditional calendar release days for students. The days will address data-driven dashboard results at each campus for priority of focus in using "just in time" training methodologies based upon campus needs. Each of these three days will be facilitated through coaching reviews and feedback for defining the targeted training needs on campus.

Each campus will also have face-to-face development two times per month for the staff meeting. Staff meetings will be held weekly in FCS and designated as two for operations and two for professional development. The meetings are short chunks of PD that are aligned to student data, curriculum and instructional strategies through vertical teams. This will be the learning communities defined in FCS. Communication, review of performance and further support and follow-up of prior training will be agenda items to ensure application and consistency of student progress is an FCS priority.

Each campus will utilize web-based support from CLI to support the teachers' needs and coaching areas to avoid long gaps of poor or misunderstood delivery of important teaching techniques expected in FCS.

Finally, each campus will have autonomy to attend a regional center, charter school association or value-added State training session that is determined to be in the best interest of students and teacher development through superintendent approval.

The aligned partnership with CLI and using common understandings and research about what works between early childhood, kindergarten and primary grades will lead the practices to ensure research proven deliverables are demonstrated in every FCS classroom on a continuous basis. These research-validated practices include:

Combined CLI Online Evidence-based Training (eCIRCLE/CLI Engage), Ongoing Teacher Coaching, and Child Progress Monitoring Findings:

- Evidence of effectiveness was found in quality of classroom practices such as responsive teaching techniques, organizing the classroom into learning centers, and the development of lesson plans.
- Program teachers were observed to implement more activities that supported children's development of early literacy skills such as print and letter knowledge, as well as activities related to oral language development.
- Longer teacher participation in the program resulted in larger gains for students with greater need, such as English Language Learners.

Classroom Observation Tool (COT) Findings

- Baseline COT observations were predictive of children's growth in language and literacy skills (i.e., teacher behavior is linked to child gains).
- Teachers met a large proportion of the goals that they set through the online goal-setting system (81%) related to use of specific evidence-based practices.
- Large numbers of coaches can be trained to use a Tier 1 observational tool to appropriately support teacher goal setting.

TPRI

- TPRI is based on empirically derived predictors of reading success and consists of measures of phonological awareness and word reading skills that predict reading outcomes involving word recognition and comprehension skills.
- TPRI has been shown to have good reliability and excellent validity by a number of measures.

Developing Talkers/Hablemos Juntos

- Pilot study demonstrated that it is possible for Pre-K teachers to implement a tiered approach to explicit oral language instruction that includes intensive, daily Tier 2 small-group instruction.
- At-risk students who received the intervention showed significant gains in receptive vocabulary.
- Teacher fidelity of implementation showed important relations with student outcomes.

Reading RULES

- Standard score gains show progress toward closing the gap with typically-developing readers.

Sound Partners

- Sound Partners was field-tested from 1993-2002 under a series of grants from the US Department of Education in large, urban public school settings with first grade students from low-income, minority, and limited-English-speaking backgrounds
- One widely used indicator of program effectiveness is student performance on standardized (adjusted for age) reading measures. The students in these studies were assessed on word attack, word identification, and spelling measures. Mean, overall, pretest reading and spelling scores (at the beginning of first grade) for the students in the studies averaged 80.2, equivalent to the bottom 10th percentile. After approximately 40 hours of tutoring (or 80 tutoring sessions), students averaged 100.5 on posttest at the end of first grade, equivalent to the 50th percentile.

- Another widely used indicator of program effectiveness is the effect-size statistic, which is the difference between the mean scores of Sound Partners students and those of non- tutored controls, expressed in terms of standard deviation units. Effect sizes for Sound Partners have ranged from small to quite large, averaging d = .70 across all years (1993- 2002).

SRA's Early Interventions in Reading

- EIR is listed in the "What Works Clearinghouse" and was found to have potentially positive effects on alphabetics and comprehension.
- Study 1: The study included the 18 percent of the 1,000 students screened who were most at risk for reading failure, based on their performance on screening tests of letter sound knowledge and rapid naming ability. They were taught in groups of either three or five students in 40-minute sessions every weekday from October through May, for a total of about 91 hours of intervention. All conditions produced dramatic growth in reading ability, with no differences across the four instructional conditions. On a measure of reading accuracy (the Word Identification Subtest from the Woodcock Reading Mastery Test – Revised), the groups improved from the ninth percentile in the fall to the 64th percentile in May, a standard score of 112. *The study concluded that a combination of high quality classroom instruction, coupled with intensive and systematic interventions for the most at- risk students, could reduce the percentage of students who still struggle on beginning reading skills at the end of Grade 2 to a very small number.*
- Study 2: Results from a research study conducted in six urban schools in Texas indicated that:
    - first-grade students who were at risk for reading failure and who received supplemental instruction in the Responsive or Proactive interventions scored higher on measures of reading and reading-related skills than students who received only enhanced classroom instruction
    - enhanced classroom instruction appeared to promote high levels of reading growth for many children at risk for reading failure
    - the two interventions were essentially equally effective even though they reflected different theoretical perspectives
    - children's characteristics did not differentially predict the effectiveness of an intervention
- Students who received the EIR interventions had steeper slopes on key reading skills, indicating that they were learning more rapidly than their typically developing peers and closing the achievement gap.
- Study 3: A third study including SRA Early Interventions in Reading focused on English-language learners who were native Spanish speakers and also were at risk for learning to read in Spanish as well as in English. The intervention and contrast group had no differences in either language on any measures at pretest, but had significant posttest differences in favor of the intervention group for these outcomes: phonological awareness, listening comprehension, word attack, word identification, and passage comprehension. The effect sizes also demonstrated a positive impact of the intervention as compared to children who received the standard educational program.

Read Well

- Study 1: The group of students that began and ended instruction in Read Well 1 increased 15 percentile points or three-quarters of a standard deviation in overall reading skill, from the 6th percentile to the 21st percentile. The group that began instruction in Read Well 1 and ended in Read Well 2 increased 22 percentile points or more than one-half of a standard deviation in overall reading, from the 30th percentile to the 52nd percentile. The group that began and ended instruction in Read Well 2 performed at the 76th percentile in overall reading at pretest and scored at the 86th percentile—in the above-average range— at the end of the year, gaining nearly one-third of a standard deviation.
- Study 2: At the beginning of kindergarten, 78 percent of students scored in the low-risk category on the DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) Letter Naming Fluency, and 69 percent of students met or exceeded the district's grade-level standards on Initial Sound Fluency. After seven months of using Read Well in kindergarten during the first year of districtwide implementation, 84 percent of students met or exceeded grade- level standards in reading on the Stanford Achievement Test Series-10th Edition (SAT®-10),4 up from 78 percent for the 2007–08 kindergarten cohort during the year prior to Read Well. In the 2009–10 school year, during the second year of Read Well implementation, the SAT-10 results remained high, with 85 percent of kindergarten students meeting or exceeding grade-level standards in reading (see Figure 1).
    - In sum, the current evaluation found that Read Well students from a high-poverty, predominantly nonwhite school district in the state of Florida demonstrated above average performance on a nationally norm-referenced, standardized test of reading at the end of kindergarten and at a one year follow-up at the end of first grade. The evaluation also found a positive relationship between reading outcomes and the number of Read Well small group instructional units mastered during kindergarten. That is, students who mastered more instructional units during the school year showed greater reading scores at the end of kindergarten and the end of first grade than students who mastered fewer instructional units.

Early Learning in Mathematics (ELM) & ROOTS

Findings indicate students at-risk for math difficulties who were in ELM classrooms outperformed their control counterparts on standardized and formative measures of mathematics achievement, and that at-risk students reduced the achievement gap with their average-achieving peers.

Evidence from study suggests that ELM may display the desired impact of a Tier 1 program where on-track students learn successfully and at-risk students reduce the gap with their on-track peers. In practical terms, ELM might decrease the number of students identified as at-risk upon entry into first grade.

ROOTS (Tier 2) students demonstrated significant gains compared to their controls on one of two distal measures and on both measures demonstrated substantively important positive effects in mathematics gains.

In addition, students in ROOTS reduced the achievement gap between themselves and their on-track peers. In contrast, it should be noted that the achievement gap in the control classrooms widened.

FUSION

It was hypothesized that at-risk students in the intervention condition would demonstrate greater gains than their at-risk peers in the control condition. Results from the study provide partial support for primary hypothesis. On a proximal measure assessing conceptual understanding of whole number content, ProFusion, students demonstrated statistically significant greater gains and a large effect (WWC, 2011). Results on a proximal measure of procedural fluency, EN-CBM, and a distal measure of conceptual understanding, SAT-10, were not statistically significant but both showed small positive effect sizes.

Performance Management

FCS has several mission-specific goals in addition to the TEA performance standards for all campuses:

Goal 1: FCS proposes that TEA pilot our school with accountability on students that have been with FCS for three years in the performance standards for the following year if they exit our school and move to another Texas school system. FCS expects to sustain learning skills when students exit or transfer to another school in the State and wants to be accountable to those students for one year after they exit FCS.

Goal 2: All students will enjoy good physical and mental health and exhibit a healthy lifestyle. FCS will survey parents and students about their disposition, feelings and lifestyle aligned to the nutrition, physical activity and well-being to determine if the wellness becomes a self- managing habit by the students.

Goals 3: FCS desires all students to be protected from harm and neglect. To this end, FCS wants more than a report of incidents, but desires a data collection of motivation, happiness and free expression without consequences to permeate our campuses.

Goal 4: FCS will provide continuous, daily access for parents to participate and witness their child's learning environment. FCS will monitor and seek growth in guardian contact time and accessing each month with the remote classroom video so they are up to date and witnessing their child in the daily learning environment.

Goal 5: Achieving – All students who enter our system will reach the level of proficient or higher academic (TEKS) results annually after two years attending FCS unless such circumstances as an IEP team determining that is an unreasonable expectation.

Goal 6: No student shall be prevented by economic disadvantage or race from achieving their full potential in academic performance. This means FCS will seek to ensure all subgroups are performing at proficient or higher performance levels on STAAR assessments.

The supplemental goals, professional development and the measurement interpretation will be the responsibility of the governing Charter School Board, but delegated to the superintendent with united efforts through a collaborative team made up of the superintendent, CMO leadership and the site principals. A collaborative plan for mining and interpreting the data will be presented by assigned personnel and a communication process will be established with any vendor providing data results from their assessment system.

Parent and Community Involvement

Foundations Charter School's structural approach of cohabiting high quality childcare and the charter school within the same facility gives us unique and unprecedented access to the specific parents and communities we will serve. Collectively, FCS held dozens of family educational and social events

throughout the year and we have utilized these to both formally and informally notify and educate our existing parents and staff to the advantages FCS will offer.

FCS has held publically announced open house and public interest meetings in the areas of Dallas, Austin and Houston. In each case, the meetings were punctuated by an air of excitement and anticipation. In one meeting alone we hosted 167 parents, grandparents and community leaders.

Working from infancy with large numbers of our students, the ECC have developed deep and intimate relationships with parents and extended family members. Many have proactively approached us to volunteer for "whatever I can do" to ensure the children's success.

Multiple communication paths with current and former childcare students including physical addresses, phone/text numbers and email exist and will be utilized. Additionally, the referenced public meetings yielded significant contact information. If approved, FCS will define and implement a multimedia, multipath communications/marketing plan directly to all parents and children in each site community. All proposed locations are active on one or more social media sites and will organize and implement a periodic outreach via these sources.

As cited, FCS has already received strong support in the area of parent volunteers. FCS will utilize these motivated parents and care-givers to define and formalize a Parent Teacher Organization and parent committees to organize class parties, outside fieldtrips, classroom readers/volunteers and parent/community communications.

All proposed locations have existing interactive partnerships with qualified providers of child and related services including but not limited to; Nutrition and Food Service, Paper/Classroom Supplies and Cleaning Products, Occupational Therapist, Children's Dental, Physical Education and Speech Therapists. Letters of Support have been provided by many of these to date.

FCS has collaborated extensively with the Children's Learning Institute in helping formulate our choice of curriculum, programs, projects and professional development for the teaching staff. Through this partnership we will optimize two educational foci. The most obvious will be the high quality educational content provided to our children. The second is the continuous professional and educational development directed toward our teaching staff. In developing the goals of the charter we have prioritized consistent improvement in both the children and the teaching skills of our staff.

FCS has begun to leverage existing partnerships with multiple community business members as listed above. Discussions with these providers have begun in terms of utilizing their respective expertise in optimizing the health, safety, physical well-being, nutrition and learning environments within the charter school.

We have received significant support from state wide business community and legislative branches. We have received a Letter of Support from Bill Hammond, President of the Texas Association of Business and multiple legislators.

FCS will offer diverse opportunities for parent access and involvement, and volunteer effort as defined in this section. Each location will provide parents with visual access to every classroom on a continuous basis via streaming video. FCS will implement a technology based communications program whose intent will be to keep parents and extended family aware of issues and opportunities as granular as their specific child and as global as the local community.

A primary objective of FCS is to become an active part of the local community in which we serve. This involvement, ranging from HOA's to community service groups will provide our students and their family members both awareness of and access to needed service opportunities.

Encouraging our families to be active members of their school and community will result in a stronger community and a life-long commitment to service in our students.

It is the belief of FCS that the relatively small facility and class size within each site will foster a more accessible and intimate relationship between our staff and parents than is typical at a large school or independent School District. This increased accessibility will result in greater parent-teacher communication, increased parent intervention and involvement; greater understanding for the parents regarding what is being taught in the classroom, and students who see parents, not fully separate from school but rather an integral part of the school.

As of this time FCS is in discussion with a number of education, business, and community organizations related to leveraging their individual expertise in enriching and optimizing student learning opportunities. We have included as attachments in O.8, documents that evidence these ongoing discussions. Additional partnerships and contractual relations will be pursued and finalized when approval has been awarded. Subsets of these include:

Jakes Finer Foods
Jump Start! Kid Fitness
Speech Therapy Unlimited
Western Governors University-Texas
Avilo – Occupational Therapists
Children's Learning Institute
UTHealth, The University of Texas Health Science Center of Houston
Texas Association of Business

Start-up and Ongoing Operations

FCS has a start-up check list defined in attachment O.9 representing a completion of tasks in a timely manner as the charter proceeds toward the first day of school. The list is an evolving and living document for all leaders and advisors of the school. The superintendent and TXSCS team are the responsible parties for listing, administering and overseeing the start-up tasks for a target opening date of August 2015.

The ECC partners, as provided in O.9, have a letter of confidence from Amegy Bank of Texas that states, "…the Bank is prepared to support financing for each school location for start- up expenses such as furniture, fixtures, and equipment, and working capital based on the credit worthiness of each applicant…We also understand that many of the locations can sustain these startup expenses from their operating budgets without reliance on start-up grants." The business contribution of starting the school from their operating budgets or personal credit is the type of commitment rarely seen in many partnerships.

The significant challenge that is part of raising the start-up funds for the school is eased significantly with the partnerships of the centers and allows for a new model of enrollment and a "drop-in" start-up plan versus a comprehensive start-up from scratch that is most common in the charter school first year of operations expansion of sites.

The commitment for covering expenses in the start-up plan by the ECC's include such items as: All classroom and office furniture, fixtures, classroom equipment, gym supplies, cafeteria equipment, playground equipment, technology server and all technology infrastructure, security technology, transportation, copy machines, Certificate of Occupancy, bathroom and washroom equipment and sanitization stations, defibrillator, American and Texas flags, phone infrastructure, site marketing, external and internal signage and other miscellaneous start-up costs. An estimated $70,000 of in-kind material support from each site is

affiliated with this partnership that would be found in a typical charter school start-up expense. The facility use and rental payment will not be due until after the first scheduled Foundation payment at the end of September so is not a part of a Start-up funding requirement. FCS plans for $51,000 for start-up staffing expenses and $83,200 operational expenses for a total FCS expense of $134,200 for all locations. These funds will be encumbered and collected through Ignitus Worldwide, Inc.

FCS will offer transportation for all students attending an FCS site. The compliance of State transportation guidelines will allow FCS to engage in a pre-existing service arrangement with each ECC for transportations needs in FCS Special Education and activities.

The expectations and current status of safety plans at each FCS location is one of the top priorities for FCS and our parent community. ECC's are equipped with a biometric or keypad secure entry system. The front desk is staffed at all times and any individual not assigned secure ID codes must be buzzed into the school. All individuals entering the school property are required to enter through this identified pathway. Each location is fully monitored via HD streaming video surveillance. Recordings from all cameras are retained for not less than 7 rolling days.

All visitors to the location must provide a picture ID and be accompanied by a member of the school while in the building. All classrooms are separated by glass walls from 30 inches above the floor and are required to remain free of visual obstructions resulting in excellent visibility in each room to all adjacent rooms or halls. Intruder alert and response processes are developed and will be practiced on a periodic basis.

All staff members are required to complete a full background check and FBI fingerprint search in addition to an annual First Aid and CPR certification. Each location practices a monthly fire drill affecting the full school in addition to inclement weather and intruder drills and an annual building evacuation/relocation drill. Results of each drill will be recorded and made available to parents, fire marshal or other authorities upon request. Each facility will conduct all state and county safety checks including Fire Marshall, gas leak, MUD District, fire system/extinguishers, alarm systems etc.

Health and Emergency contact information will be retained for all staff and children and processes exist to define required actions. All children's immunization records and compliance timelines are collected and requirements as specified by TEA are required for attendance and reported truancy as needed.

Operational Staff Capacity

The key members of the organizational team that will lead FCS are made up of talented, experienced and highly successful leaders in education. The team has experience in all areas of education and leads leaders in the development of strategies aligned to the critical success factors found in high performing schools.

The individuals on the governing Board will be Dr. Steve Edwards, Dr. Darrin Martin and Michael Evans. Dr. Don Hopper will serve as the FCS superintendent. David Greak and Dr. Mike Owens will report to the governing Board as the Charter Management Operators. The key points of leadership these gentleman bring to FCS creates a strong and experienced team of leaders who present passion, understanding, technical skill, sound judgment and respect to all the people they impact on a daily basis in schools and communities across America.

Michael W. Evans, Sr., is a visionary leader with over thirty three years of experience in the arena of education with seventeen years in school administration. He is highly skilled in effectively

managing personnel and motivating staff to reach their fullest potential through his proven organizational, managerial and mentoring expertise.

Michael has earned a Bachelor's of Arts degree in Education; a Masters in Secondary Administration; with coursework towards an Educational Doctorate in School Administration from Virginia Polytechnic Institute. Throughout his educational career, Michael has worked as a Teacher/Coach, Assistant Principal, Principal, Adjunct Professor and Principal. During his tenure, Michael was recognized as the Virginia Student Council Association State Principal of the Year. He has shared his wealth of knowledge through the publication of two articles as co-author of "Changing School Environment: Restructuring One Virginia High School" and "Hiring the Best School Counseling Candidates to Promote Student's Achievement", both published in the NASSP Bulletin.

Michael's most recent achievement came from the College Board. His school was recognized as one of three in the country to receive the coveted Inspirational Award from the College Board. This award is given to the top three schools in the country who demonstrate a commitment to academic rigor and the increased number of low social economic students taking challenging curriculum.

As a leader, Michael has served as a valuable member of the Association for Supervision and Curriculum Development committee; the National Association of Secondary School Principals and the Virginia Association of Secondary Principals. Additionally, he represented Region 3 of the National Urban Schools, and most recently, served as the Secretary for the Virginia High School League AAA State Association.

Dr. Mike Owens is an experienced Texas public school administrator with service in a variety of roles from classroom teacher to school superintendent. He has experience from the superintendency, the Regional Education Service Center, the Texas Education Agency and served in various public schools in a wide range of responsibilities from building construction to day to day operations.

With Texas Successful Charter Schools (TXSCS) he is focused on helping boards and school leadership teams in complying with all federal and state regulations to support the work of the school providing parents a choice in their public school. Dr. Owens offers a comprehensive school management suite of services with support for business managers, operations directors, campuses and district leadership. His lauded area of expertise is found in assessing the needs and assisting schools in developing the human capital to manage the school in the future.

David Greak has completed forty-one years in Texas Public Independent School Districts, Charter Schools and Region Education Service Centers. He holds three certificates from SBEC including a Superintendent, Mid-Management, and Elementary Education valid life certificates. Mr. Greak has served as a teacher, business manager, principal and superintendent of Public ISD's and superintendent of three charter schools.

David Greak began serving charter schools as Director of Financial Services for Region 4 ESC. As director, David Greak and a staff of high qualified individuals provided back office business and financial services for over 20 open-enrollment charter schools in Texas. The services included payroll, accounts payable, state and federal grants, human resources support, and charter school compliance.

Mr. Greak is a Texas Education Agency approved trainer for public school and charter board members and administrators. He has provided board and administrator training since 1998. His training has included team building, special education, law, health and safety, finance, education

law, assessment and monitoring. Mr. Greak has been a TEA designated reader, evaluator and scorer of new open enrollment charter school applications.

The superintendent for FCS is Dr. Don Hooper. Dr. Hooper most recently was president of the Center for Quality Leadership, which is an education consulting firm. The firm has engaged in a broad range of services for educational entities including management and performance reviews, organizational studies, facility and demographic studies, strategic planning services, and program design/delivery services and professional development training. The firm has worked with school districts across the nation including Florida, Illinois, Texas, and California with student enrollment of 110 to 200,000. Clients served include not only educational entities, but also private companies, law firms, charter schools, private schools, and associations.

Dr. Hooper has over 45 years of experience in public education, serving 33 years as an educator, Texas and national leader, instructional leader, and district administrator—serving 25 years as superintendent in five school districts ranging in size from 110 students to 60,000 students. He also has experience working with boards of education to formulate school district policy, develop and implement strategic plans, and oversee day-to-day school district administration and operations. Dr. Hooper was named Texas Superintendent of the Year in 1995 and named Educator of the Month by Texas School Business Magazine. He was the 2001-02 President of the American Association of School Administrators. He has served as an adjunct professor for the Department of School Administration/Supervision in the University of Houston System, The University of North Texas, and The University of Texas at Austin.

Dr. Hooper is the Executive Director of School Research Nexus. Additionally, he is served on two private school boards and two corporate boards. In 2002, Dr. Hooper delivered the "Lord Alexander Memorial Address" to the British Society of Education Officers at Cambridge University, UK and has been on numerous international study missions to Ministries of Education in Europe, Singapore and Vietnam. The latest quest to cap his educational career is active participation as the superintendent of FCS. He desired to launch a unique model of learning that has the greatest chance of being an answer for many of the children in Texas.

Section Three - Governance Plan

Legal Status and Governing Documents

The name of the corporation is Ignitus Worldwide, Inc. (Corporation) and was organized pursuant to Title XXXVI, Chapter 617 of the statutes of Florida. Ignitus Worldwide, Inc. was formerly known as "Youth Crime Watch of America, Inc." The Articles of Amendment, filed on November 28, 2011, effective January 1, 2012, to Articles of Incorporation for Youth Crime Watch of America, Inc. which changed its name to Ignitus Worldwide, Inc.

The Corporation is organized exclusively for charitable and educational purposes. The purpose of the Corporation is to promote the advancement of education. The Corporation funds, supports and sponsors activities to further its educational and charitable purposes. One of the Corporation's missions is to continue its work in mobilizing a youth-led movement focused on the development of leadership skills and civic engagement to enhance communities and contribute positive youth feedback throughout the world. The Corporation's other purpose shall be to improve student learning, increase choice of learning opportunities in the public school system and encourage different and innovative learning methods, in part, by founding a charter school system or systems.

The corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, (b) by a corporation, contributions to which are deductible under section 170 of the Internal Revenue Code, or the corresponding section of any future tax code. Upon dissolution, after all liabilities are satisfied, the corporation shall distribute any of its remaining assets to an entity which qualifies as a non-profit, tax exempt entity pursuant to section 501(c)(3) of the Internal Revenue Code or the corresponding section of any future federal tax code.

The Corporation shall maintain its current registered agent in the State of Florida. The Corporation is empowered to file an Application for Registration with the Texas Secretary of State and appoint a registered agent in the State of Texas. The sponsoring Board has no litigation or sanctions imposed by any State agency to date.

Governing Board

All corporate powers shall be exercised by, or under the authority of, and the business of the Corporation shall be managed under the direction of, the Ignitus Board of Directors. The number of Directors shall not be less than three (3) directors and no more than seven (7) directors, including the Chairman of the Board of Directors. The maximum number of Directors may be increased or decreased by the Board of Directors by a majority vote, thereby amending these By- Laws.

The sponsoring Board of Directors currently consists of Dr. Steven Edwards, Dr. Darrin Martin and Michael Evans. At each annual meeting of the Board of Directors, the Directors then in office shall elect Directors by a majority vote. Appointed directors shall serve two year terms or until the next annual meeting of the Board of Directors. A Director may be removed, with or without cause, by a majority vote of the Directors then in office at a meeting of the Board of Directors, with notice to said meeting of the Board of Directors indicating one of the purposes of the meeting shall be a vote on removing said director. A director may resign at any time by delivering written notice to the Board of Directors. All members of the Board of Directors must adhere to the Corporation's Conflict of Interest Policy.

No person may be or become a member of the Board of Directors if that person possesses an interest in any management company which serves any charter school system established and/or operated by the Corporation.

A majority of the number of directors then in office shall constitute a quorum for the transaction of business by the Board of Directors. The act of a majority of the Directors present at a meeting at which a quorum is present shall constitute the action of the Board of Directors.

Meetings of the Board of Directors with regard to any charter school activities shall take place at least quarterly within the jurisdictional boundaries of any charter school district established and/or operated by the Corporation. In conducting its business with regard to any charter school activities, the Board of Directors and the Corporation shall comply with the Texas Open Meetings Act and the Texas Public Meetings Act and said meeting shall be open to the public. The Corporation and Board of Directors shall appropriately respond to Texas Public Information Act Requests.

The Board of Directors shall elect or appoint a President, a Secretary and a Treasurer, and one or more Vice-Presidents and such other officers or assistant officers as may be deemed necessary. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Unless otherwise provided by a resolution of the Board of Directors, officers shall be elected or appointed at an annual meeting of the Board of Directors. Each officer shall hold office for the term for which he or she has been elected or appointed and until his or her successor has been elected or qualified. The Board of Directors may remove any officer when, in the judgment of the Board of Directors, the best interest of the Corporation will be served thereby. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise may be filled for the unexpired term at any meeting of the Board of Directors.

The President shall serve as the chief executive officer of the Corporation. Subject to the supervision of the Board of Directors, the President shall perform all duties necessary to that office and shall manage the affairs of the Corporation in accord with the directives and policies set by the Board of Directors.

The Secretary shall be responsible for preparing and maintaining records of the Corporation. The Treasurer shall be responsible for all funds of the Corporation and he or she shall cause to be kept complete and accurate records of the receipts and disbursements of the Corporation.

The sponsoring Board of Directors has established a governing Charter School Board which shall operate and oversee the charter school system in the State of Texas and said Charter School Board shall report and be directly answerable to the sponsoring Board of Directors. Members appointed to the Charter School Board by the sponsoring Board of Directors reside within 50 miles of the geographic boundary of a campus organized and/or operated by the Corporation and are qualified voters in Texas. No person may be or become a member of the Charter School Board if that person possesses an interest in any management company and/or vendor which serves any charter school system established and/or operated by the Corporation.

Meetings of the Charter School Board shall take place monthly within the jurisdictional boundaries of any charter school district established and/or operated by the Corporation. In conducting its business, the Charter School Board shall comply with the Texas Open Meetings Act and the Texas Public Meetings Act and said meeting shall be open to the public. The Charter School Board shall appropriately respond to Texas Public Information Requests.

The Board of Directors shall appoint Charter School Board members. Any member of the Charter School Board may be removed from the Board of Directors when, in their judgment, the best interest of the Corporation will be served thereby. All members of the Charter School Board must adhere to the Corporation's Conflict of Interest Policy.

The Charter School Board is empowered to oversee and operate a charter school or schools in the State of Texas. The Board of Directors, however, may not delegate certain duties to the Charter School Board, which include:

1. Authority to hear grievances involving students, faculty and employees;
2. Final authority to adopt or amend the budget;
3. Final authority to direct disposition and retention of all public records to be maintained;
4. Final authority to adopt policies for the charter school;
5. Final authority to approve audit report;
6. Initial and final authority to employ, terminate and set compensation for the superintendent of any charter school.

Ignitus will use the Texas Charter School Association (TCSA) Model Board policies for initial implementation of the oversight and compliance procedures. Policies will be delegated to the Charter School Board if not prescribed by law such as the duties noted above, which are solely the responsibility of the sponsoring Board. The Board policies recommended by TCSA will serve as the standard of expectations for both the sponsoring Ignitus and governing Charter School Board. The TCSA policies (Attachment G.1) defined for school governance are presented in 6 modules that include:

Module 100: Financial Operations
Module 200: Charter School Governance & Organization
Module 300: General School Operations
Module 400: Students
Module 500: Open Government
Module 600: Human Resources

Each year, Ignitus will present electronically through email and the website and traditional mail a readable and appealing format of the school dashboard of performance to the public. The dashboard will identify key data points that represent the school's goals, academic performance and STAAR results aligned to the education plan's targets and subgroups of students. Ignitus will designate funds for a PEIMS position and oversight of federal grants and such duties that are required in compliance reporting and documentation for such grants to the governing Charter School Board.

Evaluation of personnel will be reported annually at a board meeting from the superintendent. Progress and status of school leaders from the Board-approved evaluation rubric attached in O.5 and the teacher evaluation rubric attached in O.6 will be used in the reporting process.

The Charter School Board will meet annually with the Owners Advisory Council to ensure the partnership, processes, performance and communication are meeting customer and parent expectations to ensure a highly successful school. The Ignitus Worldwide, Inc. has no prior or existing litigation and never been sanctioned by any regulatory agency.

Advisory Bodies

The Charter School Board will instruct each site to form a Parent and Teacher Organization (PTO) for collaborative communication, roles and support that is in the best interest of the school. The leadership team of the PTO will meet monthly with the site principal for advising and feedback for continuous improvement of the FCS campus.

The Charter School Board will form an ECC Owners Advisory Council (OAC) that represents the three designated areas for sites. The partnership between the OAC and the Charter School Board will be designed to enhance the partnership, review opportunities, improve practices and target concerns as a group. The specific roles of the OAC will be developed in the spring of 2015.

Grievance Process

It is the desire of the Sponsoring Board and the governing Charter School Board that procedures for settling differences provide for prompt and equitable resolution and that each parent, employee or student be assured an opportunity for orderly presentation and review of complaints without fear of reprisal. A "grievance" is an alleged violation of the Ignitus adopted policies and the process will be stated in the parent/student handbook. All grievances should begin with the center Principal unless the grievance includes a Principal or personnel not at the site. This grievance process should begin by contacting Superintendent Dr. Don Hooper.

The grievance procedure will be addressed after the site decision and a continuation of the complaint to the superintendent. The superintendent within ten days after receiving the appeal from the campus will respond in writing with the decision. A decision is operational at the time it is rendered but may be appealed to the Charter School Board. The appeal of a superintendent decision will be heard at the next regular Charter School Board meeting with the original written appeal and the superintendent's response. A decision will be rendered within ten days after the meeting by the Charter School Board President and will be communicated to the appealing party.

An appeal to the sponsoring Board will be made in writing to the Chairman of the Board for Board review and response at the next scheduled board meeting. A final decision will be rendered within ten days after the meeting by the Chairman of the Board in writing.

Section Four - Financial and Business Plan

Facilities

FCS has a unique and cost saving approach regarding its relationship with private ECC's to provide facilities for learning centers. The model is to partner with existing educational facilities that are already furnished with everything required to operate a charter school. The furniture, fixtures and equipment (including playground equipment and student and teacher furniture) will have already been purchased by the ECC partner and be in place prior to FCS opening a site. Rent will be paid on a per student basis rather than on a traditional per square foot basis which converts rent costs to FCS from a fixed to a variable cost. This greatly reduces the financial risk to FCS with regard to entering a facility lease. In other words, the school has far less financial risk if enrollment or attendance is less than projected as FCS will only pay rent based on average daily attendance.

The burden of a large fixed cost associated with a traditional lease or the construction of facilities built with debt is removed entirely. In addition, the startup facility costs associated with opening a site are extremely low as the furniture and equipment is already in place and the use of the equipment is included in the cost of the lease. This removes the burden of potentially purchasing furniture and equipment based on estimated enrollment and having actual enrollment numbers lower than anticipated. The cost of the furniture and equipment (which is included in the base rent of the facility) is based on students in attendance (not enrolled).

Process for Identifying and Securing Facilities

The process for assessing ECC facilities will be performed by members of the leadership team that have substantial experience in both building and operating K-12 Texas public schools (please refer to Section 1, Educational Staff Capacity, and Facilities Acquisition Management below for qualifications of the leadership team). It is currently anticipated that FCS will not entertain facilities as potential sites that do not already have an E rated certificate of occupancy. FCS does retain the right to consider sites that are strategically located and are believed to support the FCS model that it believes can serve as quality educational facilities and, with reasonable modifications, obtain an E rated certificate of occupancy.

The governing board has two real estate professionals from which to consult regarding market conditions and rates. In addition, Dr. Hooper, Dr. Owens and Mr. Greak have significant financial experience with obtaining financing for public schools in the event FCS wishes to undertake building renovations or expansion. It is not anticipated FCS will have the need for renovating or constructing facilities but the existing leadership team is well qualified should the need arise.

The timeline for assessing ECC's for year 2 and beyond will be to locate, assess and negotiate terms in the fall of the school year prior to the anticipated opening of a new site (e.g. assess and secure a lease on facilities in the fall of 2015 to open a site for the 2016-2017 school year). The assessment and locations are defined for year 1 and the August 2015 opening. Facility assessment will include the completion of a comprehensive check list created by the leadership team establishing minimum requirements for operations and a rating the overall facility and specific areas of the facility. Assessments will be performed by staff or consultants qualified to make judgments regarding the sufficiency of a facility for suitability of Texas public school operations.

Secured Facilities and Basic Facility Requirements

FCS has been in contact with a complete portfolio of ECC's which already have E rated certificates of occupancy. The ECC facilities have been evaluated and approved by local building inspectors and fire marshals and are certified to operate as schools. FCS has already identified enough ECC's to cover at least the first two years of operations and the agreement rate with local ECC's that have been approached

has been overwhelmingly positive. It is FCS's belief, based upon negotiations that have already occurred, that finding quality ECC's that meet the rigorous standards of FCS will not be an issue and, in fact, the response has been such that a waiting list of interested partners will exceed the ability of FCS to open schools for the foreseeable future. The demand for our educational concept has been so well received by ECC's it has put FCS in the position of being able to selectively choose from well qualified locations the facilities in which it will locate with a focus on diversification.

FCS currently is in final negotiations, pending the successful securing of a charter agreement, with twelve ECC's in the Houston and Dallas metropolitan areas. FCS has received interest from other ECC's but at this time FCS has not had the opportunity to fully evaluate the locations for acceptability. Based upon a cursory review, these facilities would be excellent locations as well.

The addresses for the twelve ECC's that have currently been identified are included as Attachment F.1. Also included to Attachment F.1 is a picture of an ECC with architectural drawings and local fire marshal and health and safety inspection reports. The ideal facility requirements are a structure with a total of 10,000 square feet first floor operational space or more; at least four classrooms with 500 square feet of space; adequate hallways that support the safe movement of students between classes or, in the event of an emergency, that are adequate to safely remove all students and staff from danger; include a 1000 sf or larger multi-use room large enough to support physical education classes, morning engagement, student and parent assemblies and breakfast and lunch dining; a classroom that will support art and music instruction; and an outdoor area of 5000 sf or greater to allow for recess time and outdoor recreation and exercise.

Additionally, the exterior of the structure should be appealing to the local community and the interior decoration of the structure should be appealing to students and conducive to a learning environment. In all instances the facility must provide a safe and secure learning environment.

Specialty Classroom Needs

The initial facility needs will serve a pre-K through 5th grade student population. It is not anticipated the facilities will require separate science labs, computer labs or sophisticated art or music classrooms. Student computers (laptops or Chromebooks) will be an integral part of the educational process but will be housed within storage carts so that they can be easily transported between classrooms. Equipment supporting wireless access to the student computers which allows them to access educational software is installed in each of the ECC's. Due to the intimate environment and comparatively small site population of students, a media center is not considered necessary, but does exist in each ECC location. Periodicals, library books and leveled readers can be housed on mobile book carts and will be in the classrooms if recommended by the ECC. In addition, the site utilizes educational software to support language arts and reading materials will frequently be accessed online, reducing the need for book storage space.

The facility will have multi-purpose room to support physical education classes, morning engagement and assemblies. The multi-purpose room is expected to be at least 1000 square feet. Special need and individual or small group populations will be need to be accommodated in appropriate learning environments aligned to the requirements of the student's IEP or performance needs.

Administrative/Support Space

Due to the comparatively small student population of a site, administrative support space needs are minimal. The site will need office space suitable for a director's office which supports private discussions with students, parents and/or staff including ARD meetings and other matters of a sensitive nature. It is anticipated an office of approximately 100 square feet will meet this need.

The site should have a reception/administrative area that will support an administrative assistant and office equipment (one desktop computer, one large copier, one small all-in-one copier/scanner/fax

machine and lockable file cabinets for school and student records). It is anticipated each site will house only 4 to 7 classroom teachers and 1 FTE specialty teacher (art, music and PE). Therefore the needs for teacher work rooms are also minimal. It is anticipated one large administrative area of 250 square feet of space can serve as the administrative assistant's office and teacher work area or two smaller rooms with a combined 250 square feet of space will achieve the necessary space to provide suitable working conditions and a welcoming environment.

The site will require a small storage area for instructional and office supplies and materials. It is anticipated a storage area of 200 square feet will be suitable.

Core Athletic Programs

FCS does not anticipate offering extracurricular sports programs and therefore there is no need for athletic equipment, locker rooms, gymnasiums or athletic fields. Only the supplies necessary to operate a quality physical education program for pre-K through 5th grade students will be required.

Other Significant Facility Needs

All significant facility needs have been discussed above.

Financial Plan

Financial and Accounting Systems, Policies and Procedures

The primary accounting duties will be performed by TXSCS under the direct supervision of David Greak. Please see Mr. Greak's qualifications under CMO Track Record in Section 5. Mr. Greak will rely upon his substantial experience in Texas public school and charter school accounting to establish systems, policies and processes that comply with Texas law and generally accepted accounting principles. Mr. Greak is very familiar with the Financial Accountability System Resource Guide ("FASRG") and will create and manage systems that comply with FASRG.

The accounting policies will use as their foundation the Texas Charter School Association model policies. These policies have been reviewed by legal staff experienced in Texas charter school law and Texas charter school experts and therefore serve as a solid basis from which to build. Mr. Greak will work with the FCS board to tailor the model policies to the needs of FCS while making sure any modifications comply with Texas state law, Federal law (where applicable), TEA requirements, GAAP and are supportive of a sound financial control environment. Once the policies are set by the FCS board, Mr. Greak will create specific procedures to specifically direct staff in the performance of their duties. Mr. Greak will ensure the procedures comply with and are consistent with the governing Board adopted policies and that they create a strong internal control environment. Mr. Greak will consult with outside professionals (such as CPA firms, Texas Charter School Association experts, individuals with significant Texas charter school accounting experience at highly regarded charter schools, legal counsel, etc.) on an as needed basis in creating procedures. FCS will select a qualified audit firm early in the process of developing its accounting procedures and will work with the audit firm on an as needed basis to ensure the control environment is sound and is one that should result in no findings of material weaknesses.

Mr. Greak will have the primary responsibility for making sure all individuals performing any accounting duties (accounts payable, payroll, cash deposits, purchasing, receiving, etc.) comply with FCS policies and procedures. The foundation for a quality accounting system is ensuring strong controls and the formal documentation of duties performed (e.g. physical evidence a procedure has been performed such as requiring authorization signatures, evidence of receipt of goods or services, signed documentation of authorized wage rates and positions, etc.). In addition a strong record keeping system will be implemented that complies with state and federal law. A clear delineation will be maintained within

the accounting system between operations of the charter holder that do not relate to the charter school and the operations of the charter school.

FCS will use an accounting software system that has been specifically designed to support Texas public schools and will therefore support PEIMS reporting, Teacher Retirement System reporting, the FASRG chart of accounts, accounting for non-profit organizations (net asset accounting) and other Texas charter school specific reporting. Currently, it is anticipated FCS will utilize Websmart by JR3 as its accounting software. Mr. Greak has utilized both Websmart and the Regional Service Center accounting software in his past. Mr. Greak will assist FCS in choosing the software that best suits the school's needs.

The primary tool utilized to ensure long term strong financial performance is the annual budget. Mr. Greak will work with accounting staff and site personnel to create a workable budget that supports a quality learning environment for students without over spending. The budgets will be designed to allow for the gradual building of a net asset reserve such that FCS will have a cash reserve to cover unexpected expenses, charter school expansion and potential interruption of payments from funding sources. The budget will be designed not to rely on annual donations from outside sources (i.e. private donations) but rather to rely on expected state and federal funding based on enrollment. Ignitus will support the school by fundraising and the school will also seek private donations but the intent will be to use any donations to supplement the learning environment when received, not based on expectations of private donations in advance.

Once Mr. Greak and school staff create the budget, it will be reviewed in detail with the governing Board. The governing Board will have the responsibility to review the budget and assess the realism of the budget, that spending under the budget supports FCS goals and aligns with district and campus improvement plans, is in compliance with the charter agreement and is fiscally responsible. Mr. Greak will ensure the budget is prepared in a timely manner such that the governing Board has time to adequately review the budget and approve it prior to August 31st of each year.

Mr. Greak and staff will prepare monthly financial statements and monitor performance versus the budget with TXSCS and school staff. A statement of financial position, statement of activities and statement of cash flows will be presented to the board quarterly (or more frequently if requested by the board) and financial performance of the school in total and compared to the approved budget will be discussed at each regularly scheduled board meeting. The accounting system will be designed to include controls that expenditures do not exceed approved budget amounts. However, financial needs and financial projections will be prepared which will allow the governing Board to modify the budget as needed to meet the needs of providing a quality education as each school year progresses.

Roles and Responsibilities

The school's administration will be responsible for ensuring employees comply with accounting policies and procedures and will take disciplinary measures on staff members that fail to abide by the policies and procedures. Additionally, the school administration and governing Board will be responsible for ensuring financial information is provided by TXSCS in a timely manner and for assessing the quality of the information provided. Ultimately, the responsibility for the financial performance of the school is the responsibility of the sponsoring Board. It is the Board's responsibility to ensure the school is being operated in a fiscally responsible manner that supports the goals and objectives of providing a quality education to its students and does so in a manner that is responsible to taxpayers.

It will be the role of TXSCS to provide professional advice to the school administration and the Board and ensure all TXSCS staff and outside resources utilized in managing school resources and

compiling and preparing financial data are qualified to perform the duties they are assigned. TXSCS staff members have many years of experience in managing Texas public schools and charter schools and therefore will be expected to provide reliable, timely and quality financial information to school administrators and the Board and provide their consulting advice to support the school and the Board in making sound financial decisions.

It will be the responsibility of TXSCS to ensure all TXSCS staff and outside consultants comply with FCS policies and procedures and assist in educating school administration and the governing Board regarding compliance with state and federal laws and regulations. TXSCS will also ensure their staff meet the continuing education requirements for professionals that have responsibility for business matters requiring such education. TXSCS will have the responsibility of managing the daily financial and accounting routines, preparing financial data and reports, the initial preparation of the budget and suggesting sound policies and procedures to FCS staff and the governing Board to create a quality financial and accounting system.

Annual Audit

FCS, with the assistance of TXSCS, will seek to select a qualified CPA firm well in advance of the need for the actual audit. The audit firm will be selected in accordance with Texas law governing the selection of professional service providers. This means that the firm will be selected based on their qualifications to perform the audit as the primary basis of selection. TXSCS personnel will work with the audit firm regarding acceptable and quality systems of internal control that will allow the audit firm to easily review company data and assess the financial strength and integrity of the school. Any audit firm considered must already have experience in performing audits of government entities and charter schools in particular. In addition, the firm must have experience with single audits ("Yellow Book audits") to the extent that the firm can recommend best practices to FCS regarding the financial and accounting systems and controls. In addition, TXSCS will ensure, prior to the final selection of the audit firm that the firm is in good standing with the state regulatory boards (check with the Texas State Board of Public Accountancy to determine the firm is in good standing and does not have a substantial number of complaints registered against it).

Mr. Greak has worked with a number of Texas CPA firms in his career as the individual primarily responsible for working with the auditors to successfully complete the audits of Texas ISD's and charter schools. With his experience in working with auditors, Mr. Greak will be responsible for ensuring that the necessary records and physical documentation are available to perform a quality audit and that the systems are in place to create a control environment which the auditors can test and upon which they can rely. Mr. Greak will also ensure the records are maintained such that the auditors can distinguish between the operations of Ignitus and the operations of the charter school but are properly presented in the financial statements such that the audit firm can express an opinion on the organizations financial condition as a whole.

Mr. Greak also has experience in obtaining and expending federal funds (such as Title I, Title II, IDEA B and other state and federal funding grants) and will ensure the accounting system is properly set up to comply with the additional procedures required by those funding sources and that will allow the special procedures required to be performed by the auditors regarding compliance with grant rules ("Yellow Book procedures") to be easily performed.

The final responsibility and authority with regard to audit firm selection and the performance of the audit is the responsibility of the sponsoring Board. Mr. Greak and TXSCS will assist the sponsoring Board in finding and selecting a qualified audit firm but the ultimate responsibility for selection rests with the Board. In addition, the audit firm will report its findings directly to the Board and will be expected to

make suggestions to the Board regarding the sufficiency and adequacy of the schools overall financial and accounting systems. The Board will also seek input from the audit firm regarding the performance of Mr. Greak and TXSCS staff and outside consultants that perform financial and accounting duties.

Financial Transparency

FCS will follow all requirements under Texas and TEA open records/public information laws and regulations. All sponsoring Board members, governing Board members and executive staff will attend a training session prior to the opening of the school which covers the requirements of open records and public financial transparency in order to fully educate them regarding board and school responsibility with respect to open meetings and records. Mr. Greak and Dr. Owens of TXSCS are both TEA certified trainers regarding open meetings and records and they will provide assistance in establishing policies and procedures around open records and meetings and will educate board members and staff regarding their duties, requirements and responsibilities.

In addition, the Texas Charter School model board policies have an entire module devoted to open government policies. These model policies will serve as the basis for creating the open government policies the Board will ultimately adopt.

The open records policies will include a policy requiring the public adoption of the annual budget and any amendments during the public portion of board meetings. Moreover, the policies and procedures will require that the school post on their web site for public review the annual audit and annual financial report. The Board will be presented a list of all checks written to vendors not previously presented in an open meeting to the Board at each regularly scheduled meeting. In addition to the annual financial report and annual audit, FCS will post all required documents and such other data as required by TEA to be posted on its website.

Outsourced Business Services

FCS will outsource the management of the preparation of its financial statements and day to day management of its accounting and financial duties including initially processing accounts payable and payroll to TXSCS as part of TXSCS's CMO agreement. In addition, TXSCS will manage the annual audit process. The total fee arrangement with TXSCS will be negotiated in good faith negotiations between TXSCS and the governing Board. The costs in year one are budgeted to be $600 per student. Refer to Section 5 for a full discussion of all the duties to be performed by TXSCS in relation to this fee.

FCS will also outsource the preparation of the Form 990 to an independent accounting firm along with the audit. The audit fee is budgeted for $25,000 in year one and the cost of the preparation of the Form 990 is budgeted to be $2,500.

All service providers will be selected in accordance with state rules and regulations regarding the procurement of professional services and will prominently consider the qualifications of the service provider, its reputation and standing with certifying agencies as part of the selection process.

Business Management Capacity

FCS Key Members:

Dr. Don Hooper – Superintendent Dr. Steve Edwards – Ignitus Board Chairman
Dr. Michael Owens – TXSCS David Greak – TXSCS

Dr. Hooper has a highly recognized career in education and will lead the oversight of the daily operations of FCS. Dr. Hooper has over 45 years of experience in public education, serving 33 years as an educator, instructional leader, and district administrator—serving 25 years as superintendent in five

school districts. Dr. Hooper was named Texas Superintendent of the Year in 1995 and he was the 2001-02 president of the American Association of School Administrators. Dr. Hooper thoroughly understands Texas school finance and has a proven track record with managing successful and fiscally responsible school districts. Refer to Section 1, Educational Staff Capacity for a more detailed description of Dr. Hooper's qualifications.

Dr. Edwards is a former teacher and served in many leadership capacities supporting youth programs. He is a nationally recognized principal, highly sought after consultant and speaker focusing on school improvement, advisor to the United Nations, turnaround school expert and President of the National Principals Academy. In his leadership roles, Dr. Edwards has successfully managed the business aspects of schools (as principal) and in working with schools and school districts in turnarounds as a consultant. Many of the youth programs Dr. Edwards has operated relied on private donations and Dr. Edwards gained a solid working knowledge of fundraising to support those programs.

Dr. Owens has held prominent positions in the central administration office of several large Texas independent school districts, including the role of superintendent. Dr. Owens has many years of experience in dealing with Texas employment law and all human resource matters including Texas teacher certifications, highly qualified certifications, payroll systems and legal matters. Dr. Owens also has experience in managing school finance. Dr. Owens has also worked for the Texas Education Agency and has experience in Texas school oversight. Dr. Owens is also a TEA approved trainer for public school and charter board members and administrators. For the past several years, Dr. Owens has served as an advisor to and consultant for a number of successful Texas charter schools and has a thorough knowledge of Texas charter school operations and regulations.

David Greak has completed forty-one years in Texas Public Independent School Districts, Charter Schools and Regional Education Services Centers. He holds three certificates from SBEC including a Superintendent, Mid-Management, and Elementary Education valid life time certificates. Mr. Greak has served as a teacher, business manager, principal and superintendent of Public ISD's and superintendent of three charter schools. He began serving charter schools as Director of Financial Services for Region 4 ESC. As director, David and a staff of high qualified individuals provided back office business and financial services for over 20 open-enrollment charter schools in Texas. The services included payroll, accounts payable, state and federal grants, human resources support, and charter school compliance. Mr. Greak has substantial experience in establishing and maintaining strong systems of internal accounting controls and specifically systems and controls for Texas public schools. As superintendent of charter schools, Mr. Greak worked to support the charter schools through active fundraising. Mr. Greak is a Texas Education Agency approved trainer for public school and charter board members and administrators. He has provided board and administrator training since 1998. His training has included team building, special education, law, health and safety, finance, education law, assessment and monitoring.

Facilities Acquisition and Management

The unique partnership with Kids R Kids will result in minimal demands regarding facilities acquisitions, renovations and management. All currently proposed sites are existing facilities that already have certificates of occupancy rated for schools. The rent payments are based on a per student charge which changes building occupancy costs from a fixed cost to a variable cost. This allows each site to be scalable with respect to rent costs. By turning rent into a variable cost, the schools can start smaller and grow to capacity without a change in cost per student (i.e. enrollment drives revenue and rent costs such that rent make up a fixed percentage of enrollment rather than a fixed cost to the school). The buildings are currently managed by landlords with experience in operating those facilities

and maintaining the facilities to comply with local building codes and fire safety management for schools. All of the proposed sites have previously been inspected by local officials (fire marshals and city building inspectors) for compliance with local laws and regulations for school occupancy.

In addition and as previously presented in this application, FCS leadership has a wealth of experienced professionals on the management team that have been the primary responsible leader for the operation of elementary, middle and high schools as well as K-12 charter schools. The local governing Board has two real estate professionals that can offer expertise with respect to local rent rates, construction, renovation and property management. Debbie Bullard, board member, is a commercial real estate broker in Houston. Todd McDonald, board member, is a professional real estate developer and real estate investor in Houston. Both of these board members have many years of experience in the Texas real estate market and real estate development and management.

Submission of attachments F.3 and F.4 explain the operational budget through the narrative and workbook budget template regarding revenue and expenditures of anticipated funds.

Section Five - Applications Involving Charter Management Organizations

Overview

CMO Vision and Mission

Texas Successful Charter Schools (TXSCS) founding partners are two veteran Texas Public School educators. The co-founders of TXSCS have a totaled combined experience in Texas Public Schools, including ISDs, Texas Education Agency, Education Service Centers, and open-enrollment charter schools of over 85 years.

Texas Successful Charter Schools' vision is clear and direct; TXSCS is dedicated and committed to supporting every Texas charter school succeed with children of Texas. TXSCS provides the services a school needs with the vision that within five years the school will be empowered and have competencies and staff such that TXSCS assistance to provide an excellent educational setting for each and every charter school will not be critical to their future. Success in academic accountability ratings, compliance and quality in each and every aspect of all charter schools operations is the goal of TXSCS.

TXSCS will achieve this image by ensuring all employees and contracted personnel receive high quality training in Texas charter school law, finance, professional development and management and operation.

Our mission is to provide assistance from development of the open-enrollment charter school application that is submitted to the Texas Education Agency. TXSCS will continue to deliver assistance and guidance through the contingency stage of the application. We will also help with answering contingencies, completion of the Start-Up Grant Application (if one is available), administration of polices, training for board and officers, and helping in all aspects for the schools' successful preparation for students. What makes TXSCS unique is a pledge to continue the support to charter schools far beyond the application and approval process.

Student Population and Educational Need

Dr. Mike Owens and David Greak have made their life mission to help all students enrolled in the Texas Public School system. Over the past 9 years, they have worked closely with over 15 open-enrollment charter schools. Over 90% of the students enrolled in these charter schools that have received guidance and support from these leaders would be identified as at-risk students.
Services provided to these schools include leadership, financial services, human resource support, and special education services.

Regarding governance issues, TXSCS has developed model board policies, finance and school policies, provided training for board members and officers, and developed compliance documents for state and federal laws.

In leadership support, TXSCS founders bring to the table their experience in that they have been superintendent for three charter schools, superintendent of three public school districts, acted as human resources directors, finance directors, and curriculum support, been staff members and leadership team members with regional education service centers, served on the Texas Education Agency staff and served in institutions of higher education. The staff has also supported campus and central office personnel through on site visits, telephone conversations, and use of technology. Many of the schools supported by TXSCS staff have shown tremendous

growth in state testing scores, hire highly qualified teachers, and have set a course of high financial solvency by setting long terms budgets.

CMO Selection

The selection of TXSCS was through a review and referral process of existing CMO providers that are located within Texas. The primary referral came from an interview with a Generation 15 Education Management Provider for a current charter school. The Board chairman contacted, interviewed and conducted a due diligence process for TSCS in the following areas: Organizational capacity, governance experience, budget experience, human relations, No Child Left Behind (NCLB) expertise, experience and practice with implementing the Texas Education Code and Texas Administrative Code, contract experience with local Texas vendors when applicable, procurement experience, and prior scope of work completed by TXSCS in charter schools in Texas.

These areas aligned with their vision, that is supported strongly by the Sponsoring and governing FCS boards, of a successful school and the team's experience in Texas, fair contractual rate of pay, expertise in services and feedback from prior customers helped define the best fit for FCS.

CMO Track Record

TXSCS has provided extensive, accurate, and proven services to many open-enrollment charter schools. David Greak began serving charter schools as Director of Financial Services for Region 4 ESC. As Director, David Greak and a staff of high qualified individuals provided back office business and financial services for over 20 open-enrollment charter schools in Texas. The services included payroll, accounts payable, state and federal grants, human resources support, and charter school compliance.

Since 2006, Dr. Mike Owens has provided invaluable training and support to many charter schools in the areas of accountability, testing requirements, teacher and administrator certification requirement, training, support and compliance with the Highly Qualified Teacher and Paraprofessional requirements. With Dr. Owens' expertise, each and every charter school has achieved, met or exceeded accountability ratings. He also ensured charter schools are compliant with all state and federal payroll rules and laws. With this support and guidance, charter schools he has worked with have met compliance of all the laws, procedures, and rules that are required. Each of these schools have been able to pass the State and Federal scrutiny faced in charter school contract reviews.

The partners of TXSCS are registered course providers of the Texas Education Agency to provide Charter School Board and officer training for over the past 10 years. TXSCS has trained charter holder board members, Charter School Board member, and officers in over 45 charter schools. In addition to board and officer training for charter schools, the company has provided valuable professional development in the areas of curriculum, instruction, special education services, and teacher appraisal and evaluations.

As a charter school superintendent, David Greak was responsible for the implementation of the Early College High School at a charter school in northeast Texas. This program allows for students to attend high school and college at the same time. Students are able to earn congruent credit towards their high school diploma and earn college credits toward a college degree. Since its inception in 2009-2010, over 120 students have attended the junior college located near the school. In May of 2013, nineteen seniors graduated from the charter school. Seven students had

received an associate degree, six students had earned over 36 college credits toward a degree, and the remainder of the students earned a minimum of 10 credits.

There are no contractual obligations TXSCS has failed to meet in the last five years.

Legal Relationship

Texas Successful Charter Schools (TXSCS) is an independent private CMO providing consulting service assistance in compliance regulations and operations management for existing and prospective charter schools. TXSCS has business relationships with a variety of proposed and existing charter schools in Texas as clients but does not have a partnership or owner relationship. The CMO is an independent contractor and has no relationship with the Board or any board members. Historically, TXSCS has provided administrative services, often called back office, for staff assignments, payroll processing, budget and purchase order management and overview of agreements the Board has approved for items like copy machine leases, software systems, technology services.

There are no existing or potential conflicts of interested between the school's governing Board, proposed school employees, TXSCS and any affiliated business entities. TXSCS has no subsidiaries or related entities. TXSCS provides services for schools that may select the same vendor to provide a similar service but they have no financial or relationship interest in any of the subcontractors a school may select. The TXSCS will have no relationship with or receive any services from any of the entities listed in question three.

The TXSCS offers to charter schools assistance in developing and administering employee evaluation processes. TXSCS may be selected to provide employee evaluation services independent of supervision by the charter holder. The charter holder may request the TXSCS to perform supervisory roles for school employees at a time when there is a transition of school employees or for other reasons the charter holder determines it is in the best interest of the school for the TXSCS to play a role in employee supervision during that time.

The school's governing Board does not intend to enter into a lease with TXSCS or any of its affiliates. Facilities agreements are the responsibility of the Board and not of the TXSCS beyond assistance requested by the Board in identification and specifications.

Organizational Structure

Texas Successful Charter Schools (TXSCS) responsibilities are directed to providing back office operational assistance for the charter to operate so their services include providing documents and guidance so all operations are in compliance with Federal and State regulations as they deal with the Texas Education Code, Fair Labor Standards Act, Teacher Retirement System of Texas, the Public Education Information Management system of Texas, Highly Qualified educator employment practices. Services to be provided include but are not limited to: Development of job descriptions; development of a model for employee evaluation including teachers and Time and Effort Reporting; developing model job offer documents; developing an employee handbook; developing a discipline management plan; developing financial accounting and cash flow management practices; developing a policy manual for financial and student record keeping and other school operation policies; providing board member training; providing charter administrator training; supervising the development of a campus plan; employee retention plan; compensation management systems; staffing pattern analysis; facilities utilization plans; library and textbook management; fiscal inventory processes; purchase order management systems; depository

contract review; and assist in the set up and determination of the basic school supplies for a campus and a classroom.

Currently, no services are provided as sub-contract management, but they could include but not limited to technology connectivity operations, business management software, PEIMS management software, curriculum management systems, instructional strategies monitoring, web based content management systems selection and operational strategies, food service operations, transportation operations, facilities agreements for HVAC maintenance, electrical utilities, water, sanitary sewer and trash removal and facilities maintenance as specified by the Board.

The TXSCS scope of services as stated above include administrative operations staff and assistance as well as frameworks and documents consistent with the goals of the charter holder. The cost of services is proposed at 11.2% of gross revenue per student as identified in the monthly PEIMS report excluding grants, fundraising and Federal funds such as Title I, II and III. The charter holder may reduce or expand the level of services at any time and see a subsequent reduction or increase in fees.

The Governing Charter School Board will receive monthly written reports by TXSCS and a spreadsheet of progress points and milestones for each of the services provided. Annually, the governing Board will receive a written summary report of services and costs by category. The agreement for management services allows the Charter School Board to terminate the agreement with thirty days' notice. The TXSCS will be overseen by the school superintendent who is an employee of the school. The TXSCS is committed to assisting the school in any way possible approved by the charter holder. The Board is the evaluator of TXSCS and the auditor of the school will provide input to the Board on the effectiveness of TXSCS. The Board may terminate services with thirty days notice in writing to TXSCS after formal action by the Board.

TXSCS is paid monthly by billing the school a pro rata share for a twelve month agreement. The payment for services rendered in August through October of the first year are an estimate of the number of students served and will be 80% of what is expected for the October attendance date. In November, there will be a onetime adjustment to catch up for under funding and from November forward there will be a monthly payment aligned to the PEIMS reported attendance.

The Charter School Board is responsible for operating and capital expenditures. TXSCS will not have spending authority beyond what is authorized by the board. The board will have a budget and TXSCS will operate within the authority of the budget. A school staff person will initiate and sign off on all purchases for the school. TXSCS will provide for each board meeting a summary of services provided and payments billed and paid by the school for each month.

TXSCS is committed to being a responsive and competent partner with the charter holder. There are no indemnification provisions for default of breach by either party. If TXSCS is not providing a service level that satisfies the charter holder then TXSCS should be removed and conversely if the charter holder acts in such a way that TXSCS believes is in conflict with statute or compliance with state and federal laws the TXSCS can sever ties with the charter holder.

TXSCS is primarily focused on supporting the actions of the school that support the teaching learning environment as defined in Attachment MO 1.

Expansion management

Centralized Support Services are available for FCS as required for any approved expansion consistent with the contract agreement in place at the time of the expansion.
Attachment MO.2 shows the TXSCS organizational chart indicating how they interface with charter school organizations.

Year One- TXSCS provides assistance in program and operational organization. Training of board members, Training of administrators, preparation of financial management plan, staffing plane, creation of policy manual, staff handbook, job descriptions, job offers, business office procedures, PEIMS data entry supervision, discipline management plan and present timelines and milestones for school operations before students are in class and after students are in class and technology support and review of subcontracts for food service, instructional support and staff development alignment.

Year three organizations as a whole - TXSCS provides compliance review of staffing, financial management, instructional operations, food service, transportation operations, staffing models, certifications for staff positions, budget preparation and projections, payroll, technology support and Human Resource compliance functions.

Year five organization as a whole - TXSCS provides constancy measures between new locations and operational procedures for compliance and consistency; review of policies and support elements identified in the audit as material weakness or a general weakness needing resolution; and personnel review and performance evaluation using procedures approved by the Board. Each addition to a new cohort of sites re-starts the 5-year support cycle.

The school organization is responsible for implementation of the plans and procedures approved by the charter board. TXSCS works with the charter board to develop policies and procedures that reflect their goals and intentions through the superintendent's implementation strategies. TXSCS performs at the pleasure of the Board and superintendent. The staff, advisory board and parent teacher councils report to the school and through the school to the governing charter board. TXSCS is provides assistance in calendar and board agenda time preparation as determined by the different advisory councils or boards but is not a member of any board and does not have any operational authority over any group identified by the charter board.

The relationship between the governing Board, TXSCS and the School administration will be managed via daily and direct communication and written documents and policies provided to the school administration. TXSCS is responsible to the FCS for providing policies and handbooks that reflect the charter holder goals and compliance that the policies are implemented. If a policy is ignored or incorrectly implemented, the first communication is to the operational level individuals to clarify the appropriate process or behavior. If inappropriate or off task activities occur, TXSCS will report to the superintendent or the FCS at the next regular called meeting or more often if requested by the charter holder.

Function	CMO-Level Decision-Making	School-Level Decision-Making
Performance Goals		x
Curriculum		
Professional Development		x
Data Management and Interim Assessment		x
Promotion Criteria		X
Culture		x
Budgeting, Finance, and Accounting	x	
Student Recruitment		x
Staff Recruitment and Hiring	x	
H/R Services (payroll, benefits, etc.)	x	
Development/ Fundraising	N/A	N/A
Community Relations		x
I/T	x	
Facilities Management	x	
Vendor Management / Procurement	x	
Other operational services, if applicable	x	

Leadership Pipeline

TXSCS current and planned processes for sourcing and training potential school leaders is done by providing both formal training sessions for board members and for campus leadership and mentoring both on-site and via electronic support including email, telephone and video conferencing. It is the goal of the TXSCS to provide the staff with training and support so that at the end of five years the school will have all the competencies needed to continue to operate the school in compliance with all federal and state regulations and high levels of student achievement.

The pipeline for future leaders will be attained through a relationship that addresses the issue of finding/developing enough teachers and quality leaders for the FCS charter school. In 1997, 19 different Governors of Western states, including Texas Gov Bush at the time, created Western Governor's University. This institution of higher education has defined an agreement in providing candidates, with a focus on minority candidates, to be trained for certifications in teaching and administration for the charter school environment. TXSCS will also solicit interests from current staff regarding other institutions of higher education and private and public education systems in recruiting and developing skill set competency for future FCS school leaders.

Campus Staff Structure

TXSCS provides daily guidance to the site staff and the school leadership team consistent with the goals and mission of the charter board. The student teacher ratio will be determined by the charter holder as it will be listed in the Generation 19 charter school application. The ratio of adults to student of a typical campus is estimated to be approximately 15:1 in the overall learning environment.

Campus Staffing Model

The FCS is the employing institution for all teachers and staff with direct contact with students. TXSCS provides comprehensive assistance in the staffing model from recruitment, job offers, placement, retention and termination of all positions designated by FCS. TXSCS partners are certified users of the Teacher Perceiver and Principal Perceiver screening tools developed by the Gallup Organization. Screening tools include online assessments, as well as providing training for the site-based staff. In-staff screening is an integral part to the CMO responsibilities. Staff recommendation is done by the principal to the superintendent with approval by the FCS board. TXSCS will provide a process for documentation of employee performance and a model evaluation document that includes instructional environment artifacts as well as in-class evaluation of instructional delivery as a part of the appraisal process for the retention and termination of staff. TXSCS provides analysis of staffing models and recommends to the superintendent appropriate staffing configurations. TXSCS will provide processes for temporary use of staff, models for long- term improvement and steps in the case of immediate termination consistent with processes described earlier in this application. Specialty staff for ancillary academic areas and special education may be served through an area or regional cooperative, as is appropriate, with itinerate staff or, if appropriate, part-time staff that serve only a single site in a specific timeframe. The needs of the school will drive the staffing model for each site.

Performance Management

The TXSCS role aligned to academic performance for schools that fall short of student achievement expectations will be to assist and advise the site staff in the implementation of the district goals and expectations for the school, classroom and individual student through review of

data, monitoring the implementation of instructional practices with fidelity, shadowing and supporting the principal and superintendent and advise in defining the needed engagement strategies.

The goals set by the board include implementation strategies. If schools fail to meet the board goals, the TXSCS will advise the board to consider removing staff, employing additional staff, changing the teacher-pupil ratios, modifying the instructional approach, providing additional diagnostic assessment, identify professional development strategies the school can consider for staff development, identify supplemental instructional approaches the board may consider and other strategies that emerge from communication with staff and the board.

The board and superintendent will be advised to consider the following conditions before increasing the number of campus sites or enrollment: Student performance at each grade level, review of the cost for each instructional program, review of attendance patterns, staff turnover, leadership at the campus and district level's impact on the school operations, the total budget impact of a current site and a possible additional site both in terms of staff and operations, use of supplemental resources from technology, special education staffing, meeting the needs of ELL students, transportation impact of the existing and additional sites on attendance and the effectiveness of supplement approaches currently in use at each site.

If the instructional approach is not resulting in increased student performance, TXSCS would not recommend continuation of the existing approaches and staffing models. If the instructional center does not have adequate attendance to support the staffing pattern, TXSCS would not recommend continuing the staffing pattern at additional sites. Each instructional center will work within the defined budget to have the potential to provide an adequate education within the financial cost of the instructional delivery program.

Performance Evaluation Information

TXSCS has not been involved in the last five years with any school that had any performance deficiencies or compliance violations that have led to formal authorizer intervention. TXSCS has not had any litigation, including arbitration proceedings, per campus that has involved TXSCS or any school it operates.

Business Plan

TXSCS serves as an advisor to the school and the operations within as a result of the school board expectations and staff implementation strategies. The financial statements are of the CMO owners as "doing business as" DBA organizations operating independently and together providing CMO services to our clients. Because these operations are advisory there are no income statements for the total operations of a school. We are organized to provide support for schools so that in time the school is trained and staffed to be able to operate a school outside of the input of TXSCS.

Section Six - Applications from Out of State Operators

Organization Mission .

The mission for Ignitus Worldwide, Inc. is to provide youth-powered solutions for a better tomorrow. All great ideas start with a spark. The spark behind Ignitus is the incredible success of Youth Crime Watch of America. Born in Miami, Florida in 1979, Youth Crime Watch became an outlet to empower the area's young people to take an active role in shaping the world around them.

In 1986, Youth Crime Watch went national, winning the recognition of Presidents Clinton, Bush and Reagan, along with praise from the U.S. Department of Education and the U.S. Department of Justice.

What started with a single school of engagement with the program has since become over 500 schools, in communities throughout the United States, and in 38 countries across 5 continents. The time has come for the youth of yesterday to pass the torch to the adults of tomorrow. The spark of genius that inspired Youth Crime Watch becomes the fuel for Ignitus Worldwide, allowing us to reach even further into the community with an ever-expanding array of programs, activities and opportunities for young people around the world. Ignitus Worldwide has been established to carry on the legacy of Youth Crime Watch, focusing more on youth empowerment, educational development and civic engagement.

The emphasis from Ignitus Worldwide through youth empowerment is found in the established programs that teach youth strategies and leadership skills in the following areas: Crime reporting, gang prevention, bullying, youth patrols, bus safety, mentoring, tutoring, college-bound training and summer job placements. Ignitus has works in America and other countries where communities are plagued with crime and the culture thrives on learned hopelessness versus learned optimism.

To this end, Ignitus Worldwide has expanded it opportunity in Texas to begin a new chapter of the youth empowerment movement. This opportunity presented in collaboration with highly accomplished educational leaders desires to ensure a foundation of education that begins with a great education. The trusting relationships, common vision and recognition from 30 years of experience that new proactive innovative approaches are necessary in our education environment has led to this application and opportunity. Ignitus Worldwide has a profound interest in engaging leaders, educators, parents, students and communities in new opportunities for academic, social, emotional and physical wellbeing and success in Texas.

Ignitus Worldwide recognizes a good start to education begins soon after birth. The strategic vision is to utilize the given resources in our communities with the best learning environment in the most cost effective manner to get the best results in student learning. The vision is to align Pre-K- grade 5 grade bands and partner with existing Early Childhood Centers. The strategic organizational outcome is a seamless educational process that ensures every child in Foundations Charter School has a five star education aligned from the crib through grade five for all children and parents enrolled in FCS. The desired results of this vision are that every student who is in the FCS will be on or ahead of grade level after two years in the Pre-K-grade 5 learning environment.

Ignitus' strategic vision aligned to corporations past is evolving by adding a strongly needed preventive methodology with the highly successful reactive practices to the portfolio of what has worked for the non-profit organization over the past three decades.

The outcome is to change lives of 1000 students per year and 5000 students over the next five years beginning in 2015 in small learning environments located in 12 ECC locations with enrollments of 50-80 students per site. These sites will be bundled in the three communities of Houston, Dallas and Austin to form campuses. The owners of the ECC's are willing and able to invest in a new way of approaching education and being accountable to the well-being and success of all the children in an academic, social, emotional and physical manner. Ignitus has not and is not seeking any other State or Texas ISD application process other than this Generation 19 application.

The two primary reasons for Ignitus to start this strategic idea in Texas are the relationships and common visions that exist with current leaders from Texas to support the operational deployment of this vision and, secondly, the strong interest Texas has shown as a leader in seeking innovative approaches to meeting the needs of all children from a wide variety of backgrounds and needs through legislation, SBOE leadership and the Texas Education's Agencies portfolio of choice schools in Texas.

Texas is a state that is on the move with some of the highest trends in population growth, demographic changes and increased aging population. Texas has been a leader among states in taking steps to improve the quality of its public education. It has increased accountability and instituted more rigorous curricula, but it continues to face challenges in preparing its students for success in the 21st century.

The combination of these stated factors can have a large economic impact if education entities are not as successful with students and also presents a significant budget impact.
Therefore, this vision takes into account the taxpayers' role in supporting and funding education and believes using existing partners that have facilities and operational resources in place with educational learning at work and space to continue the public education at a cheaper rate are sound principles in part of future ideas for delivering a high quality education at an affordable rate to the constituents. Ignitus estimates the facilities alone will save taxpayers between $1000 -$1500 per year per student.

The three communities targeted for FCS are within communities or surrounded by communities where high needs of good educational options are being requested from parents. In year one, Ignitus will have sites located in Houston and Dallas. The site locations consist of eight in the Houston greater area and four in the Dallas greater area. Part of the criteria for selecting the existing early childhood centers are driven by high quality outcomes to date with student performance, nationally accredited status, financially sound, emphasis on academic success for the most at-risk children, willing to participate in this partnership supplementing resources on behalf of the public school and willing to accept all students and abilities without discrimination.

Expansion Management

The sponsoring Board of Directors, Ignitus Worldwide, Inc. currently consists of Dr. Steven Edwards, president of the board, Dr. Darrin Martin, secretary of the board, and Michael Evans, treasure of the board. The President shall serve as the chief executive officer of the Corporation. Subject to the supervision of the Board of Directors, the President shall perform all duties necessary to that office and shall manage the affairs of the Corporation in accord with the directives and policies set by the Board of Directors.

The Secretary shall be responsible for preparing and maintaining records of the Corporation. The Treasurer shall be responsible for all funds of the Corporation and he or she shall cause to be kept complete and accurate records of the receipts and disbursements of the Corporation.

The Board of Directors duties include: Authority to hear grievances involving students, faculty and employees; Final authority to adopt or amend the budget; Final authority to direct disposition and retention of all public records to be maintained; Final authority to adopt policies for the charter school; Final authority to approve audit report; and initial and final authority to employ, terminate and set compensation for the superintendent.

The sponsoring Board of Directors has established a governing Charter School Board which shall operate and oversee the charter school system in the State of Texas and the Charter School Board shall report and be directly answerable to the sponsoring Board of Directors. Members appointed to the Charter School Board by the sponsoring Board of Directors reside within 50 miles of the geographic boundary of a campus organized and/or operated by the Corporation and are qualified voters in Texas

Meetings of the Charter School Board shall take place monthly within the jurisdictional boundaries of any charter school district established and/or operated by the Corporation. In conducting its business the Charter School Board shall comply with the Texas Open Meetings Act and the Texas Public Meetings Act and the meetings shall be open to the public.

The Board of Directors shall appoint Charter School Board members. Any member of the Charter School Board may be removed from the Board of Directors when, in their judgment, the best interest of the Corporation will be served thereby. All members of the Charter School Board must adhere to the Corporation's Conflict of Interest Policy.

The ethnicity diverse governing Charter School Board consists of registered voters and leaders that live within 50 miles of a campus and include: Tony Bloom, a physical education/health teacher; Debbie Bullard, commercial real estate broker; Rob Eissler, Executive Recruiter and Former State Representative of District 15; Phillip Dyson, Human Resource manager; and Todd McDonald, a real estate property investor. The Charter School Board is responsible for all operations not designated to the sponsoring Board as stated above and assurance of compliance of all board policies.

The superintendent will report monthly to the FCS school board on the ongoing operations and performance of the school and also to the sponsoring Board four times per year on academic progress aligned to goals, budget status, staffing and evaluation review and policy compliance. Dr. Don Hooper will serve as the FCS superintendent. Dr. Hooper has a highly recognized career in education and will lead the oversight of the daily operations of FCS.

The Texas Successful Charter Schools (TXSCS) is the selected CMO that is delegated by the Ignitus Worldwide to the charter board for governance and oversight of the contract agreement with TXSCS. TXSCS will report to the superintendent for daily operational matters. The intent of the CMO is to assure all sites are properly supervised and in compliance with academic and operational requirements. The model that promotes small site enrollment in three communities requires a new approach to operational oversight. The CMO can save the system financially through oversight, availability and consistent practices in all three communities.

The responsibilities for TXSCS are directed to providing back office operational assistance for the charter to operate so services include providing documents and guidance so all operations are in compliance with Federal and State regulations as they deal with the Texas Education Code, Fair Labor Standards Act, Teacher Retirement System of Texas, the Public Education Information Management system of Texas, Highly Qualified educator employment practices. Services to be provided include but are not limited to: Development of job descriptions, development of a model for employee evaluation including teachers, time and effort reporting, developing model job offer documents, developing an employee handbook, developing a discipline management plan,

developing financial accounting and cash flow management practices, developing a policies manual for financial and student record keeping and other school operation policies, providing board member training, providing charter administrator training, supervising the development of a campus plan, employee retention plan, compensation management systems, staffing pattern analysis, facilities utilization plans, library and textbook management, fiscal inventory processes, purchase order management systems, depository contract review and assist in the determination of the basic school supplies for a campus and a classroom.

Attachment MO.1 defines the terms of agreement between the CMO and sponsoring Board of Directors. As identified in MO.1 the cost of the central services provided by the CMO will be 11.2 percent of all state funds excluding the Federal grant funding anticipated in such programs as Title I, II and III and start-up federal funds. Any grant designated for FCS will not be part of the payment rate for the CMO.

The accountability in the leadership team recognizes the ultimate responsibility of the performance and compliance is with Ignitus Worldwide, the sponsoring Board of Directors. All delegated authority to the governing Board will include such tasks as daily operational regulations, human resources, student performance, financial compliance and organizational progress toward the sponsoring Board's expectations. The superintendent is responsible for mapping and validating desired results are being met or progressing toward levels of the Charter School Board expectations and the Ignitus Worldwide mission, vision and goals. The daily actions of the organization are accountable to the superintendent who, along with the TXSCS roles defined in the agreed upon contract with the Charter School Board, will align our system of performance and accountability in the most cost-effective and performance-efficient manner.

The superintendent and TXSCS are responsible for the oversight of site principals and any vendor contracts that are supporting the learning environment. The superintendent has direct evaluation and supervision responsibility and TXSCS compliments and reports to the superintendent with operational compliance in collaboration with the site leadership and staff.

The Ownership Advisory Council (OAC) is a team from the ECC's that have a long term relationship with the community and a history of successful education FCS can learn from in this partnership. The OAC will report in an advisory role to the superintendent and be supported by the TXSCS. The OAC may also present options for consideration through the superintendent to the Charter School Board for review and consideration in the best interest of FCS.

Services and performance of the superintendent and the TXSCS shall be monitored monthly through a prescribed annual board agenda that clearly states reporting requirements for the superintendent and TXSCS each month. The Charter School Board defines acceptable performance if reports are in compliance with policy and sites are progressing toward learning goals at a rate acceptable to the sponsoring and Charter School Boards to assure a high performing school per the Texas Educational Agency expectations. The following table defines the decision-making engagement:

	Organization-Level Decision-Making	School-level Decision-Making
Performance Goals	x	
Curriculum	x	
Professional Development	x	
Data Management and Interim Assessments	x	
Promotion Criteria		x
Culture	x	
Budgeting, Finance, and Accounting	x	
Student Recruitment		x
Staff Recruitment and Hiring	x	
H/R Services (payroll, benefits, etc.)	x	
Development/ Fundraising	x	
Community Relations		x
I/T	x	
Facilities Management	x	
Vendor Management / Procurement	x	
Other operational services, if applicable		

The sites will engage, through the principal, in community partnerships. Local advisory groups and a local PTO are encouraged to ensure communication, collaboration and constructive action is always a priority in FCS. The site principal will be responsible for the evaluations of staff, operations of the site with support from TXSCS and performance of students and reporting such monitoring to the superintendent.

At all times staff, leaders and community can speak or present topics of interest to the governing Charter School Board at the monthly meetings for review and consideration during public comment or through an approved agenda item submitted to the Charter School Board President.

Performance Evaluation Information

This section is not applicable to Ignitus Worldwide, Inc. This is the first application submitted seeking a charter school by the organization in its history of existence. There is not any current or past litigation or any arbitration proceedings within the organization.

Business Plan

The latest annual report for the organization was completed in 2010-11 and submitted under attachment OS.3. The most recent audited financial statements and the most recent internal financial statements are included in attachment OS.4. The organization was not required to prepare audited financial statements after fiscal 2010. No management letters were received from the auditors. The 2012 (for the fiscal year ending September 30, 2013) 990-EZ is still with the accounting firm for completion.

The Board priorities for Ignitus Worldwide, Inc. business plan is informally set to continue the small scale support for youth empowerment in existing and new interested organizations in the states and other countries it serves to support students in the programs that teach youth strategies and leadership skills in the following areas: Crime reporting, gang prevention, bullying, youth patrols, bus safety, mentoring, tutoring, college-bound training and summer job placements. Ignitus Worldwide, Inc. has second priority to the business plan to launch a proactive versus reactive education through the establishment of a transformational charter school in Texas.

The intent of the plan is to ensure all students leave fifth grade with an education that leads to an exemplary secondary education and a successful and fulfilled life with a better tomorrow. The business plan objective is to financially use all available resources from the Foundation funds, Federal funds, donations, grants and fundraising efforts to support the best possible education for the 5000 students enrolled in Foundations Charter School. Ignitus Worldwide, Inc. does not have any other business interest in the use or purpose of the corporation.

Attachment A: Geographic Boundaries

Attachment A
Foundations Charter School Geographic Boundaries

AUSTIN AREA:

Austin ISD, Dripping Springs ISD, Eanes ISD, Hays CISD, Lake Travis ISD, Manor ISD, Pflugerville ISD, Round Rock ISD

DALLAS AREA:

Allen ISD, Arlington ISD, Cedar Hill ISD, Colleyville ISD, Dallas ISD, Duncanville ISD, Garland ISD, Grand Prairie ISD, Highland Park ISD, Irving ISD, Lancaster ISD, Lovejoy ISD, McKinney ISD, Mesquite ISD, Plano ISD, Richardson ISD, Rockwall ISD, Wylie ISD

HOUSTON AREA:

Aldine ISD, Alief ISD, Alvin ISD, Channelview ISD, Clear Creek ISD, Cypress-Fairbanks ISD, Deer Park ISD, Fort Bend ISD, Galena Park ISD, Houston ISD, Humble ISD, Katy ISD, Klein ISD, Pearland ISD, Sheldon ISD, Spring ISD, Spring Branch ISD, Stafford MSD

Attachment B: Mail Receipts

Attachment B
Certified Mail Receipts

Foundations Charter School
11118 Hwy 6 South
Sugar Land, TX 77498

7013 2630 0000 6126 3286

UNITED STATES POSTAL SERVICE

1000

75116

RETURN RECEIPT REQUESTED

NMR

Zoe Learning Academy
515 W Center Street
Duncanville, TX 75116

NIXIE 750 FE 1 0003/06

RETURN TO SENDER
NOT DELIVERABLE AS ADDRESSED
UNABLE TO FORWARD

BC: 77498495118 *1882-11446-0

77498@4951

CERTIFIED MAIL™

Foundations Charter School
11118 Hwy 6 South
Sugar Land, TX 77498

7013 2630 0000 6126 3736

UNITED STATES POSTAL SERVICE

1000

77536

RETURN RECEIPT REQUESTED

Deer Park ISD
203 W
Deer Park, TX 77536

Found

DI NIXIE 773 DC 1 0003/

RETURN TO SENDER
NOT DELIVERABLE AS ADDRESSED
UNABLE TO FORWARD

BC: 77498495118 *1495-01630

SENDER: *COMPLETE THIS SECTION*

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dallas ISD
3700 Ross Avenue
Dallas, TX 75204

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? *(Extra Fee)* ☐ Yes

2. Article Number *(Transfer from service label)* 7013 2630 0000 6126 3378

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HAS – West Houston
22400 Grand Corner Drive
Katy, TX 77494

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article (Transfe 7013 2630 0000 6126 3750

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Roberto R. Alonzo
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Nu (Transfer 7013 2630 0000 6126 2913

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Sheldon ISD
11411 CE King Parkway
Houston, TX 77044

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Mars | C. Date of Delivery 9/30

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7013 2630 0000 6126 3774

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- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Aldine
~~Alief~~ ISD
~~PO Box 68~~ 14910 Aldine Westfield Rd
~~Alief, TX 77411~~ Houston, TX 77032

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article (Transfi 7013 2630 0000 6126 3668

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Cypress-Fairbanks ISD
PO Box 692003
Houston, TX 77269

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ANTHEUS C WHITE cy-fair i.s.d. ☐ Agent ☐ Addressee

B. Received by (Printed Name) ANTHEUS C WHITE cy-fair i.s.d. C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3675

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Life School
777 S I-35 Service Road
Red Oak, TX 75154

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3309

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Alma A. Allen
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2685

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Pflugerville ISD
1401 W Pecan
Pflugerville, TX 78660

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☒ Agent ☐ Addressee

B. Received by (Printed Name) Jeni Ornelas C. Date of Delivery 2/28/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☒ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3484

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Garnet F. Coleman
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from) 7013 2630 0000 6126 3057

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative William A. 'Bill' Callegari
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from) 7013 2630 0000 6126 2692

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Cindy Burkett
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Trans 7013 2630 0000 6126 2760

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Angie Chen Button
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Tran 7013 2630 0000 6126 2777

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Advantage Academy
618 W Wheatland Road
Duncanville, TX 75116

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) [illegible] C. Date of Delivery 2/28/2014

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from) 7013 2630 0000 6126 3293

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Yvonne Davis
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☒ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

Article Number (Transfer from) 7013 2630 0000 6126 3026

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Cedar Hill ISD
285 Uptown Boulevard, Bldg 300
Cedar Hill, TX 75104

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) [illegible] C. Date of Delivery 2/28/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from) 7013 2630 0000 6126 3200

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Tony Dale
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☒ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from) 7013 2630 0000 6126 2807

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Gary Elkins
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery: 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Numbe (Transfer from: 7013 2630 0000 6126 2715

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

epresentative Dawnna Dukes
O Box 2910
ustin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery: 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Num (Transfer frc: 7013 2630 0000 6126 2869

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Duncanville ISD
710 S Cedar Ridge Drive
Duncanville, TX 75137

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) [illegible] | C. Date of Delivery: [illegible]

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. / (7013 2630 0000 6126 3224

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Plano ISD
2700 W 15th Street
Plano, TX 75075

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Gail Ball ☐ Agent ☐ Addressee

B. Received by (Printed Name) Gail Ball | C. Date of Delivery: 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article (Transfe: 7013 2630 0000 6126 3330

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Allen Fletcher
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Numbe (Transfer from 7013 2630 0000 6126 2708

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Patricia Harless
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Numbe (Transfer from 7013 2630 0000 6126 2739

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Linda Harper-Brown
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Numb (Transfer fr 7013 2630 0000 6126 2784

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Donna Howard
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from servic 7013 2630 0000 6126 3132

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Debbie Riddle
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Nu (Transfer 7013 2630 0000 6126 3552

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Kenneth Sheets
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Nur (Transfer fr 7013 2630 0000 6126 2906

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Jason Isaac
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from s 7013 2630 0000 6126 2876

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Borris L. Miles
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article N (Transfer 7013 2630 0000 6126 3064

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Sylvester Turner
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article N (Transfe 7013 2630 0000 6126 3125

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Armando Walle
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7013 2630 0000 6126 3118

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Senfronia Paige
Thompson
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Numb (Transfer from 7013 2630 0000 6126 3101

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Manor ISD
10335 US Hwy 290 E
Manor, TX 78653

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Arti (Tra 7013 2630 0000 6126 3514

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Gene Wu
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2722

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Hubert Vo
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer 7013 2630 0000 6126 2814

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Toni Rose
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article N (Transfer 7013 2630 0000 6126 3149

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

epresentative Cristina Farrar
O Box 2910
ustin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from se 7013 2630 0000 6126 3040

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Eric Johnson
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Num' (Transfer fro 7013 2630 0000 6126 2944

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Harold V. Dutton
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Numbe (Transfer from 7013 2630 0000 6126 3095

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative John Zerwas
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from servic 7013 2630 0000 0990 2529

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Carol Alvarado
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Numbe (Transfer from 7013 2630 0000 6126 3071

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Ana Hernandez
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3088

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Dwayne Bohac
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2623

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Stefani Carter
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2937

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Uplift Williams Preparatory
1825 Market Center Boulevard, Ste 500
Dallas, TX 75207

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3163

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Round Rock ISD
1311 Round Rock Avenue
Round Rock, TX 78681

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery
Accus 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from se 7013 2630 0000 6126 3460

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Grand Prairie ISD
2602 S Belt Line Road
Grand Prairie, TX 75052

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery
Virginia Avila 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfe 7013 2630 0000 6126 3262

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Rick Miller
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery
2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from s 7013 2630 0000 6126 2616

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dripping Springs ISD
510 W Mercer Street
Dripping Springs, TX 78620

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X H. Brown ☑ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery
H. Brown 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Trans 7013 2630 0000 6126 3521

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Hays CISD
21003 IH-35
Kyle, TX 78640

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☒ Addressee

B. Received by (Printed Name) J. Alvarado | C. Date of Delivery 2-28

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article (Trans 7013 2630 0000 6126 3491

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Elliott Naishtat
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☒ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from ser 7013 2630 0000 6126 2975

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Austin ISD
1111 W 6th Street
Austin, TX 78703

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Arnold Tello | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Nu (Transfer from 7013 2630 0000 6126 3477

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Craig Estes
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 20

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article (Trans 7013 2630 0000 6126 3644

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Eanes ISD
601 Camp Craft Road
Austin, TX 78746

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 2/28/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article N (Transfe 7013 2630 0000 6126 3507

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Lancaster ISD
422 S Centre Avenue
Lancaster, TX 75146

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 2/28

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Nur (Transfer fr 7013 2630 0000 6126 3231

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Alvin ISD
301 E House Street
Alvin, TX 77511

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 2/27/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from s 7013 2630 0000 6126 3835

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Arlington ISD
1203 W Pioneer Parkway
Arlington, TX 76013

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 2/28/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Numbe (Transfer from 7013 2630 0000 6126 3248

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Vista Academy of North Garland
1600 W Campbell Road
Garland, TX 75044

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article N (Transfer) 7013 2630 0000 6126 3279

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Spring Branch ISD
955 Campbell Road
Houston, TX 77024

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) D. Vesling | C. Date of Delivery 2/27/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. 7013 2630 0000 6126 3828

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Troy Fraser
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 2014

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from se) 7013 2630 0000 6126 2821

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Universal Academy
2616 N MacArthur Blvd
Irving, TX 75062

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. 7013 2630 0000 6126 3316

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Joan Huffman
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Nu (Transfer f 7013 2630 0000 6126 2661

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Nova Academy
6459 Scyene
Dallas, TX 75227

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article (Transi 7013 2630 0000 6126 3156

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Judith Zaffirini
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Nu (Transfer fi 7013 2630 0000 6126 2791

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Larry Taylor
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. 7013 2630 0000 6126 3538

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Bob Deuell
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article N (Transfer 7013 2630 0000 6126 3033

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Ken Paxton
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 2014

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from ser 7013 2630 0000 6126 2746

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Dan Patrick
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 2014

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Nu (Transfer 7013 2630 0000 6126 2630

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

ENDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
Print your name and address on the reverse so that we can return the card to you.
Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

he Honorable Sylvia Garcia
O Box 12068, Capitol Station
ustin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 2014

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

Article Numb (Transfer fron 7013 2630 0000 6126 2647

S Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable John Carona
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 2014

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2968

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable John Whitmire
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 2014

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2654

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Charles Schwertner
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 2014

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2838

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Rodney Ellis
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 2014

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2845

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Glenn Hegar
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 2014

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3545

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Kirk Watson
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 2014

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2999

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Donna Campbell
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 2014

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3002

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Nova Academy
2800 Prichard Lane
Dallas, TX 75227

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Belinda Hernandez ☐ Agent ☐ Addressee

B. Received by (Printed Name) Belinda Hernandez | C. Date of Delivery 2/28/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☑ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3361

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Honorable Royce West
PO Box 12068, Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 28 2014

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2951

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Austin Discovery Charter
8509 FM 969 #200
Austin, TX 78724

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Taylor-Young ☐ Agent ☐ Addressee

B. Received by (Printed Name) Taylor-Young C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3590

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Harmony Science Academy Dallas
11945 Forestgate Drive
Dallas, TX 75243

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Manuel Alvarez ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3569

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Klein ISD
7200 Spring-Cypress Road
Klein, TX 77379

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

Sandy K. Doss

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3781

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Houston ISD
4400 W 18th Street
Houston, TX 77092

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 3-4-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3705

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Jodie Laubenberg
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☒ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3637

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Fort Bend ISD
16431 Lexington Boulevard
Sugar Land, TX 77479

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 3/3/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3729

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Eddie Rodriguez
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☒ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 3-3-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2982

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Paul D. Workman
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 3-3-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2852

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Jason Villalba
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 3-3-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 3019

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Rafael Anchia
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 3-3-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2920

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative John E. Davis
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 3-3-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 2630 0000 6126 2678

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Chaparral Star Academy
14046 Summit Drive
Austin, TX 78728

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Numb (Transfer from) 7013 2630 0000 6126 3613

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

epresentative Dan Branch
O Box 2910
ustin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 3-3-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article N (Transfe 7013 2630 0000 6126 2890

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Helen Giddings
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 3-3-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Numb (Transfer from) 7013 2630 0000 6126 2753

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Larry Gonzales
PO Box 2501
Round Rock, TX 78680

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Larry Gonzales | C. Date of Delivery 3-3-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from s 7013 2630 0000 6126 2883

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Cecil Bell
PO Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 3-3-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from) 7013 2630 0000 0990 2536

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HAS - Houston NW
16200 Tomball Pkwy
Houston, TX 77086

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from) 7013 2630 0000 6126 3743

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Galena Park ISD
14705 Woodforest Boulevard
Houston, TX 77015

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from) 7013 2630 0000 6126 3712

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Harmony Science Academy
930 E Rundberg Lane
Austin, TX 78753

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) Nidia Jaimes | C. Date of Delivery 2-28-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from) 7013 2630 0000 6126 3422

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Allen ISD
612 E Bethany Drive
Allen, TX 75002

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X T Thomas ☐ Agent ☐ Addressee

B. Received by (Printed Name) T Thomas | C. Date of Delivery 3-4-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer) 7013 2630 0000 6126 3446

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

NYOS Charter School
12301 N Lamar
Austin, TX 78753

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X B Sanderson ☐ Agent ☐ Addressee

B. Received by (Printed Name) B Sanderson | C. Date of Delivery 3/28/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer) 7013 2630 0000 6126 3415

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Highland Park ISD
7015 Westchester Drive
Dallas, TX 75205-1061

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Arnold Cristum ☐ Agent ☐ Addressee

B. Received by (Printed Name) Arnold Cristum | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer) 7013 2630 0000 6126 3392

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Garland ISD
501 S Jupiter Road
Garland, TX 75042-7108

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X J. Beermann ☐ Agent ☐ Addressee

B. Received by (Printed Name) J. Beermann | C. Date of Delivery 3-4-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer) 7013 2630 0000 6126 3453

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Lake Travis ISD
3322 Ranch Road 620 S
Austin, TX 78738

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Arti (Tra 7013 2630 0000 6126 3576

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mesquite ISD
405 E Davis Street
Mesquite, TX 75149

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Amado Bazan | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Tra 7013 2630 0000 6126 3170

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Wylie ISD
951 S Ballard Avenue
Wylie, TX 75098

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☑ Addressee

B. Received by (Printed Name) Felipe Duarte | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Numl (Transfer fro... 7013 2630 0000 6126 3194

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Rockwall ISD
1050 Williams Street
Rockwall, TX 75087

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) PAUL ATHENS | C. Date of Delivery 3-4-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article I (Transfe 7013 2630 0000 6126 3187

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Lovejoy ISD
259 Country Club Road
Allen, TX 75002

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Joelle Byrnes ☐ Agent ☐ Addressee

B. Received by (Printed Name) Joelle Byrnes | C. Date of Delivery 3/4/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Nu (Transfer f 7013 2630 0000 6126 3439

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

McKinney ISD
One Duvall Street
McKinney, TX 75069

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Lila Martinez ☐ Agent ☐ Addressee

B. Received by (Printed Name) Lila Martinez | C. Date of Delivery 3-4

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No
1 Duvall St
McKinney TX 75069

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Arti (Tra 7013 2630 0000 6126 3255

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

American Youthworks
1901 E Ben White Blvd
Austin, TX 78741

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☑ Addressee

B. Received by (Printed Name) Kate Castillo | C. Date of Delivery 5/14/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. A (T 7013 2630 0000 6126 3583

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Grapevine-Colleyville ISD
3051 Ira E Woods Avenue
Grapevine, TX 76051

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Joanne Wilson ☐ Agent ☐ Addressee

B. Received by (Printed Name) Joanne Wilson | C. Date of Delivery 2/25/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7013 2630 0000 6126 3217

rm 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Richardson ISD
400 S Greenville Avenue
Richardson, TX 75081

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S Ready ☐ Agent ☐ Addressee

B. Received by (Printed Name) S Ready C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Artic (Tran 7013 2630 0000 6126 3323

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Irving ISD
2621 W Airport Fwy
Irving, TX 75062

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Albert Crayton ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfe 7013 2630 0000 6126 3385

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Spring ISD
16717 Ella Boulevard
Houston, TX 77090

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X R Barnett ☐ Agent ☐ Addressee

B. Received by (Printed Name) R Barnett C. Date of Delivery 2/27/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from ser 7013 2630 0000 6126 3798

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

ENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

. Article Addressed to:

afford MSD
25 Staffordshire Road
afford, TX 77477

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Diane Chapman ☐ Agent ☑ Addressee

B. Received by (Printed Name) Diane Chapman C. Date of Delivery 2/27/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Tra 7013 2630 0000 6126 3811

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Pearland ISD
1928 N Main
Pearland, TX 77581

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) [illegible] C. Date of Delivery 2/27/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Nu (Transfer f 7013 2630 0000 6126 3804

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Education Center Int'l Academy
2422 N Jupiter Road
Garland, TX 75044

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☑ Addressee

B. Received by (Printed Name) Jackie Whitaker C. Date of Delivery 3-6-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Numb (Transfer fron 7013 2630 0000 6126 3347

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Alief
~~Aldine~~ ISD
~~14910 Aldine Westfield Road~~ PO Box 68
~~Houston, TX 77032~~
Alief, TX 77411

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) N. DURAN C. Date of Delivery 2-27-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. A (T 7013 2630 0000 6126 3651

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Katy ISD
PO Box 159
Katy, TX 77494

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Richard Fonseca C. Date of Delivery 2/27/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 27 2014

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. 7013 2630 0000 6126 3682

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Channelview ISD
1403 Sheldon Road
Channelview, TX 77530

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x Maribel Balderas ☐ Agent ☐ Addressee

B. Received by (Printed Name) Maribel Balderas
C. Date of Delivery 2-25-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 27 2014

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfe 7013 2630 0000 6126 3842

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Humble ISD
PO Box 2000
Humble, TX 77338

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x Verlan Wilson ☑ Agent ☐ Addressee

B. Received by (Printed Name) VERLAN WILSON
C. Date of Delivery 3/7/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☑ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. 7013 2630 0000 6126 3699

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

Attachment C: Board Affidavits

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve: **Ignitus Worldwide, Inc.**

2. Full name: **Dr. Steven Edwards**

   Home Address: **1110 Cromley Alley Alexandria, VA 22314**

   Business Name and Address: **Edwards Educational Services 325 N. Henry St. Alexandria, VA 22314**

   Phone Number: **202-359-5124**

   E-mail address: **steve@edwardsedservices.com**

X Resume and professional bio are attached here.

X 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 desire to serve on the board is to ensure Foundations Charter School (FCS) is providing all students starting their formal away-from-home educational life with an innovative and high quality education. Student learning alignment from before they enter elementary school and while they transition are a part of an elementary school which requires a seamless model for the future. The vision of FCS has me very excited about why I want to serve on this board. We have witnessed too much early failure and students too young to have lifelong consequences due to a sub-par education experience within any school before they are twelve years old. The opportunity to serve on the board that will use innovation coupled with sound research to ensure all students are extending their boundaries of learning, not just students within a privileged domain, is energizing and refreshing for my vision of a good public school system in Texas and across America.

5. What is your understanding of the appropriate role of a public charter school board member?

   My role as a public charter school board member is to govern in an objective and professional manner and ensure that the oversight of the functions of the entire school system are met with high standards of performance. As board member, I should clearly delegate and communicate roles of the board, Superintendent and organizational functions that serve the children's best interest.

   Some roles of the board are not delegated and board members should act in good faith to study, engage and make decisions in the best interest of kids in areas such as: policy development, budget approval, audit reviews, hiring of superintendent/leaders, record keeping, parent or staff grievances and conducting school business in a public and transparent manner at all times.

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 not served as a board member for a

charter school but currently serve as a board member for the following organizations: The Abbas Project, The National Dropout Prevention Center, Servant Forge. All are educationally-related non-profits that serve the youth.

7. Describe the specific knowledge and experience that you would bring to the board. I have been in education for 38 years, as a teacher, school assistant principal and principal. I have taught education classes at both the undergraduate and graduate level at two major universities. I have worked in schools in 49 states and 39 counties providing training in teacher practice, principal development and youth leadership training. I served on president Clinton's commission on teens and as an advisor to the White House in the Obama administration on educational policy issues.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The mission that defines this proposal for Foundations Charter School (FCS) is to ensure a good start in life and school. Every child can succeed through an inclusive education within a culture of high expectations.
   The FCS Board believes in a comprehensive mission that encompasses the beliefs that all children in FCS should not only meet the State of Texas accountability levels of satisfactory performance (level II), but also approach advanced academic performance (level III) in the current Texas Essential Knowledge Skills and performance standards through learning that will be an enjoyable and challenging experience for all. FCS believes all children can and will learn, enjoy school, deserve a quality teacher, embrace parent engagement in the learning process and use data to drive decisions of learning and budgeting for learning.

2. What is your understanding of the school's proposed educational program?
   The education program set forth in the application is designed to use some of the best learning research from around the country in early childhood through 5th grade. Within this cognitive and social development for all students enrolled in FCS will be proven partnerships that support and monitor the practices and processes of FCS. Students will be exposed to a comprehensive program that values student motivation, well-rounded learning methodologies, high rigor, accessible and collaborative environments for parents and highly effective teachers. The leadership team will ensure sound governance, solid fiscal management, strategic professional development, an aligned curriculum, a professional culture and an engaged staff.

3. What do you believe to be the characteristics of a successful school?
   There are several characteristics of a successful school that include: a safe learning environment, quality teachers and leadership, a positive culture for learning, the use of data to target goals and objectives, continuous improvement and honest, focused attention to the mission of the school.

4. How will you know that the school is succeeding (or not) in its mission?
The mission should be aligned to the vision, goals, objectives and action plans. Through the continuous review of performance data a school will identify areas of accomplishment and targeted areas of growth. The growth is established through purposeful professional development. Parents are engaged as a part of the child's learning process. The results produced will be the primary indicators if the school is showing qualitative and quantitative progress towards the mission.

Governance

1. Describe the role that the board will play in the school's operation.
The board of the charter school will oversee the entire school operation and the policy development of the school. By law the school board cannot delegate some responsibilities and these will be adhered to through public board meetings with deliberation. The board will empower the Superintendent to carry out delegated operational laws, regulation and expectations, and report progress and compliance per board agenda designated times. The board will serve as the final authority for the school. The board's job will always be to seek public engagement in aligning important decisions that impact the kids, staff and community, and will continuously push and pull information to and from the community and schools so a clear understanding of the board's work is visible from the governance team.

2. How will you know if the school is successful at the end of the first year of operation?
There are many reviews a board should consider in defining success. The board should include at a minimum areas such as: baseline academic performance of the students in year one; financial status (fund balance, budgets to actuals and audit) of the school; staffing review; parent, teacher and student survey results; and compliance of policy, statutes, contracts and regulations.

3. How will you know at the end of four years of the school is successful?
The school should be in good standing in all accountability areas defined by the State School Board and the State Legislature. The school should be thriving in student enrollment and teacher applications. Parents should be excited their child is able to attend the school and the turnover in students, staff and leaders is minimal. The school should be recognized as a safe positive learning environment with a positive culture, high expectations and students showing outstanding success in the elementary grades through self-managing student actions.

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 ensure that continuous and rigorous monitoring of the school's performance is established quarterly. The board will need to have strong evaluation

systems in place for the Superintendent and school personnel. The board will need to focus on a competitive pay system to attract and retain the best teachers and leaders in the area. The staff will need to be equipped with accurate and effective professional development aligned to the vision and goals of the school and responding to the data that drives our actions. The board will also need to show fiscal discipline and long term thinking to ensure efficient and effective use of the finite resources.

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 bring the issue up to the Board President to have it placed on the future agenda for board discussion. I would approach the issue as a concern, seek facts to my concern and let the board act in accordance to the facts, feedback and validated outcomes of the claims.

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 **X** Yes

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.
X I / we do not know any such employees ☐ Yes

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 **X** Yes

I have met the Texas Successful Charter School management team that was recommended to us for operational support in this charter.

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 **X** Yes

We reviewed several teams and followed several recommendations to work with TSCS and met the team during this process.

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 **X** 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.
   X 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.
   Edwards Educational Services, Inc., The National Principals Academy, and Ignitus Worldwide

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 **X** 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 **X** 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 **X** 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 **X** 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 **X** No If so, give details.

Certification

I, Steven W Edwards, 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.

Steven W Edwards — 2.24.14

Signature — Date

VERIFICATION

State of Virginia

County of City of Alexandria

On this day, _____ (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 24th day of February, 2014.

(Notary Public) Michelle Suzanne Rodak

My commission expires 11/30/17

(SEAL)

Michelle Suzanne Rodak ★ Notary Public ★ Commonwealth of Virginia

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve **Ignitus Worlwide, Inc.**
2. Full name **Dr. Darrin Martin**
   Home Address
   Business Name and Address
   Phone Number **304-320-9974**
   E-mail address **darrin@edwardsedservices.com**

X Resume and professional bio are attached here.

X 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.
   X☐ Does not apply to me ☐ Yes

4. What was your motivation to serve on the board of the proposed charter school?

I am a third generation educator and I understand the importance of providing children with a successful educational program that strives to meet the individual needs of students. For myself, I believe educational systems should provide students, especially those considered at-risk, with a quality foundation for learning that will ensure success and growth as they enter and matriculate through elementary school. As board member of Arrow Academy, I hope to assist AA in meeting its mission to prepare students to excel academically, socially, and become motivated members of our community. I am an educator, with a zest for learning and instilling the value of an education in young people. I welcome all opportunities to work with others to provide students with experiences that serve to prepare them for their endeavors.

5. What is your understanding of the appropriate role of a public charter school board member?

Charter school board members should address major decisions of the school and not micro-manage or be involved in the day-to-day operations of the school. Board members must meet regularly to govern and make decisions to ensure the mission and vision of the school are being met. Board members monitor the school's progress in meeting the objectives (including those pertaining to student achievement) that have been identified in the charter contract, approve the budget and school-wide policies, plan strategically, and evaluate the charter school administrator. Lastly, the board must focus on the "big picture," overseeing the function of the entire school. As a result, the board should

effectively delegate responsibilities to its committees or the charter school administrator.

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 on the Board of Governors at Concord University. As a board member, I worked with other members to govern and oversee the functions of the university. The Board of Governors was charged with the following duties and powers:

- Determine, control, supervise and manage the financial, business and educational policies and affairs of the state of the institution;
- Develop and regularly update the master plan for the institution, which includes a detailed demonstration of how the master plan will be used to meet the goals, objectives and priorities of the institution's compact.
- Develop a ten-year campus development plan
- Review academic programs
- Manage all personnel matters, including, but not limited to employment, classification, compensation, and discipline for employees of the institution
- Solicit and manage voluntary support, including financial contributions and support services for the institution
- Appoint a president for the institution
- Conduct written performance evaluations of the president
- Enter into contracts or consortium agreements with the public schools, private schools, or private industry to provide technical, vocational, college preparatory, remedial, and customized training courses
- Delegate power and control over the business affairs of the institution to the president or other administrative heads

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?

Arrow Academy's mission to prepare students to excel academically, socially, and to become motivated members of society is supported by its approach to create a school that is intentional about shaping students' development in multiple ways. The school focuses on preparing at-risk students to be successful in and outside the school environment. Arrow Academy's mission comes to life through the school's utilization of a blended model for learning that incudes highly effective teachers that are nurturing and caring, providing a quality curriculum, and using technology-based tools to accelerate student learning. Arrow Academy's personalized learning environment and small teacher-student ratios enhance the likelihood of educational success for students from underserved communities.

2. What is your understanding of the school's proposed educational program?

Arrow Academy's educational program is focused on student growth. Arrow uses research-based instructional methods and Bloom's Mastery Learning Model to effectively meet the academic needs of at-risk students. Teachers emphasize instructional strategies and student tasks that develop student's thinking competencies (i.e., disposition, skill and understanding). Teachers at Arrow employ a rigorous, standards-based curriculum, aligned to Texas State Standards, and performance-based assessments that engage students in active learning and high-order thinking skills.

3. What do you believe to be the characteristics of a successful school?

Research suggests that school success is determined by several factors. First, a school must have a clear and shared focus that is grounded in high expectations for all (students and staff). Processes and supports must be established and implemented to ensure that all students learn. The curriculum, instruction and assessments must be aligned to state standards. Schools must have effective leaders and a collaborative environment that are focused on continuous improvement. Last, data must be used to make all decisions.

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

To determine effectiveness, Arrow Academy should identify a list of metrics that

are aligned to the school's mission. Next, the academy must collect and analyze various types of qualitative and quantitative data that are aligned to the metrics from multiple entry points. This process would not only provide insight on how well the academy is achieving its mission but is a necessary component of continuous improvement.

Governance

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

The board will oversee the complete operation of the school, ensuring that Arrow Academy is successfully achieving its mission and goals. Further the board must also ensure that the school is financially solvent, compliant with the charter agreement, and building and fostering strong parent, community, and business relationships.

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

At the end of the first year, charter schools should review the following to determine success: the schools financial situation, academic performance (meeting the mission), facilities, and district obstacles that may impede the school from accomplishing its mission.

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

Data should be collected and analyzed that will examine factors that define the successfulness of the school at the end of the fourth year. Some of the factors include the following:

- The school should be in good standing in all accountability areas defined by Texas State School Board of Education
- Student achievement goals on state assessments as identified in the Charter and as set by the State are being met
- School satisfaction surveys are positive
- Compliance with state and federal requirements
- Financial stability

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

school is successful?

During board meetings, the board should review the academic progress, financials and performance of the staff as well as various types of perceptional data (i.e., parental survey data). The board should visit the school and observe the culture and day-to-day operations. In addition, the board should serve as a resource to the leadership of the school and staff and allocate resources when needed. Lastly, board members must receive professional development and training to enhance their effectiveness as board members and to improve their decision-making.

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?

Board members shall exemplify integrity, honesty and respect. As board members, the top priority is a commitment and dedication to the school. If a board member violates this commitment, I would share my concerns with the President of the Board and ask that the issues be placed on the agenda for further discussion.

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.

   X I / we do not know these individuals **x** Yes

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.

   X I / we do not know any such employees ☐ Yes

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.

   X 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.

X 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 **X** 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.

X 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.

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:

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes **X** 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 **X** 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 **X** 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 **X** 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 **X** No If so, give details.

Certification

I, Darrin Martin, 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.

D-M 2/25/14

Signature Date

VERIFICATION

State of Virginia

County of Tazewell

On this day, Darrin Martin (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 25th day of February, 2014

(Notary Public) Deborah L Triplett

My commission expires 9-30-2017

(SEAL)

City/County of Tazewell
Commonwealth of Virginia
Subscribed and sworn
this 25th day of February 2014
by Deborah L Triplett
Notary Public
DEBORAH LOUISE
Reg. #273618
Commission Exp. 9/30/2017

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve: **Ignitus Worldwide, Inc.**
2. Full name: **Michael W. Evans, Sr.**
   Home Address: **101 Nansemond Turn Yorktown, Virginia 23693**
   Business Name and Address:
   Phone Number: **757-570-9562**
   E-mail address: **mike@edwardsedservices.com**

X Resume and professional bio are attached here.

X 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.
   X☐ Does not apply to me ☐ Yes

4. What was your motivation to serve on the board of the proposed charter school?
   As I move into another phase of my professional life, I want to be included in this organization to support Foundations Charter School (FCS) as they provide a foundation for learning. As we all know, the early years for young people set the stage for their success. I have sat in amazement at the dedication and passion of all of the stakeholders creating this opportunity for students.
   As a lifelong educator, I have watched students begin their early years without a level playing field. FCS shows me how motivated and dedicated the staff is in making the dream of all kids to come true.
   I am excited to serve on the board that is on the cutting edge instructionally and from a leadership capacity.

5. What is your understanding of the appropriate role of a public charter school board member?
   I see my role as a public charter school board member is to oversee the operation through a new set of lens. I feel strongly that my professional experience will give insight into the overall operation of the school. In my role as a board member I plan to stay in constant conversation with all parties leading our school.
   I plan to stay abreast of all administrative decisions, budget plans, curriculum design, hiring of all key staff, as well as be informed in decisions impacting student achievement, staff conduct, and parent concerns and obligations.

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 in a leadership capacity as a member of the National Association Secondary School Principals Urban Schools Committee. In this role I led the governance of all policies and procedures dealing with urban school leadership. In addition, I was responsible for planning all agenda items as well as interpreting rules.

7. Describe the specific knowledge and experience that you would bring to the board.
I believe that I would bring integrity and honesty while providing an enormous amount of educational leadership experience. In addition, I would be able to provide additional experience in analyzing data for instructional improvement.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission that defines this proposal for Foundations Charter School (FCS) is to ensure a good start in life and school. Every child can succeed through an inclusive education within a culture of high expectations.
The FCS Board believes in a comprehensive mission that encompasses the beliefs that all children in FCS should not only meet the State of Texas accountability levels of satisfactory performance (level II), but also approach advanced academic performance (level III) in the current Texas Essential Knowledge Skills and performance standards through learning that will be an enjoyable and challenging experience for all. FCS believes all children can and will learn, enjoy school, deserve a quality teacher, embrace parent engagement in the learning process and use data to drive decisions of learning and budgeting for learning.

2. What is your understanding of the school's proposed educational program?
It is my understanding that the education program set forth in the application is to take best practices as defined by leading researchers to design a quality curriculum for extended learning. I also support the focus on making sure all students are prepared for college, a career, but most importantly, focused on becoming a good citizen. Within this cognitive and social development for all students enrolled in FCS will be proven partnerships that support and monitor the practices and processes of FCS. Students will be exposed to a comprehensive program that values student motivation, well-rounded learning methodologies, high rigor, accessible and collaborative environments for parents and highly effective teachers. The leadership team will ensure sound governance, solid fiscal management, strategic professional development, an aligned curriculum, a professional culture and an engaged staff.

3. What do you believe to be the characteristics of a successful school?
I strongly believe that a successful school should include a competent staff, dedicated administrators, and a safe teaching and learning environment. .
I also believe that school leaders should use data to drive all instructional decisions.

4. How will you know that the school is succeeding (or not) in its mission? As we do progress monitoring, we will be able to determine direction or redirection. We will analyze the data to adjust our work and to meet the goals set.

The mission should be aligned to the vision, goals, objectives and action plans. Through the continuous review of performance data a school will identify areas of accomplishment and targeted areas of growth. The growth is established through purposeful professional development. Parents are engaged as a part of the child's learning process. The results produced will be the primary indicators if the school is showing qualitative and quantitative progress towards the mission.

Governance

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

The board of the charter school will oversee the entire school operation and the policy development of the school. By law the school board cannot delegate some responsibilities and these will be adhered to through public board meetings with deliberation. The board will empower the Superintendent to carry out delegated operational laws, regulation and expectations, and report progress and compliance per board agenda designated times. The board will serve as the final authority for the school. The board's job will always be to seek public engagement in aligning important decisions that impact the kids, staff and community, and will continuously push and pull information to and from the community and schools so a clear understanding of the board's work is visible from the governance team.

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

At the end of the first year, there should not be any surprises. The expectation is to do progress monitoring throughout the year to address or redirect any concerns. We should look at the data quarterly and determine next steps.

All aspects of the school should be reviewed, They should include finances, policy, staff evaluations, and student performance. The targeted goals should be assessed and shared. There are many reviews a board should consider in defining success. The board should include at a minimum areas such as: baseline academic performance of the students in year one; financial status (fund balance, budgets to actuals and audit) of the school; staffing review; parent, teacher and student survey results; and compliance of policy, statutes, contracts and regulations.

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

The school should be in good standing in all accountability areas defined by the State School Board and the State Legislature. The school should be thriving in student enrollment and teacher applications. Parents should be excited their child is able to attend the school and the turnover in students, staff and leaders is minimal. The school should be recognized as a safe positive learning environment with a positive culture, high expectations and students showing outstanding success in the elementary grades through self-managing student actions.

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 stay abreast of all issues impacting the achievement outcomes. We need to be proactive by consistently having checks and balances in place to ensure we are on target to meet the needs of our students and performance goals.

The board will need to make sure that we have in place opportunities for professional growth as well as opportunities to assess current leadership practices. In order to have the right staff, we will need to recruit the best and brightest of "educarers". The board will need to fully fund the budget to include attractive pay for staff.

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 immediately work to bring about a resolution. As a board member, all decisions, actions, and practices affect all of us, especially our students. Reputation is the most important aspect of how people view us.

It is a matter of trust and honesty. Any issue that appears to be detrimental to the integrity of our school is important to bring to the attention of the right folks.

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 X Yes

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.

X I / we do not know any such employees ☐ Yes

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 X Yes

I have met the Texas Successful Charter School management team that was recommended to us for operational support in this charter.

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 X Yes

We reviewed several teams and followed several recommendations to work with TSCS and met

the team during this process.

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 **X** 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.
   X 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

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 **X** 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 **X** 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 **X** 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 **X** 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 **X** No If so, give details.

Certification

I, Michael W. Evans Sr, 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.

Michael W. Evans Sr. — March 21, 2014

Signature — Date

VERIFICATION

State of Virginia

County of Newport News

On this day, Michael W. Evans SR. (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) Jacqueline R. Fox

My commission expires 12-31-2016

(SEAL)

Jacqueline R. Fox
NOTARY PUBLIC
Commonwealth of Virginia
Reg #7532673
My Commission Expires 12-31-2016

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve: **Foundations Charter School**

2. Full name: **Debbie Bullard**

   Home Address: **11203 Olde Mint House Lane Tomball, Texas 77375**

   Business Name and Address: **Advant-Edge Realtors 11203 Olde Mint House Lane Tomball 77375**

   Phone Number: **713-410-8502**

   E-mail address: [redacted]

X Resume and professional bio are attached elsewhere in the application (indicate Attachment number). 1

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 **X** Yes

4. What was your motivation to serve on the board of the proposed charter school?

   My desire to serve on the board is to ensure Foundations Charter School (FCS) provides all students an innovative and high quality education. I am very excited to serve on this board because I support the vision of FCS. The reality of early failure and lifelong consequences for students receiving sub-par education before they are twelve years old is disheartening. The opportunity to serve on the board of FCS who will use innovation coupled with sound research to ensure all students are expanding their boundaries of learning, not just students within a privileged domain is invigorating for my vision of a good public school system in Texas and across America.

5. What is your understanding of the appropriate role of a public charter school board member?

   My role as a public charter school board member is to govern in an objective and professional manner and ensure oversight of the functions of the entire school system are accomplished with high standards of performance. As board member, I should clearly delegate and communicate roles of the board, Superintendent and organizational functions that serve the children's best interest.

   Some roles of the board are not delegated and board members should act in good faith to study, engage and make decisions in the best interest of kids in areas such as: policy development, budget approval, audit reviews, hiring of superintendent/leaders, record keeping, parent or staff grievances and conducting school business in a public and transparent manner at all times.

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 presently serve as a board member for Pleasant Hills Children's Home (PHCH) in Fairfield Texas. The purpose of this home is to provide a Christian homelike place for needy and homeless children to live, to be loved, and cared for. My role as a board member is to

assure the following of a plan of operation which is in compliance with and subject to the Texas Department of Regulatory Services. The board communicates with the Executive Director regarding general oversight of the Home and its operation. As a board member, I am involved in making decisions in the best interest of the children in areas such as budget approval, staff issues/reviews, policy development and coordination with state agencies regarding each child placed at PHCH.

7. Describe the specific knowledge and experience that you would bring to the board.

As the previous owner of two large preschools whose mission statement was "Inspiring families through love and education" I am aware of what is required for children to thrive and excel in all areas of development and growth. The curriculum used in my schools was Advance Ed accredited. Theme based and age appropriate lessons combined with learning centers enabled children to master Core Components needed for early development, i.e. socio-emotional, language, cognitive, physical and aesthetic. Brain Waves curriculum introduced at the infant level supports neural pathways for the same Core Components. It is created to stimulate and activate brain cells in all four separate regions or lobes of the brain. My knowledge of early childhood curriculum provides a good foundation to understand academic requirements for young children and the methods FCS will use to accomplish a high quality education for the children who attend their schools.

I employed approximately one hundred staff at my two schools and my experience with procurement, training, management and retention of quality, credentialed and committed staff will enable me to assist with staffing issues that arise.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

   The mission that defines this proposal for Foundations Charter School (FCS) is to ensure a good start in life and school. Every child can succeed through an inclusive education within a culture of high expectations.

   The FCS Board believes in a comprehensive mission that encompasses the beliefs that all children in FCS should not only meet the State of Texas accountability levels of satisfactory performance (level II), but also approach advanced academic performance (level III) in the current Texas Essential Knowledge Skills and performance standards through learning that will be an enjoyable and challenging experience for all. FCS believes all children can and will learn, enjoy school, deserve a quality teacher, embrace parent engagement in the learning process and use data to drive decisions of learning and budgeting for learning.

2. What is your understanding of the school's proposed educational program?

   The education program set forth in the application is designed to use some of the best learning research from around the country in early childhood through 5th grade. Within this cognitive and social development for all students enrolled in FCS will be proven partnerships that support and monitor the practices and processes of FCS. Students will be exposed to a comprehensive program that values student motivation, well-rounded learning methodologies, high rigor, accessible and collaborative environments for parents

and highly effective teachers. The leadership team will ensure sound governance, solid fiscal management, strategic professional development, an aligned curriculum, a professional culture and an engaged staff.

3. What do you believe to be the characteristics of a successful school?
There are several characteristics of a successful school that include: a safe learning environment, quality teachers and leadership, a positive culture for learning, the use of data to target goals and objectives, continuous improvement and honest, focused attention to the mission of the school.

4. How will you know that the school is succeeding (or not) in its mission?
The mission should be aligned to the vision, goals, objectives and action plans. Through the continuous review of performance data a school will identify areas of accomplishment and targeted areas of growth. The growth is established through purposeful professional development. Parents are engaged as a part of the child's learning process. The results produced will be the primary indicators if the school is showing qualitative and quantitative progress towards the mission.

Governance

1. Describe the role that the board will play in the school's operation.
The board of the charter school will oversee the entire school operation and the policy development of the school. By law the school board cannot delegate some responsibilities and these will be adhered to through public board meetings with deliberation. The board will empower the Superintendent to carry out delegated operational laws, regulation and expectations, and report progress and compliance per board agenda designated times. The board will serve as the final authority for the school. The board's job will always be to seek public engagement in aligning important decisions that impact the kids, staff and community, and will continuously push and pull information to and from the community and schools so a clear understanding of the board's work is visible from the governance team.

2. How will you know if the school is successful at the end of the first year of operation?
There are many reviews a board should consider in defining success. The board should include at a minimum areas such as: baseline academic performance of the students in year one; financial status (fund balance, budgets to actuals and audit) of the school; staffing review; parent, teacher and student survey results; and compliance of policy, statutes, contracts and regulations.

3. How will you know at the end of four years of the school is successful?
The school should be in good standing in all accountability areas defined by the State School Board and the State Legislature. The school should be thriving in student

enrollment and teacher applications. Parents should be excited their child is able to attend the school and the turnover in students, staff and leaders is minimal. The school should be recognized as a safe positive learning environment with a positive culture, high expectations and students showing outstanding success in the elementary grades through self-managing student actions.

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 ensure that continuous and rigorous monitoring of the school's performance is established quarterly. The board will need to have strong evaluation systems in place for the Superintendent and school personnel. The board will need to focus on a competitive pay system to attract and retain the best teachers and leaders in the area. The staff will need to be equipped with accurate and effective professional development aligned to the vision and goals of the school and responding to the data that drives our actions. The board will also need to show fiscal discipline and long term thinking to ensure efficient and effective use of the finite resources.

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 bring the issue up to the Board President to have it placed on the future agenda for board discussion. I would approach the issue as a concern, seek facts to my concern and let the board act in accordance to the facts, feedback and validated outcomes of the claims.

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.

   X I / we do not know these individuals Yes

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.

   X I / we do not know any such employees ☐ Yes

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 **X** Yes

   I have met the Texas Successful Charter School management team that was recommended to us for operational support in this charter.

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 **X** Yes

We reviewed several teams and followed several recommendations to work with TSCS and met the team during this process.

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.

X 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.

X 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.

Advant-Edge Realtors, Owner/Broker, DB Square One LLC

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

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes **X** 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 **X** 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 **X** 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 **X** 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 **X** No If so, give details.

Certification

I, Debbie Bullard, 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.

Debbie Bullard — Signature

3-10-14 — Date

VERIFICATION

State of Texas

County of Harris

On this day, Debbie Bullard (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 10th day of March, 2014.

(Notary Public) Glenda Schneider

My commission expires 02/02/2018

(SEAL)

Glenda Schneider
NOTARY PUBLIC
STATE OF TEXAS
MY COMM. EXP. 02/02/2018

Attachment 1

Debbie Bullard is the owner/broker of Advant-Edge Realtors, a successful commercial firm that opened in 1979. For eight years (1993 -2001) she exclusively handled land acquisition for Kids R Kids franchise, assisting new owners in acquiring land for the first twenty four locations in the Houston area.

After thirty years in the real estate field, Debbie decided to take a sabbatical from real estate. Debbie's heart has always been for children and her desire to make a difference in the lives of children led Debbie and her husband to purchase a large existing preschool in the Woodlands area. Six years later they opened a second school, also in the Woodlands. The two schools served approximately five hundred fifty children and employed one hundred staff. This was a very rewarding endeavor however the death of Debbie's husband in December 2010 played a pivotal part in her decision to sell the schools, one in 2012 and the remaining school in 2013.

Debbie served on the board of directors for Cy-Fair Chamber of Commerce and presently serves on the board of Pleasant Hills Children's Home in Fairfield, Texas.

Debbie has returned to commercial real estate on a part time basis and does consulting for the preschool and childcare industry as well.

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve: **Foundations Charter School**

2. Full name: **Phillip Dyson**

   Home Address: **16730 village view trail Sugar Land Texas 77498**

   Business Name and Address: **21128 Spring Towne Rd. Spring Texas 77388**

   Phone Number: **281-651-3203**

   E-mail address: **Phillip.r.dyson@ehi.com**

X Resume and professional bio are attached here.

X Resume and professional bio are attached elsewhere in the application (indicate Attachment number). 1. Resume

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 x☐ Yes

   I am a current Board Member (1st Vice President) of the Houston Area Urban League

4. What was your motivation to serve on the board of the proposed charter school?

   My motivation to serve on the board is to ensure Foundations Charter School (FCS) is providing young students the access to a quality education. Being a parent I have realized the key to student success is partly dependent on the early years of their educational experience. With the focus on FCS ON early child development aligns with me be able to assist with the overall mission. Having the opportunity to give back to this organization is rewarding, because all children should have the right to a high quality education. This should be the normal not the exception.

5. What is your understanding of the appropriate role of a public charter school board member?

   My role as a public charter school board member is to provide high level of oversight, guidance, and direction when needed. I understand that the role will have a variety of functions such as make decisions that are always in the best interest of student success, always upheld high standards for teachers and staff and encourage an open dialogue with parents.

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 currently serve of the Houston Area Urban League Board of Directors.

7. Describe the specific knowledge and experience that you would bring to the board.

Being a HR Professional for several years I understand the importance of setting standards, strategic management, overseeing areas that impact success in organizations, collaborating with key stakeholders and providing feedback when needed to assist with the overall success of the organization.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The mission that defines this proposal for Foundations Charter School (FCS) is to ensure a good start in life and school. Every child can succeed through an inclusive education within a culture of high expectations.
   The FCS Board believes in a comprehensive mission that encompasses the beliefs that all children in FCS should not only meet the State of Texas accountability levels of satisfactory performance (level II), but also approach advanced academic performance (level III) in the current Texas Essential Knowledge Skills and performance standards through learning that will be an enjoyable and challenging experience for all. FCS believes all children can and will learn, enjoy school, deserve a quality teacher, embrace parent engagement in the learning process and use data to drive decisions of learning and budgeting for learning.

2. What is your understanding of the school's proposed educational program?
   The education program set forth in the application is designed to use some of the best learning research from around the country in early childhood through 5th grade. The students that will attend this school be exposed to very well thought-out curriculum that with align them with some of the best teachers, motivated staff, high rigor and the necessary technology needed for student success.

3. What do you believe to be the characteristics of a successful school?
   There are several characteristics of a successful school that include: a safe learning environment, quality teachers and leadership, a positive culture for learning, the use of data to target goals and objectives, continuous improvement and honest, focused attention to the mission of the school. Lastly, success will be measured by how well the school performs to the standards set by the state of Texas and the country.

4. How will you know that the school is succeeding (or not) in its mission?
   The board will know that the school is successful by comparing results with the proposed goals and objectives. With those objectives will be a high standard for excellence in student success that will be measured against the best of the best program in the state of Texas.

Governance

1. Describe the role that the board will play in the school's operation. The board will oversee policy development of the school. By the law the school board cannot delegate some responsibilities and these will be adhered to through public board meetings with deliberation. The board will allow the Superintendent to carry out delegated operational tasks as it relates to compliance and school progress. The Board overall success will depend on how well it communicates with the public, parents, and the impact that is made on the students.

2. How will you know if the school is successful at the end of the first year of operation?
There are multiple areas that are needed for success. Here are some of the areas to measure success the first year. Staffing review; parent, teacher and student survey result; The board should include at a minimum areas such as: baseline academic performance of the students in year one; and compliance of policy, statutes, contracts and regulations.

3. How will you know at the end of four years of the school is successful?
The school should be in good standing in all accountability areas defined by the State School Board and the State Legislature. The school should be thriving in student enrollment and teacher applications. Parents should be excited their child is able to attend the school and the turnover in students, staff and leaders is minimal. The school should be recognized as a safe positive learning environment with a positive culture, high expectations and students showing outstanding success in the elementary grades through self-managing student actions.

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 ensure that all goals and expectations are communicated to all stake holders that are involved. There must be a clear monthly follow up plan that has measures the success of students, teachers, staff and parent involvement. The board must make sure that the best teachers are in place and their vision is consistent with the vision of the school. The board most prepare for long term success with periodic follow up on plans and measure success in different areas at designated times.

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 immediately contact the Board Chairman and have the issue addressed. This would be of the highest priority, because doing business the right way is the only way.

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.
☐ x I / we do not know these individuals

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.
X I / we do not know any such employees ☐ Yes

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 **no**

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 **N/A**

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 **X** 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.
X 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

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 **X** 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 **X** 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 **X** 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 **X** 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 **X** No If so, give details.

Certification

I, Phillip Dyson, 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.

Phillip Dyson — Signature

3-19-14 — Date

VERIFICATION

State of Texas

County of Harris

On this day, Phil Dyson (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 March 19 day of

19, 2014.

(Notary Public)

JOYCE K. ANTHONY
Notary Public, State of Texas
My Commission Expires
January 02, 2018

My commission expires _____

(SEAL)

Phil Dyson

21128 Spring Towne Rd. Spring, Texas 77388, (281) 651-3203, Phillip.r.dyson@ehi.com

Summary of Qualifications

Human Resources Generalist Manager with 24 years of experience in business administration, sales, customer service, strategic planning and employee development. Analytical and detailed oriented in problem solving and accustomed to being in positions of responsibility. I have a proven record in developing and fostering relationships that promote teamwork and success. I am also effective at communicating, strategic thinking and negotiating.

Personal Strength

- Proven track record of forming strategic business partnerships with upper level management to ensure the success of the organization.
- Able to make rapid assessments and quickly develop strategies to ensure progress and goal achievement. Perform well as an independent contributor and a team member.

Professional Experience

ENTERPRISE RENT-A-CAR, Houston, TX 1990 to Present

Human Resources Generalist Manager (2010 to Present)

- Promote guidance to Managers regarding the right courses of action to take to limit exposure and increase employee satisfaction
- Act as a strategic business partner to management, making recommendations to help reduce cost and increase engagement.
- Develop and manage plans for successful HR campaigns such as United Way, Open Enrollment, and the Employee Opinion Survey.
- Interpret and apply state/federal employment laws as well as company policies and procedures
- Oversee the handling of investigations, performance management and involuntary terminations
- Develop and manage retention and employee satisfaction plans for the Group/Region
- Subject matter expert regarding benefits, policies, guidelines, etc.
- Manager labor relations including maintenance of our pro-employee philosophy and , if applicable, negotiation, interpretation and administration of collective bargaining agreement (s) and management of third party relationship (s)
- Develop and facilitate training for all employees at all levels such as Review writing, Performance Management, Legal updates and Discrimination and Harassment Prevention Training.
- Act as a Mentor.
- Ensure consistency of our processes, guidelines and fair and equal treatment for all employees
- Oversee Mentor programs and Female/Diversity teams
- Seek to improve job performance through self-assessment, skill development, training and goal setting

Group Relations Manager (2008 to Present)

- Implement and manage the group diversity and/or community relations program that supports the group's strategic business plan
- Provide feedback to management on group's involvement in the area of diversity and/or community relations
- Educate others on the value of diversity and/or community relations to the company and community; Conduct training as needed
- Think strategically about longer term needs and the capabilities that must be in place to address needs in the areas of diversity and/or community relations
- Develop and maintain positive relationships with community leaders, including government entities where applicable

Regional Rental Manager (2007 to 2001)

- Managed the overall operations of 30 rental branches located in Southwest Region of Houston
- Supervised a team of 6 area managers
- Proactively seek process improvement to ensure high quality customer service
- Supervise, mentor, train, coach, evaluate and develop staff
- Provide continual feedback regarding employee performance; meet with personnel to monitor sales goals and overall performance
- Develop overall sales and marketing strategy for the Region
- Assess and analyze competitive environment and provide appropriate reports and recommendations
- Call on existing and potential customers to develop business
- Develop overall fleet strategy for Region and oversee management of the fleet

Area Rental Manager (2001 to 1995)

- Same as above overseeing 7 rental branches

Other Positions held -

- Branch Rental Manager (1995 to 1992)
- Assistant Rental Manager (1992 to 1991)
- Management Trainee (1991 – 1990)

Educational Credentials

SOUTHERN UNIVERSITY: **Bachelor of Arts in Accounting**
PHR Certified in Human Resources

Organizational/ Community Involvement

Corporate Community Relations Council - Member
Society of Human Resources Management- Member
Houston Area Urban League Board Member – 2009-present (1st Vice President)
Windsor Village United Methodist Church - Member

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve: **Foundations Charter School**
2. Full name: **Todd McDonald**
   Home Address: **4014 Norfolk Houston, TX 77027**
   Business Name and Address: **McDonald and Assoc. 4543 Post Oak Place Dr #231 Houston, TX 77027**
   Phone Number: **713-871-8766**
   E-mail address: [redacted]

X Resume and professional bio are attached here.

X 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 X Yes

4. What was your motivation to serve on the board of the proposed charter school?
   I want to help Foundations Charter School (FCS) provide an opportunity for new students to receive an exemplary start to their education. I have seen some of the amazing results generated by charter schools and believe there is a demand and need for preparing students before they enter elementary school in similar fashion. We have an opportunity to help equip students for future challenges and successes, and that excites me.
5. What is your understanding of the appropriate role of a public charter school board member?
   My role is to objectively govern the global operations of the charter school making sure excellence is pursued at all levels to benefit our end client, the student. This role includes direct input in budget review, policy review, hiring superintendent, reviewing grievances and general school business.
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 as a board member of Get Together, Inc. (a 501c3) for four years. The board's duties included board governance, budgeting, expansion, implementation of best practices, fundraising, employee management/ hiring, and overseeing the general operations of the organization.
7. Describe the specific knowledge and experience that you would bring to the board.
   I am an entrepreneurial commercial real estate developer who has experience managing personnel, budgeting, strategic planning, and analyzing financial reports and projections. I also have four years of experience being on the board of a not-for-profit organization.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The mission for Foundations Charter School (FCS) is to provide an environment of where

every child can start their educational career and life successfully. The FCS Board wants to create an inclusive learning environment where students are equipped to achieve academic excellence far above the state mandated levels of satisfactory performance.

2. What is your understanding of the school's proposed educational program?
The education program will take the best learning research from around the country dealing with early childhood to fifth grade. The comprehensive program will encourage student motivation, diverse learning methodology, and collaborative environments for students and teachers.

3. What do you believe to be the characteristics of a successful school?
I believe a safe, positive learning environment, engaged professional staff, clear goals, successful programs to get parental involvement, and continual desire to improve are some characteristics of a successful school.

4. How will you know that the school is succeeding (or not) in its mission?
With individual students, the test scores will provide quantitative data and the qualitative reports of parents and teachers will let us know if we are successful. The test scores of the total student body and the improvements year over year as well as student/ parent surveys will indicate success for the school.

Governance

1. Describe the role that the board will play in the school's operation.
The board of the charter school will oversee the entire school operation and the policy development of the school. By law the school board cannot delegate some responsibilities and these will be adhered to through public board meetings with deliberation. The board will empower the Superintendent to carry out delegated operational laws, regulation and expectations, and report progress and compliance per board agenda designated times. The board will serve as the final authority for the school. The board's job will always be to seek public engagement in aligning important decisions that impact the kids, staff and community, and will continuously push and pull information to and from the community and schools so a clear understanding of the board's work is visible from the governance team.

2. How will you know if the school is successful at the end of the first year of operation?
Some of the things the board will look at to make this determination are students' academic performance, financial status, staffing reviews, survey results and compliance with statutes, contracts, and regulations.

3. How will you know at the end of four years of the school is successful?
In addition to being in good standing with the State School Board and State Legislature,

school enrollment should be at the limit with a waiting list due to the excitement of parents seeing our results. We should have limited turnover of teachers and staff due to the positive environment and communal benefit provided by the school.

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 monitor the school's performance on a quarterly basis. Such reviews will need to include evaluation of personnel, financial reports, compensation structure to keep and attract the best teachers, school culture, and academic performance. The board will have to equip the staff with tools and systems to create an environment where students can achieve great success both academically and socially.

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 discuss my misgivings with the Board President first. At the Board President's discretion, I would be involved or not be involved with researching the potential conflict and discussing with the board member involved. I would request the issue to be included in the agenda for the next board meeting and let the board act in accordance with the discovered facts.

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.
   X I / we do not know these individuals ☐ Yes

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.
   X I / we do not know any such employees ☐ Yes

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.
   X 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.
   X 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 **X** 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.
X 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.
Get Together, Inc.- Board Member
Foxtail Properties- Manager, Member
People of Principal- Board Member
P&T Holdings, LLC- Director
Litchfield TX/IL, LLC- Manager
McDonald Houston House, LLC- Manager
Educational Solutions of Houston, LLC- Manager

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:

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
☐ Yes **X** 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 **X** 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 **X** 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 **X** 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 **X** No If so, give details.

Certification

I, Todd McDonald, 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 3-24-14

VERIFICATION

State of TEXAS

County of HARRIS

On this day, Todd McDonald (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 25th day of March, 2014.

ADAM BRYANT RICHARDSON
Notary Public, State of Texas
My Commission Expires
December 27, 2018

(Notary Public) _____

My commission expires 12/27/15

(SEAL)

Todd McDonald

Business owner and commercial real estate developer with over ten years of experience specializing in single tenant and multi-tenant retail projects.

Education

BS in Business Economics- Wofford College

Experience

McDONALD & ASSOCIATES, INC. (2007 to present)
Founder and President

Founded commercial real estate company in 2007 primarily focusing on single tenant and multi-tenant retail. Provide development and redevelopment services on both properties owned and joint venture projects with other activities include acquisition, disposition, asset management and financing.

AmREIT (2000-2007)
Managing Vice-President Real Estate

Managed the real estate group in conjunction with the CEO of a publicly traded real estate investment trust. Responsibilities during his tenure included development, redevelopment, leasing, disposition and acquisition of single tenant and multi-tenant retail projects. Originated and managed joint venture projects across the country. Involved with the investment sponsorship arm of AmREIT interfacing with the broker-dealer community.

PAUL S. MCDONALD & ASSOCIATES (1998 - 2000)

Managed, obtained financing, acquired, and disposed of multifamily projects.

INVESTOR

Currently owns interests in five real estate partnerships.

CIVIC AND PROFESSIONAL

- Board Member, Get Together, Inc.
- Member, International Council of Shopping Centers

Background

1. Name of charter school on whose Board of Directors you serve: **Foundations Charter School**

2. Full name: **Tony Bloom**

   Home Address: **1227 Burnwood Lane Houston Texas 77073**

   Business Name and Address: **16780 Needham Road Conroe Texas 77385**

   Phone Number: **832-788-2412**

   E-mail address: [redacted]

X Resume and professional bio are attached here.

X 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.

   X☐ Does not apply to me ☐ Yes

4. What was your motivation to serve on the board of the proposed charter school?

   My desire to serve on the board is to ensure Foundations Charter School (FCS) is providing all students starting their formal away-from-home educational life with an innovative and high quality education. Student learning alignment from before they enter elementary school and while they transition are a part of an elementary school which requires a seamless model for the future. The vision of FCS has me very excited about why I want to serve on this board. We have witnessed too much early failure and students too young to have lifelong consequences due to a sub-par education experience within any school before they are twelve years old. The opportunity to serve on the board that will use innovation coupled with sound research to ensure all students are extending their boundaries of learning, not just students within a privileged domain, is energizing and refreshing for my vision of a good public school system in Texas and across America.

5. What is your understanding of the appropriate role of a public charter school board member?

   My role as a public charter school board member is to govern in an objective and professional manner and ensure that the oversight of the functions of the entire school system are met with high standards of performance. As board member, I should clearly delegate and communicate roles of the board, Superintendent and organizational functions that serve the children's best interest.

   Some roles of the board are not delegated and board members should act in good faith to study, engage and make decisions in the best interest of kids in areas such as: policy development, budget approval, audit reviews, hiring of superintendent/leaders, record keeping, parent or staff grievances and conducting school business in a public and transparent manner at all times.

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.

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 mission that defines this proposal for Foundations Charter School (FCS) is to ensure a good start in life and school. Every child can succeed through an inclusive education within a culture of high expectations.
   The FCS Board believes in a comprehensive mission that encompasses the beliefs that all children in FCS should not only meet the State of Texas accountability levels of satisfactory performance (level II), but also approach advanced academic performance (level III) in the current Texas Essential Knowledge Skills and performance standards through learning that will be an enjoyable and challenging experience for all. FCS believes all children can and will learn, enjoy school, deserve a quality teacher, embrace parent engagement in the learning process and use data to drive decisions of learning and budgeting for learning.

2. What is your understanding of the school's proposed educational program?
   The education program set forth in the application is designed to use some of the best learning research from around the country in early childhood through 5th grade. Within this cognitive and social development for all students enrolled in FCS will be proven partnerships that support and monitor the practices and processes of FCS. Students will be exposed to a comprehensive program that values student motivation, well-rounded learning methodologies, high rigor, accessible and collaborative environments for parents and highly effective teachers. The leadership team will ensure sound governance, solid fiscal management, strategic professional development, an aligned curriculum, a professional culture and an engaged staff.

3. What do you believe to be the characteristics of a successful school?
   There are several characteristics of a successful school that include: a safe learning environment, quality teachers and leadership, a positive culture for learning, the use of data to target goals and objectives, continuous improvement and honest, focused attention to the mission of the school.

4. How will you know that the school is succeeding (or not) in its mission?
   The mission should be aligned to the vision, goals, objectives and action plans. Through the continuous review of performance data a school will identify areas of accomplishment and targeted areas of growth. The growth is established through purposeful professional development. Parents are engaged as a part of the child's learning process. The results produced will be the primary indicators if the school is showing qualitative and quantitative progress towards the mission.

Governance

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

   The board of the charter school will oversee the entire school operation and the policy development of the school. By law the school board cannot delegate some responsibilities and these will be adhered to through public board meetings with deliberation. The board will empower the Superintendent to carry out delegated operational laws, regulation and expectations, and report progress and compliance per board agenda designated times. The board will serve as the final authority for the school. The board's job will always be to seek public engagement in aligning important decisions that impact the kids, staff and community, and will continuously push and pull information to and from the community and schools so a clear understanding of the board's work is visible from the governance team.

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

   There are many reviews a board should consider in defining success. The board should include at a minimum areas such as: baseline academic performance of the students in year one; financial status (fund balance, budgets to actuals and audit) of the school; staffing review; parent, teacher and student survey results; and compliance of policy, statutes, contracts and regulations.

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

   The school should be in good standing in all accountability areas defined by the State School Board and the State Legislature. The school should be thriving in student enrollment and teacher applications. Parents should be excited their child is able to attend the school and the turnover in students, staff and leaders is minimal. The school should be recognized as a safe positive learning environment with a positive culture, high expectations and students showing outstanding success in the elementary grades through self-managing student actions.

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 ensure that continuous and rigorous monitoring of the school's performance is established quarterly. The board will need to have strong evaluation systems in place for the Superintendent and school personnel. The board will need to focus on a competitive pay system to attract and retain the best teachers and leaders in the area. The staff will need to be equipped with accurate and effective professional development aligned to the vision and goals of the school and responding to the data that drives our actions. The board will also need to show fiscal discipline and long term thinking to ensure efficient and effective use of the finite resources.

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 bring the issue up to the Board President to have it placed on the future agenda for board discussion. I would approach the issue as a concern, seek facts to my concern and let the board act in accordance to the facts, feedback and validated outcomes of the claims.

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 **X** Yes

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.
   X I / we do not know any such employees ☐ Yes

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 **X** Yes

   I have met the Texas Successful Charter School management team that was recommended to us for operational support in this charter.

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 **X** Yes

We reviewed several teams and followed several recommendations to work with TSCS and met the team during this process.

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 **X** 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.
   X 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.

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:

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
☐ Yes **X** 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 **X** 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 **X** 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 **X** 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 **X** No If so, give details.

Certification

I, Tony Bloom, 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 3/10/14

VERIFICATION

State of Texas

County of Harris

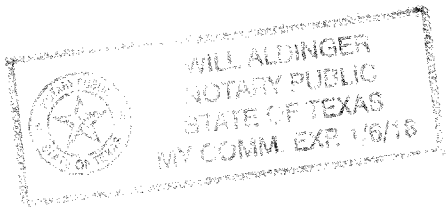
On this day, 3.12.14 Tony Bloom (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 12th day of March, 2014.

(Notary Public) Will Alanger

My commission expires 1-6-18

(SEAL)



BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve: **Foundations Charter School**

2. Full name: **William Robert Eissler**

   Home Address: **29 Coralvine Court, The Woodlands, TX 77380**

   Business Name and Address: **The Schlueter Group, 1122 Colorado, Suite 200, Austin, TX**

   Phone Number: **281.705.2662**

   E-mail address: **rob@eissler.com**

X Resume and professional bio are attached here.

X 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 desire to serve on the board is to ensure Foundations Charter School (FCS) is providing all students starting their formal away-from-home educational life with an innovative and high quality education. Student learning alignment from before they enter elementary school and while they transition are a part of an elementary school which requires a seamless model for the future. The vision of FCS has me very excited about why I want to serve on this board. We have witnessed too much early failure and students too young to have lifelong consequences due to a sub-par education experience within any school before they are twelve years old. The opportunity to serve on the board that will use innovation coupled with sound research to ensure all students are extending their boundaries of learning, not just students within a privileged domain, is energizing and refreshing for my vision of a good public school system in Texas and across America.

5. What is your understanding of the appropriate role of a public charter school board member?

   My role as a public charter school board member is to govern in an objective and professional manner and ensure that the oversight of the functions of the entire school system are met with high standards of performance. As board member, I should clearly delegate and communicate roles of the board, Superintendent and organizational functions that serve the children's best interest.

   Some roles of the board are not delegated and board members should act in good faith to study, engage and make decisions in the best interest of kids in areas such as: policy development, budget approval, audit reviews, hiring of superintendent/leaders, record keeping, parent or staff grievances and conducting school business in a public and transparent manner at all times.

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 on the Conroe Independent School District Board of Trustees from 1985 until my

departure to the Texas Legislature in 2003, culminating in nearly 18 years of service. I served 2 terms as President. In the Texas House, from 2003-2013, I served 10 years and served every year on the Public Education Committee, the last 6 as its Chairman.

7. Describe the specific knowledge and experience that you would bring to the board.
   Having served on a local school board, I am very familiar with the duties of a board member, the legal responsibilities, and the limits of its membership duties. As a legislator I was responsible for policies and laws governing charters. I am familiar with the process.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The mission that defines this proposal for Foundations Charter School (FCS) is to ensure a good start in life and school. Every child can succeed through an inclusive education within a culture of high expectations.
   The FCS Board believes in a comprehensive mission that encompasses the beliefs that all children in FCS should not only meet the State of Texas accountability levels of satisfactory performance (level II), but also approach advanced academic performance (level III) in the current Texas Essential Knowledge Skills and performance standards through learning that will be an enjoyable and challenging experience for all. FCS believes all children can and will learn, enjoy school, deserve a quality teacher, embrace parent engagement in the learning process and use data to drive decisions of learning and budgeting for learning.

2. What is your understanding of the school's proposed educational program?
   The education program set forth in the application is designed to use some of the best learning research from around the country in early childhood through 5th grade. Within this cognitive and social development for all students enrolled in FCS will be proven partnerships that support and monitor the practices and processes of FCS. Students will be exposed to a comprehensive program that values student motivation, well-rounded learning methodologies, high rigor, accessible and collaborative environments for parents and highly effective teachers. The leadership team will ensure sound governance, solid fiscal management, strategic professional development, an aligned curriculum, a professional culture and an engaged staff.

3. What do you believe to be the characteristics of a successful school?
   There are several characteristics of a successful school that include: a safe learning environment, quality teachers and leadership, a positive culture for learning, the use of data to target goals and objectives, continuous improvement and honest, focused attention to the mission of the school.

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

5.

The mission should be aligned to the vision, goals, objectives and action plans. Through the continuous review of performance data a school will identify areas of accomplishment and targeted areas of growth. The growth is established through purposeful professional development. Parents are engaged as a part of the child's learning process. The results produced will be the primary indicators if the school is showing qualitative and quantitative progress towards the mission.

Governance

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

The board of the charter school will oversee the entire school operation and the policy development of the school. By law the school board cannot delegate some responsibilities and these will be adhered to through public board meetings with deliberation. The board will empower the Superintendent to carry out delegated operational laws, regulation and expectations, and report progress and compliance per board agenda designated times. The board will serve as the final authority for the school. The board's job will always be to seek public engagement in aligning important decisions that impact the kids, staff and community, and will continuously push and pull information to and from the community and schools so a clear understanding of the board's work is visible from the governance team.

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

There are many reviews a board should consider in defining success. The board should include at a minimum areas such as: baseline academic performance of the students in year one; financial status (fund balance, budgets to actuals and audit) of the school; staffing review; parent, teacher and student survey results; and compliance of policy, statutes, contracts and regulations.

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

The school should be in good standing in all accountability areas defined by the State School Board and the State Legislature. The school should be thriving in student enrollment and teacher applications. Parents should be excited their child is able to attend the school and the turnover in students, staff and leaders is minimal. The school should be recognized as a safe positive learning environment with a positive culture, high expectations and students showing outstanding success in the elementary grades through self-managing student actions.

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 ensure that continuous and rigorous monitoring of the school's performance is established quarterly. The board will need to have strong evaluation systems in place for the Superintendent and school personnel. The board will need to

focus on a competitive pay system to attract and retain the best teachers and leaders in the area. The staff will need to be equipped with accurate and effective professional development aligned to the vision and goals of the school and responding to the data that drives our actions. The board will also need to show fiscal discipline and long term thinking to ensure efficient and effective use of the finite resources.

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 bring the issue up to the Board President to have it placed on the future agenda for board discussion. I would approach the issue as a concern, seek facts to my concern and let the board act in accordance to the facts, feedback and validated outcomes of the claims.

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 X Yes

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

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

I have met the Texas Successful Charter School management team that was recommended to us for operational support in this charter.

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

We reviewed several teams and followed several recommendations to work with TSCS and met the team during this process.

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.
   [X] 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

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 [X] 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 [X] 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 [X] 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 [X] 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 [X] No If so, give details.

Certification

I, W. Robert Eissler, 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

21 Mar 14
Date

VERIFICATION

State of Texas

County of Montgomery

On this day, Sarah Babin March 21, 2014 (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) Sarah Babin

My commission expires Oct. 21, 2014

(SEAL)

SARAH BABIN
Notary Public
STATE OF TEXAS
My Comm. Exp. October 21, 2017

Rob Eissler is a Legislative Consultant with The Schlueter Group of Austin, TX since leaving the Texas Legislature in January of 2013. He was previously the President of Eissler and Associates, an executive recruiting firm based in his hometown of thirty-four years, The Woodlands, Texas. He received a B.A. in Architecture from Princeton University, and then served his country as a carrier-based attack pilot aboard the USS John F. Kennedy in the United States Navy.

Rob Eissler has spent twenty-eight years dedicated to the public education system of Texas, 18 of which were on the Conroe Independent School District Board of Trustees, including two terms as President, and 10 years serving on the Public Education Committee of the Texas House of Representatives, the last 6 as its Chairman.

In 1999, he was named one of 25 "Original Hometown Heroes" for The Woodlands by The Woodlands Villager/Courier newspapers and The Woodlands Operating Company, L.P. The Chamber of Commerce named him "Citizen of the Year" in 1991, where he served as the Chairman of the Board in 1988-89. Mr. Eissler has also served as the President of the Woodlands Rotary Club and as a board member of the South Montgomery Y.M.C.A. He coached youth sports for twenty years and is well known as one of the voices of High School Football on the local internet broadcast of area games.

Mr. Eissler was elected to represent District 15 as State Representative in November of 2002. He was appointed to serve as Chairman of the Public Education Committee in his third session. Among many other honors, Rob Eissler was named one of Texas Monthly´s "Top 10 Legislators" of 2009. He received Honorable Mention for this in 2007. His work on reforming the public school accountability system during the 81st Legislative Session helped place Texas at the nation's forefront in public education reform. In 2005, he was named one of the Top Texas Legislators of the 79th Legislative Session by Capitol Inside. Rep. Eissler has also been named Legislator of the Year by the Texas Council of Special Education Administrators, received The Texas Foreign Language Association's Distinguished Public Service Award, The Texas Art Education Association's Governmental Award for Meritorious Service in the Arts, The Texas Music Educators Association Distinguished Service Award and the Champion for Free Enterprise Award by the Texas Association of Business three times. He is currently a Director of The Texas Education Reform Foundation.

He was presented with the Star Award by Texans Standing Tall in recognition of his efforts during the 79th Legislature to reduce and prevent the consequences of underage alcohol use and binge drinking. He is a member of the Southern Regional Education Board comprised of 16 southern states and was appointed by the Governor to their Executive Board. He has received the STAR award from the Texas Classroom Teachers Association twice. Governor Perry appointed Representative Eissler to the Education Commission of the States in October of 2007 where he represents Texas as one of 7 Commissioners. In February, 2008, he was awarded the Legislative Advocate of the Year by the Texas PTA and the 2008 Friend of Texas Children Award from the United Ways of Texas. He was also awarded Legislative Advocate of the Year by the Texas PTA again in 2009. The Texas Travel Industry gave him its Silver Spur Award as the Industry's top advocate in 2010.

Rob and his wife Linda have three adult children and are members of The Woodlands United Methodist Church.

ROB EISSLER
29 Coralvine Court
The Woodlands, TX 77380
281-705-2662
rob@eissler.com

EXPERIENCE

1/13 – Present

THE SCHLUETER GROUP, Austin, TX
Legislative Consultant
The Schlueter Group provides consulting services for legislative and regulatory representation in Texas, with long established relationships with elected officials at all levels of Texas Government. Current principal personal clients include the Education Resource Group, Barbers Hill ISD, The Harris County Department of Education, Consolidated Communications, Petroleum Wholesale, The Woodlands Township, SAS Analytics, The National Childcare Coalition, and 10 Needham, LLC.

11/02 – 1/13

TEXAS HOUSE OF REPRESENTATIVES
Texas State Representative, District 15, The Woodlands, TX

- Chairman of the House Public Education Committee, 3 terms, 2007-2013.
- Worked on reform to the public school accountability system during the 81st Legislative Session and helped place Texas at the nation's forefront in public education.
- Involved in Texas Council of Administrators for Special Education.
- Appointed to Education Commission of the States by Governor Rick Perry in 2007.
- Named Legislator of the Year, 2003 by Texas Council of Special Education Administrators.
- Recognized by Texas Monthly as one of the 2009 Top 10 Legislators; received Honorable Mention, 2007.
- Named one of the Top Texas Legislators of the 79th Legislative Session by Capitol Inside.
- Received The Texas Foreign Language Association's Distinguished Public Service Award.
- Received The Texas Art Education Association's Governmental Award for Meritorious Service in the Arts.
- Received The Texas Music Educators Association Distinguished Service Award and the Champion for Free Enterprise Award from the Texas Association of Business three times.

5/12 – Present

THE EDUCATION RESOURCE GROUP, The Woodlands, TX
Director of Business and Grant Development
ERG was founded to analyze data to provide school districts with legitimate tools to analyze their performance and to enable them to realistically improve their productivity. ERG's patented process uses data analysis to measure performance by using a regression model that levels the playing field to correct for demographics and local costs. This enables the Desktop Analyst to rank school districts by performance, separated into 5 population groups.
The most powerful force for change and improvement in public education is better information in the hands of enlightened leadership teams. The goal of the Education Resource Group is to help its clients develop, and sustain, effective and efficient organizations allowing them to compete in today's complex and competitive environment. The Desktop Analyst achieves this goal by applying the value-added benefits of sound operations analysis techniques and modern information technologies to organizational decision-making.

8/09 – 4/12

ALGETERNAL TECHNOLOGIES, LLC, Weimar/The Woodlands, TX
A technology company specializing in creating the ultimate growing grounds and technologies for mass production of algae. AlgEternal is a leader in production of algae biomass, water separation, CO_2 mitigation and oil extraction at a scaled rate of production that will impact the industrial power sector, transportation sector and renewable fuels industry. These solar renewable resources will play a major role in the reduction of the U.S. carbon footprint and decrease dependence upon foreign oil with algae oil and related products.

Chief Executive Officer

- Identification of new business opportunities and partnerships with vendors and complementary industries.
- Development of current and new relationships to secure investment to carry the company through phases of development.
- Management of entire AlgEternal Technologies, LLC.
- Responsible for aligning the company, internally and externally, with its strategic vision.

1982 – 2011 W. ROBERT EISSLER & ASSOCIATES, INC.

Eissler & Associates is an executive search firm specializing in sales, marketing and technical positions within the valve, fluid power and process industries.

Owner/Executive Recruiter

1979 – 1981 CONTINENTAL AIRLINES

Pilot

- Qualified Second Officer on Boeing 727.
- Licensed Airline Transport-Rated Pilot.
- Licensed Flight Engineer.

EDUCATION **B.A., Architecture**, Princeton University, June 1972.

MILITARY

1972 - 1979 UNITED STATES NAVY

Pilot & Officer

- A-6 "Intruder" Pilot, based aboard the USS John F. Kennedy, 1973 – 1977.
- Fully qualified Landing Signal Officer (LSO). Air Wing Team Leader
- Cross-trained on A-7 Corsair.

COMMUNITY

Conroe Independent School District Board of Trustees, 1985-2003	President , 2 terms Secretary
South Montgomery County/Woodlands Chamber of Commerce	Citizen of the Year, 1992 Chairman of the Board, 1989-90 Volunteer of the Year, 1986 Treasurer, 1987-88 Chairman, WoodRestock Festival Chairman, Economic Outlook Conference Co-Founder, Taste of The Town
The Woodlands Rotary Club	President Chairman, Programs Committee for 7 years
South Montgomery County Friends of the Library	President
Woodlands Junior Golf Association	President
South Montgomery County 4th of July Celebration	Chairman
South Montgomery County YMCA	Board of Directors, 1986-1988 Coach, Youth Basketball, Baseball and Girl's Softball, 1981-1996
The Woodlands High School/Knox Jr. High/College Park HS	Junior Achievement Teacher, 1985-2002
Oak Ridge/The Woodlands Area Little League	Baseball Coach, 1988-1989, 1991.
AAU Basketball Team, The Woodlands "Red Dogs"	Coach, 1997-2002
The Woodlands High School 7 on 7 Football Team	Coach, 2002-5

Attachment D: Assurances

Attachment D
Assurances

Sponsoring Entity: Ignitus Worldwide, Inc

Proposed Charter School Name: Foundation Charter 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.

Steven W. Edwards

Printed Name of Sponsoring Entity Board Chair

Steven W. Edward, 2-18-14

Signature of Sponsoring Entity Board Chair *(must sign in blue ink)* Date

Ignitus Worldwide, Inc.
Name of Sponsoring Entity

59-274-5608
FEI No./Taxpayer ID

Foundation Charter 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 I232e 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 I232e 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 lime 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	Telephone	Authorized Original Signature (blue ink)
Steven W Edwards	3-6-14	202-359-5124	Steven W. Edwards
Typed Title of Authorized Official of Charter Holder			
CEO			

Address of Charter Holder	City	State	Zip Code
325 N Henry St	Alexandria	VA	22314

DF/GA/CS-001R03

ASSURANCES

The following assurances are provided in accordance with the United Slates 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 I232f * 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 arc 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: Ignitus Worldwide, Inc.

Proposed Charter School Name: Foundations Charter 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:

SE ***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.

SE 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.

SE ***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.

SE ***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.

SE ***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.

SE ***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.

SE ***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: Ignitus Worldwide, Inc.

Proposed Charter School Name: Foundations Charter School

Admission and Enrollment

SE 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.

SE 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.

SE 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.

SE 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.

SE 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

SE 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 leaver 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.

SE 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.

SE 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.

Steven W Edwards

Printed Name of Sponsoring Entity Board Chair

Steven W. Edwards

Signature of Sponsoring Entity Board Chair

2.19.14

Date

Sponsoring Entity: Ignitus Worldwide, Inc

Proposed Charter School Name: Fundation Charter 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.

Steven W Edwards

Printed Name of Sponsoring Entity Board Chair

Steven W. Edwards

Signature of Sponsoring Entity Board Chair
(must sign in blue ink)

2-18-14

Date

SAS 544-14
RFA 701-14-104

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: Darrin Martin
(Please Print or Type Full Name)

Employer or Company Represented: Martin's Consulting, LLC
(Please Print or Type Full Name)

Position/Title: President
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

Steven W. Edwards — 3-20-14

Print or Type Name of Sponsoring Entity Board President — Date

Steven W. Edwards — 3-20-14

Signature of Sponsoring Entity Board President — 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: Steve Edwards
(Please Print or Type Full Name)

Employer or Company Represented: Edward Educational Services
(Please Print or Type Full Name)

Position/Title: President / CEO
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

Steven W. Edwards — 3-20-14

Print or Type Name of Sponsoring Entity Board President — Date

Steven W. Edwards — 3-20-14

Signature of Sponsoring Entity Board President — 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: Michael Evans
(Please Print or Type Full Name)

Employer or Company Represented: Office Academic Services Newport News School
(Please Print or Type Full Name)

Position/Title: Executive Director
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

Steven W Edwards — 3-20-14

Print or Type Name of Sponsoring Entity Board President — Date

Steven W Edwards — 3-20-14

Signature of Sponsoring Entity Board President — 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: Susan Landry
(Please Print or Type Full Name)

Employer or Company Represented: Children's Learning Institute
(Please Print or Type Full Name)

Position/Title: Developmental Psychologist, Founder
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

Steven W. Edwards — 3-20-14

Print or Type Name of Sponsoring Entity Board President — Date

Steven W. Edwards — 3-20-14

Signature of Sponsoring Entity Board President — 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: _____
(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: _____

Amount contribution or gift: _____

Name of person receiving contribution or gift: _____

Detailed description of contribution or gift: _____

_____

_____

_____

Steven W Edwards — 3-20-14

Print or Type Name of Sponsoring Entity Board President — Date

Steven W Edwards — 3-20-14

Signature of Sponsoring Entity Board President — 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: _____
(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: _____

Amount contribution or gift: _____

Name of person receiving contribution or gift: _____

Detailed description of contribution or gift: _____

_____

_____

_____

Steven L Edwards — 3-20-14

Print or Type Name of Sponsoring Entity Board President — Date

Steven L Edwards — 3-20-14

Signature of Sponsoring Entity Board President — 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: _____
(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: _____

Amount contribution or gift: _____

Name of person receiving contribution or gift: _____

Detailed description of contribution or gift: _____

_____

_____

_____

Steven W Edwards — 3-20-14

Print or Type Name of Sponsoring Entity Board President — Date

Steven W. Edwards — 3-20-14

Signature of Sponsoring Entity Board President — 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: _____
(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: _____

Amount contribution or gift: _____

Name of person receiving contribution or gift: _____

Detailed description of contribution or gift: _____

_____

_____

_____

Steven L Edwards — 3-20-14

Print or Type Name of Sponsoring Entity Board President — Date

Steven L Edwards — 3-20-14

Signature of Sponsoring Entity Board President — 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: _____
(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: _____

Amount contribution or gift: _____

Name of person receiving contribution or gift: _____

Detailed description of contribution or gift: _____

_____

_____

_____

Steven W. Edwards — 3-20-14

Print or Type Name of Sponsoring Entity Board President — Date

Steven W Edwards — 3-20-14

Signature of Sponsoring Entity Board President — 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: David Greak
(Please Print or Type Full Name)

Employer or Company Represented: Texas Successful Charter Schools
(Please Print or Type Full Name)

Position/Title: Vice-President
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

Steven W Edwards — 3-28-14

Print or Type Name of Sponsoring Entity Board President — Date

Steven W Edwards — 3-28-14

Signature of Sponsoring Entity Board President — 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: Michael Owens
(Please Print or Type Full Name)

Employer or Company Represented: Texas Successful Charter Schools
(Please Print or Type Full Name)

Position/Title: President
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

Steven W Edwards — 3-20-14

Print or Type Name of Sponsoring Entity Board President — Date

Steven W Edwards — 3-20-14

Signature of Sponsoring Entity Board President — 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: Don Hooper
(Please Print or Type Full Name)

Employer or Company Represented: Foundations Charter School
(Please Print or Type Full Name)

Position/Title: Superintendent
(Please Print or Type Full Name)

Date of contribution or gift: None

Amount contribution or gift: None

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

Steven W Edwards — 3-26-14

Print or Type Name of Sponsoring Entity Board President — Date

Steven W Edwards — 3-26-14

Signature of Sponsoring Entity Board President — Date

Attachment E: Eligibility Documents

Attachment E
Eligibility

GENERATION 19 ELIGIBILITY DOCUMENTATION COVER SHEET AND COMPLETENESS CHECKLIST

A complete eligibility documentation submission must be assembled in this order:

- X 1. Completed Eligibility Documentation Coversheet
- X 2. 501(c)(3) determination letter from the IRS
- X 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
- X 4. Current bylaws including any amendments
- X 5. Attendance receipt from an applicant information session
- X 6. Copies of the published notice(s) of the public meetings held for each proposed campus, as they appeared in PRINTED MEDIA.
- X 7. Applicants from other states:
  - X a. The completed Out of State Portfolio Demonstration Form ***(found on the next page of this document)***
  - n/a b. Copies of the state-issued performance data for EVERY charter school/campus currently in operation

Name of Sponsoring Entity **Ignitus Worldwide, Inc.**

Primary contact person: **Dr. Steve Edwards**

Phone Number: **202-359-5124** **Email:** steve@edwardsedservices.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

Dr. Steve Edwards

Name of Sponsoring Entity Board Chair

Dr Steve Edwards

Signature of Sponsoring Entity Board Chair

1-18-14

Date

OUT OF STATE OPERATOR PORTFOLIO DEMONSTRATION FORM

X 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.

The sponsor does not have any portfolio of schools to date.

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.

Steven Edwards — *Signature*

2.18.14 — *Date*

Steven Edwards — *Name*

President - CEO of Edwds Educational Services, Inc. — *Title*

Internal Revenue Service — Department of the Treasury

District Director — Baltimore District — 31 Hopkins Plaza, Baltimore, Md. 21201

Person to Contact:
EP/EO Tax Examiner

Telephone Number:
(410) 962-6058

Refer Reply to:
EP/EO:CSU
Room 817

Date: October 1, 1996

Youth Crime Watch of America, Inc.
9300 S. Dadeland Blvd.
Ste. 100
Miami, Fl. 33156-2721

Dear Sir/Madam:

This is in response to your inquiry dated August 2, 1996, requesting a copy of the letter which granted tax exempt status to the above named organization.

Our records show that the organization was granted exemption from Federal Income Tax under section 501(c)(3) of the Internal Revenue Code effective August 1987. We have also determined that the organization is not a private foundation because it is described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you under section 170 of the Code.

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).

You are required to file Form 990, Return of Organization Exempt From Income Tax, only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

This letter may be used to verify your tax-exempt status.

Sincerely yours,

Paul M. Harrington
District Director

State of Florida

Department of State

I certify the attached is a true and correct copy of the Articles of Amendment, filed on November 28, 2011, effective January 1, 2012, to Articles of Incorporation for YOUTH CRIME WATCH OF AMERICA, INC. which changed its name to IGNITUS WORLDWIDE, INC., a Florida corporation, as shown by the records of this office.

The document number of this corporation is N16081.

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this the
Thirtieth day of November, 2011

Kurt S. Browning
Secretary of State

CR2EO22 (1-11)

Articles of Amendment
to
Articles of Incorporation
of

EFFECTIVE DATE Jan 1, 2012

Youth Crime Watch of America, Inc.

(Name of Corporation as currently filed with the Florida Dept. of State)

N16081

(Document Number of Corporation (if known)

Pursuant to the provisions of section 617.1006, Florida Statutes, this ***Florida Not For Profit Corporation*** adopts the following amendment(s) to its Articles of Incorporation:

A. If amending name, enter the new name of the corporation:

Ignitus Worldwide, Inc.

*The new name must be distinguishable and contain the word "corporation" or "incorporated" or the abbreviation "Corp." or " Inc." **"Company" or "Co." may not be used in the name.***

B. Enter new principal office address, if applicable:
(Principal office address MUST BE A STREET ADDRESS)

9703 S Dixie Highway, Suite 120
Pinecrest, FL 33156

C. Enter new mailing address, if applicable:
(Mailing address MAY BE A POST OFFICE BOX)

9703 S Dixie Highway, Suite 120
Pinecrest, FL 33156

FILED
11 NOV 28 AM 8:59
SECRETARY OF STATE
DIVISION OF CORPORATIONS

D. If amending the registered agent and/or registered office address in Florida, enter the name of the new registered agent and/or the new registered office address:

Name of New Registered Agent: _____

_____
(Florida street address)

New Registered Office Address:

_____, Florida _____
(City) *(Zip Code)*

New Registered Agent's Signature, if changing Registered Agent:
I hereby accept the appointment as registered agent. I am familiar with and accept the obligations of the position.

_____
Signature of New Registered Agent, if changing

If AMENDING the Officers and/or Directors, please list all officers/directors of the corporation as you now want the record to be. Please indicate the title(s), name and address for each officer/director.

(Our database can index up to 6 officers/directors. If you have more than 6 officers/directors, please list them on an additional sheet.)

Title(s)	Name	Address
1) CHAI	Lt. (Ret.) Gerald Rudoff	9703 S Dixie Highway, Suite 120 Pinecrest, FL 33156
2) TREA	Andre Biscoe	6902 K Mary Carolina Circle Alexandria, VA 22310
3) SECR	Ellen G. Cohn, Ph.D.	5602 NW 61 Avenue Coral Springs, FL 33067
4) SECR	Doug Hughes	5732 SW 88 Terrace Cooper City, FL 33328
5) ~~EMER~~ D	Marilyn Morris	1320 NW 93 Terrace Plantation, FL 33322
6) CEO	Christopher DiCarlo	9703 S Dixie Highway, Suite 120 Pinecrest, FL 33156

If REMOVING an officer and/or director, please list the title(s) and name of the officer/director to be removed:

Title(s)	Name	Title(s)	Name
1)		4)	
2)		5)	
3)		6)	

E. <u>If amending or adding additional Articles, enter change(s) here</u>:
(*attach additional sheets, if necessary).* *(Be specific)*

The date of each amendment(s) adoption: May 8, 2010

Effective date if applicable: January 1, 2012
(no more than 90 days after amendment file date)

Adoption of Amendment(s) **(CHECK ONE)**

☑ The amendment(s) was/were adopted by the members and the number of votes cast for the amendment(s) was/were sufficient for approval.

☐ There are no members or members entitled to vote on the amendment(s). The amendment(s) was/were adopted by the board of directors.

Dated November 21, 2011

Signature _____
(By the chairman or vice chairman of the board, president or other officer-if directors have not been selected, by an incorporator – if in the hands of a receiver, trustee, or other court appointed fiduciary by that fiduciary)

Christopher DiCarlo
(Typed or printed name of person signing)

President and CEO
(Title of person signing)

IRS

Exempt Organizations Select Check Exempt Organizations Select Check Home

Organizations Eligible to Receive Tax-Deductible Contributions (Pub. 78 data) - Search Results

The following list includes tax-exempt organizations that are eligible to receive tax-deductible contributions. Click on the "Deductibility Status" column for an explanation of limitations on the deductibility of contributions made to different types of tax-exempt organizations.

Results are sorted by EIN. To sort results by another category, click on the icon next to the column heading for that category. Clicking on that icon a second time will reverse the sort order. Click on a column heading for an explanation of information in that column.

1-1 of 1 results Results Per Page 25 OK « Prev | 1-1 | Next »

EIN	Legal Name (Doing Business As)	City	State	Country	Deductibility Status
59-2745608	Ignitus Worldwide Inc.	Alexandria	VA	United States	PC

« Prev | 1-1 | Next »

Return to Search

BY-LAWS
OF
Ignitus Worldwide, Inc.

ARTICLE I- Name of Corporation:

The name of the corporation shall be Ignitus Worldwide, Inc. (hereinafter "Corporation") and was organized pursuant to Title XXXVI, Chapter 617 of the statutes of Florida. The Corporation was formerly known as "Youth Crime Watch of America, Inc."

ARTICLE II-Purpose of Corporation:

The Corporation is organized exclusively for charitable and educational purposes and shall operate exclusively for said purposes. The purpose of the Corporation shall be to promote the advancement of education. The Corporation shall fund, support and sponsor activities to further its educational and charitable purposes. One of the Corporation's missions will be to continue its work in mobilizing a youth-led movement focused on the development of leadership skills and civic engagement to enhance communities and contribute positive youth feedback throughout the world. The Corporation's other purpose shall be to improve student learning, increase choice of learning opportunities in the public school system and encourage different and innovative learning methods, in part, by founding a charter school system or systems.

ARTICLE III-Restrictions on Activities:

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its directors, trustees, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services and to make distributions in furtherance of the purposes set forth in Article II herein. No substantial part of the activities of the corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation. The corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV-Tax Exempt Purposes and Status:

The corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, (b) by a corporation, contributions to which are deductible under section 170 of the Internal Revenue Code, or the corresponding section of any future tax code. Upon dissolution, after all liabilities are satisfied, the corporation shall distribute any of its remaining assets to an entity which qualifies as a non-profit, tax exempt entity pursuant to section 501(c)(3) of the Internal Revenue Code or the corresponding section of any future federal tax code.

ARTICLE V-No Members/No Stock Issued:

The Corporation shall have no members. Any action which would otherwise require approval by a majority or all members shall require only approval of the Board of Directors. All rights which would otherwise vest in the members shall vest in the Board of Directors. The Corporation shall issue no shares of stock.

ARTICLE VI-Principal Office:

The principal office of the Corporation shall be located within or without the State of Florida, at such place as the Board of Directors shall from time to time designate. The Corporation shall maintain its current registered agent in the State of Florida. The Corporation is empowered to file an Application for Registration with the Texas Secretary of State and appoint a registered agent in the State of Texas.

ARTICLE VII-Board of Directors

All corporate powers shall be exercised by, or under the authority of, and the business of the Corporation shall be managed under the direction of, the Board of Directors. The number of Directors shall not be less than three (3) directors and no more than seven (7) directors, including the Chairman of the Board of Directors. The maximum number of Directors may be increased or decreased by the Board of Directors by a majority vote, thereby amending these By-Laws.

The Board of Directors now consists of Dr. Steven Edwards, Dr. Darrin Martin and Michael Evans. At each annual meeting of the Board of Directors, the Directors then in office shall elect Directors by a majority vote. Appointed directors shall serve two year terms or until the next annual meeting of the Board of Directors. A Director may be removed, with or without cause, by a majority vote of the Directors then in office at a meeting of the Board of Directors, with notice to said meeting of the Board of Directors indicating one of the purposes of the meeting shall be a vote on removing said director. A director may resign at any time by delivering written notice to the Board of Directors. All members of the Board of Directors must adhere to the Corporation's Conflict of Interest Policy.

No person may be or become a member of the Board of Directors if that person possesses a substantial interest in any management company which serves any charter school system established and/or operated by the Corporation.

A majority of the number of directors then in office shall constitute a quorum for the transaction of business by the Board of Directors. The act of a majority of the Directors present at a meeting at which a quorum is present shall constitute the action of the Board of Directors.

Meetings of the Board of Directors, regular or special, may be held at such place within or without the State of Florida and upon electronic means notice (email), at least thirty (30) days prior to a regularly scheduled meeting and at least five (5) days notice for special Board of Director meetings.

Meetings of the Board of Directors with regard to any charter school activities shall take place within the jurisdictional boundaries of any charter school district established and/or operated by the Corporation. In conducting its business with regard to any charter school activities, the Board of Directors and the Corporation shall comply with the Texas Open Meetings Act and the Texas Public Meetings Act and said meeting shall be open to the public. The Corporation and Board of Directors shall appropriately respond to Texas Public Information Act Requests.

Unless otherwise restricted by the Articles of Incorporation or these By-Laws, any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting if all Directors consent in writing to the adoption of a resolution authorizing the action.

ARTICLE VIII-Secondary Governing Body-Charter School Board:

The Board of Directors may establish a Charter School Board which shall operate and oversee a charter school system in the State of Texas and said Charter School Board shall report and be directly answerable to the Board of Directors. Members appointed to the Charter School Board by the Board of Directors must reside within 50 miles of the geographic boundary of any charter school organized and/or operated by the Corporation. No person may be or become a member of the Charter School Board if that person possesses a substantial interest in any management company and/or vendor which serves any charter school system established and/or operated by the Corporation.

Meetings of the Charter School Board shall take place within the jurisdictional boundaries of any charter school district established and/or operated by the Corporation. In conducting its business the Charter School Board shall comply with the Texas Open Meetings Act and the Texas Public Meetings Act and said meeting shall be open to the public. The Charter School Board shall appropriately respond to Texas Public Information Requests.

The Board of Directors shall appoint Charter School Board members. Any member of the Charter School Board may be removed from the Board of Directors when, in their judgment, the best interest of the Corporation will be served thereby. All members of the Charter School Board must adhere to the Corporation's Conflict of Interest Policy.

The Charter School Board is empowered to oversee and operate a charter school or schools in the State of Texas. The Board of Directors, however, may not delegate certain duties to the Charter School Board, which include:

1. Authority to hear grievances involving students, faculty and employees;
2. Final authority to adopt or amend the budget;
3. Final authority to direct disposition and retention of all public records to be maintained;
4. Final authority to adopt policies for the charter school;
5. Final authority to approve audit report;
6. Initial and final authority to employ, terminate and set compensation for the Superintendant of any charter school; and

7. Any other non-delegable duties under applicable Texas law or regulation.

ARTICLE IX-Officers, Agents and Employees:

The Board of Directors shall elect or appoint a President, a Secretary and a Treasurer, and one or more Vice-Presidents and such other officers or assistant officers as may be deemed necessary. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Unless otherwise provided by a resolution of the Board of Directors, officers shall be elected or appointed at each annual meeting of the Board of Directors. Each officer shall hold office for the term for which he or she has been elected or appointed and until his or her successor has been elected or qualified. The Board of Directors may remove any officer when, in the judgment of the Board of Directors, the best interest of the Corporation will be served thereby. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise may be filled for the unexpired term at any meeting of the Board of Directors.

The President shall serve as the chief executive officer of the Corporation. Subject to the supervision of the Board of Directors, the President shall perform all duties necessary to that office and shall manage the affairs of the Corporation in accord with the directives and policies set by the Board of Directors.

The Secretary shall be responsible for preparing and maintaining records of the Corporation.

The Treasurer shall be responsible for all funds of the Corporation and he or she shall cause to be kept complete and accurate records of the receipts and disbursements of the Corporation.

All officers of the Corporation must adhere to the Corporation's Conflict of Interest Policy.

ARTICLE X-Liability and Indemnification of Officers and Directors:

The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the corporation) by reason of the fact that the person is or was a Director or Officer of the Corporation, or is or was serving at the request of the Corporation as a Director, Officer or Representative of any corporation, partnership, joint venture, trust or another enterprise, against expenses (including attorney's fees), judgments, fines and amounts paid in settlement, actually and reasonable incurred by the person in connection with such threatened, pending or completed action, suite or proceeding. Indemnification under this section shall be to the fullest extent permitted by Florida law. The Board of Directors, may in its discretion, pay such expenses in advance of the final disposition of such action suit or proceeding, upon receipt of an undertaking by or on behalf of such person to repay such amount if it shall ultimately be determined by a court of competent jurisdiction that such person is not entitled to be indemnified by the Council.

ARTICLE XI-Indemnification of Employees and Other Corporation Representatives:

The Corporation may, at the discretion of, and to the extent and for such persons as, determined by, the Board of Directors of the Corporation, (i) indemnify any person who neither is nor was a Director or Officer of the Corporation but who is or was a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (and whether brought by or in the right of the Corporation), by reason of the fact that the person is or was an employee or representative of the Corporation, against expenses (including attorney's fees), judgments, fines, and amounts paid in settlement, actually and reasonable incurred by the person in connection with such threatened, pending or completed action, suite or proceeding and (ii) pay such expenses in advance of the final disposition of such action, suite or proceeding, upon receipt of an undertaking by or on behalf of such person to repay such amount if it shall ultimately be determined by a court of competent jurisdiction that such person is not entitled to be indemnified by the Corporation.

ARTICLE XII-Non-Sectarian and Non-Discriminatory:

The Corporation is a non-sectarian entity and none of its programs or charter schools shall espouse any religious beliefs. Admission of students to its charter schools, the hiring of employees and its educational programs and activities shall not be based upon any discriminatory reason, including, but not limited to: race, color, religion, gender, sex, national origin, disability and/or age.

ARTICLE XIII-Miscellaneous:

The fiscal year of the Corporation shall be the calendar year or such other period as may be fixed by the Board of Directors.

The Board of Directors shall determine who shall be authorized from time to time on the Corporation's behalf to sign checks, drafts or other orders of payment of money, to sign acceptances, note or other evidences of indebtedness; to enter into contracts; to execute and deliver other documents and instruments.

The Corporation is empowered to secure officer and director liability insurance.

These By-Laws may be amended by a majority vote of the Board of Directors.

These By-Laws were approved by unanimous consent of the Board of Directors.

2-18-14
Date

Dr Steven Edwards
Dr. Steven Edwards
Chairman of Board of Directors

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: Foundations Charter School

Sponsoring Entity Name: Ignitus Worldwide, INC

Application Contact Name: Doug Greak / Don Hooper / Mike Evans

Title/Role: Executive Director

Email: dgreak@txscs.org Phone: 936-391-5626

Board Member Attending: Michael Wiseman

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

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.

Submit by Email

Date Printed: 03/19/2014
Time Printed: 06:03:00 PM

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MEMO INVOICE

Order: 221,569

Austin American-Statesman
statesman.com | austin360.com

Account:	S41432	Phone:	8322336967
Name:	KURT POE	E-mail:	
Address:	1455 RED BUD LN ROUND ROCK TX 78664-9716		

Order Name:	SLEGAL CHARTER SCH ..	**Order Summary:**	
OrderId:	221569	Base:	131.28
Original Order Id:		Other Charges:	.00
CopyLine:	We are looking to gauge p ..	Discounts:	.00
Sales Rep:	S1125 Carrie Kline (S)	Agency Commission:	.00
Purchase Order:	221569_0321 - CHARTER..	Sales Tax:	.00
Pay Type:	Awaiting Pay ..		
Account Group:		Total Order:	$131.28
Caller:	KURT POE		
Section:	6205 Legal Notices	**Payment Summary:**	
Reply Request:			
Tearsheets:	0		

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Austin American Statesman

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MEMO INVOICE

Austin American-Statesman
statesman.com | austin360.com

Ad Name: 450218A Ad ID: 450218 Original Ad ID:

Start: 03-21-2014
Stop: 03-21-2014
Issues: 1
Words: 63
Dimension.. 1 X 12
Color:

Editions:
Austin American-State ..
Austin Web

We are looking to gauge public interest in a charter school and would like your input. The meeting will be held on Monday, March 24 at 6:30 PM at 1455 Red Bud Lane, Round Rock, TX. The proposed name of the charter is Foundations Charter School. The sponsoring entity is Ignitus Worldwide. The sponsoring entity board members are Michael Evans and Steven Edwards.

Ad shown is not actual print size.

Farms/Land/ Acreage

HUNTING,RECREATIONAL,RETIREMENT AND INVESTMENT PROPERTY, TEXAS HILL COUNTRY, W. TX TRANS PECOS AREA AND S.TX BRUSH COUNTRY 800-876-9720 ranchenterprisesltd.com

Bandera Co. 77 ac. hill country retreat and hunting ranch w/ 2400 s/f lodge w/ 3br, 2bath, much deck space, paved drive, 2 car detached garage. All for only $438,900. Call today! The Johnston Co. (830) 796-5021

LLANO COUNTY 4 ACRES oak trees, wet weather creek, W/E, paved road. Great Location. Owner Financed. (325) 247-5883, (325) 423-1186

Lots/Subdivisions

Lakeway 15 acres, Hudson Bend Area, Cardinal Hills Estates. Ready for development. Ideal for 10-15 upscale homes-gated community. Located between Steiner Ranch & Lakeway. Spring fed creek, gorgeous views, endless possibilities. Serious Inquires Only. $2,500,000. (512) 921-6413

Five small acreage lots (1.8-2 acres) between Austin and Bastrop in The Forest at Colorado Crossing. Cash or limited owner financing. View TFCC website. Elmo Wagner (512) 258-2178

LAND REPO 1/4 ACRE WITH ACCESS TO MEDINA LAKE Water, sewer and electric installed. WILL FINANCE (830) 796-3143

ONLY A Few Lots Available - 2+ Acres Gated Community
Right Outside Blanco City Limits. Minutes from the Blanco State Park and the Blanco River.
Contact us today at 830-833-0941

Out of Area

Own A Piece Of The TX Hill Country & Be Only Minutes From Canyon Lake
Beautiful views, sensible restrictions, some in gated communities. REASONABLY PRICED. Call for more details 830-935-2444.

Real Estate Services

WE BUY HOUSES 512-270-1289

WE PAY TOP DOLLAR FOR REAL ESTATE NOTES (210)828-7777

Real Estate Rentals

North

2BR, 1BA, 900 sq ft, North Lamar & Braker, CA/CH, washer/dryer hookup, gas heat, water & stove, pets ok, fenced yard, $1,100/mo. (512) 586-5843

Southwest

2BR, 2BA. House at Lake Travis. Large deck, boat house & pets optional. Lake Way area. 1813 Graveyard Point Rd. $2,500/mo. (512) 891-8705

Burnet/Llano/ Gillespie Co.

KINGSLAND- Pointview
2BR, 2.5BA Condo. Boat slip. $255,000. (432) 352-0399

Rentals to Share

AUSTIN NE, Live-in Caregiver weekends. 3/2 home, fenced backyard, CACH, wifi, cable, c-fans, W/D, nice kitch w/gas stove. Free rent+salary for work. Also a room for rent. $400 ABP (512) 589-7974

Buda Buda Private bedroom with bath available now. Cablevision in room, WiFi. Quiet country setting just off IH 35 [illegible] portion

Rentals to Share

S AUS ROOMMATES NEEDED to share a 3BR house. Nonsmokers. Good Job History. $375/mo. 1st mo. Rent + $300 dep. No Pets. Call After 5, 512-947-0937.

SE AUSTIN *** ON THE RIVER *** Private Entrance, Private Bath, Large Room, $560/month + Low Utilities. $580 Deposit. CALL 512-626-7562

SOUTH AUSTIN SUN LOVER!!! Clothes Optional. Bdrm w/ private bath, private fridge, W/D, Dish TV, high speed internet. $500/mo, $150 dep. All bills pd. Max (512) 436-2172

Legals

Legal Notices

Cash Construction Co., Inc. is soliciting WBE/MBE/HUB/SMB participation for the following project: SOUTHWEST DOWNTOWN DISTRICT INFRASTRUCTURE IMPROVEMENTS PHASE 5 BID DATE AND TIME: 03/25/14 @ 2:00PM QUOTES ARE DUE NO LATER THAN 2:00PM on 03/24/14 Please contact cris@ccctex.com for additional information

HAYS CALDWELL PUBLIC UTILITY AGENCY IS ACCEPTING BIDS

The Hays Caldwell Public Utility Agency is accepting bids for the Test Drilling and Aquifer Testing Project in Caldwell County in accordance with plans, specifications and contract documents. Bids are due by Tuesday, April 1st at 10:00 AM c/o Graham Moore, PE at 505 E. Huntland Drive, Suite 250, Austin, TX 78752.

Plans, specifications, and bidding documents may be obtained from the office of R.W. Harden and Associates, Inc., 3409 Executive Center Dr., Suite 226, Austin, TX 78731, (512) 345-2379 upon payment of a non-refundable fee of $75 per set. Digital copies are available via e-mail or at the R.W. Harden and Associates, Inc. FTP site upon receipt of a $25 non-refundable fee.

NOTICE OF PUBLIC SALE of property to satisfy landlord's lien. Sale is 3:00 P.M., Saturday, March 29thth, 2014 at 506 McNeil Rd, Round Rock, TX. Property will be sold to highest bidder for cash. Cleanup and removal deposit is required. Seller reserves the right to withdraw property from sale. All units include misc. boxes or home goods unless otherwise noted. Property includes contents or spaces of following tenants: Javier Prado; drawers, speakers, car battery, UT banner, truck and/or chest

NOTICE OF PUBLIC SALE of property to satisfy landlord's lien. Sale is 12:00 P.M., Saturday, March 29th at 4515 S. Congress Ave., Austin, TX. Property will be sold to highest bidder for cash. Cleanup and removal deposit is required. Seller reserves the right to withdraw property from sale. All units include misc. boxes or home goods unless otherwise noted. Property includes contents of spaces of following tenants: Silvia V Montanez, Emmily W Hawkins- luggage, Kristian E Arzola- princess power wheel, bicycle, Anna M Popov. Tenant has the right to redeem the contents any time prior to the sale. The public is invited to attend. Contact StorageKings of South Congress 512-443-1100, located at 4515 South Congress Ave, Austin, TX 78745.

NOTICE TO CREDITORS

Notice is hereby given that Letters Testamentary for the Estate of WILLIAM R. WATSON, Deceased, were issued on March 11, 2014, in Cause No. C-1-PB-14-000305, pending in Probate Court No.1 of Travis County, Texas, to CHARLES GORDON WATSON as Independent Executor (Representative). Claims may be presented to:

Estate of WILLIAM R. WATSON c/o CHARLES GORDON WATSON, Representative, 7410 Anaqua Dr., Austin, TX 78750 (Travis County)

All persons having claims against this Estate, which is currently being administered, are required to present them within the time and in the manner prescribed by law.

Dated: March 18, 2014

Kenneth K. Kirk
Attorney for the Estate
3507A Wendel Cove
Austin, TX 78731
Telephone (512) 345-4565

Store It All Storage -

Legal Notices

Notice is hereby given by the U-Haul Company of Austin of a public auction to satisfy a landlord's lien against delinquent tenants goods, for sale of household and miscellaneous items such as Mattresses, Box Springs, Appliances, Tables, Chairs, Sofas, Loveseats, Garden Tools, Office Furniture, Wall Hangings, Automotive Parts, Clothes, Bikes, Books and Boxes. Terms for sale are on cash basis only and no one under the age of 18 allowed. All items must be removed within 48 hours. Luther Davis, License Number 8325, with Davis Auctions will be holding the Auction for U-Haul. Payment methods are cash or debit cards only. The following are hereby notified of the sale being held on April 4, 2014 at the following locations:

U-Haul Moving & Storage @ Slaughter Lane, 9001 South I-35 Northbound, Austin, Texas, at or around 9:00 am
Aaron Ramirez, Unit 3322
Dexter Bartley, Unit 2210
John Gonzalez, Unit 3817
Sarah Mathis, Unit 1207
Shanice Alexander, Unit 2409
Aaron Denson, Unit 3229

U-Haul Moving & Storage @ Ben White, 304 E. Ben White, Austin, Texas, at or around 10:00 am
George Guerry, Unit 1160
Brandon Coleman, Unit 1133
Adrain Swain, Unit 0316
Roman Ramos, Unit 0392
Kevin Ford, Unit 2098
Laura Burgess, Unit 0124
Madlyn Auld, Unit 0156
Jack Dunlap, Unit 3293
Miguel Santana, Unit 2199
Kodiak Robertson, Unit 0310
Chris Cantu, Unit 1011
Eric Alvarado, Unit 0158
Reyna Pineda, Unit 0111
Stacey Griffitt, Unit 3355
Hussain Alkhalaf, Unit 2093

U-Haul University of Texas Center, 4021 IH 35 North, Austin, Texas, at or around 11:00 am
Ernest Garrett, U-Box AA2209D

U-Haul Storage at 46th Street, 1032 E. 46th Street, Austin, Texas 78757, at or around 11:30
Randall Terrell, Unit B535
Ayla Kopper, Unit A210
Ryan Blackmore, Unit A003
Michelle Wood, Unit B333
Brian Collins, Unit B331
Diane Mardel, Unit B255
Alan Villarreal, Unit B463
Bud Hetrick, Unit B326

U-Haul Moving & Storage @ Rundberg, 10125 N. I-35, Austin, Texas, at or around 12:30 pm
Richard Green, Unit 1004
Elaine Davis, Unit 2129
Shanelsha Monroe, Unit 1513
Chrisopher Martin, Unit 2325
Nicole Robinson, Unit 1619
Anita Linscomb, Unit 1006
Kody Jackson, Unit 1016
La Shawnda Shavers, Unit 1033
Jaquisha Johnson, Unit 2106
Jade Mitchell, Unit 1052
Fleix Hernandez, Unit 2012
Derrick Walker, Unit 2139
Ameisha Chandler, Unit 1301
Aucena Jaimes, Unit 1516

U-Haul North Lamar Center, 5412 North Lamar, Austin, Texas, at or around 1:30 pm
Jessica Peterson, Unit 1015

U-Haul Storage at Burnett Road and FM 2222, Austin, Texas, at or around 2:00 pm
Roy Brown, Unit A323
Thomas Davis, Unit C343
Thomas Davis, Unit C210
Thomas Davis, Unit C217
Rachel Cordova, Unit A226
Melinda Maldonado, Unit B313
Randy, Garrett, Unit B334

U-Haul Moving and Storage @ Burnett Road and Highway 183, 8710 Burnett Road, Austin, Texas, at or around 3:00 pm
Christian Riley, Unit 0208
Daniel Zuniga, Unit 0299
Michael Pineda, Unit 0499
Isaac Tory, Unit 0314
Alvin Carter, Unit 0243

U-Haul Moving & Storage, 12611 N. Hwy 183, Austin, Texas, at or around 4:00 pm
Rebecca Wilmon, Unit J028
Michael Hernandez, Unit J005
Luis Cervantes, Unit J009
James Still, Unit F020
Linda Robert, U-Box AA1885B
Van Johnson, Unit F052
Corey Vitatoe, Unit A047
Tammy Rapa, Unit H1217
Ashaniti White, Unit A038
Jayme Rice, Unit F059
Gloria Dearen, Unit H2029
Vanesah Graves, Unit H2103
Jacquelyn Hawkins, Unit F002
Tonya Issa, Unit A042
George Murphy, Unit A040
Brenda Johnson, Unit F113
Ramon Garza, Unit D017

We are looking to gauge public interest in a charter school and would like your input. The meeting will be held on Monday, March 24 at 6:30 PM at 1455 Red Bud Lane, Round Rock, TX. The proposed name of the charter is Foundations Charter School. The sponsoring entity is Ignitus Worldwide. The sponsoring entity board members are Michael Evans and Steven Edwards.

County by county

Dallas County

ROWLETT

Meeting set to measure interest in charter school

A meeting to measure community interest in a new charter school will be at 7 p.m. Tuesday at Cotton Mill Learning Center, 5413 Chiesa Road.

The entity sponsoring the charter school is Ignitus, a youth services organization. Its chief executive officer is Steven Edwards.

For more information about Ignitus, visit ignitusworldwide.org.

Julieta Chiquillo

FW: FREDERICK - PAID CONFIRMAITON - Houston Chronicle Classifieds Ad Proof System

From: Classified Legals <Classified.Legals@chron.com>
To: wendy@krkbarkercypress.com

Priority: Normal
Date 02-03-2014 01:35 PM

Good afternoon Wendy, below is your paid receipt for the notice running in tomorrow's paper. Cynthia.

Cynthia Anne Torrence

Legal Advertising Representative

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Houston, TX 77002

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AD# 25954203 Version: 4 Ad Cost: $ 261.69 First Run: Feb 04 2014

Account# 0

Customer: FREDERICK, WENDY BBox #: 0
Client: #
Tears: 0
Address1: 10740 BARKER CYPRESS PO #:

City: CYPRESS State: TX Zip: 77433
Phone: (281) 304 - 6004
Contact:

Class: Legal Notices

Product	Zone	Days	Start	Stop	Wdth

A new charter school announces their application for a charter school campuses in the Cy-Fair and Katy ISD's. A meeting to allow the community to ask questions and make comments will be held on Monday February 10 2014 at 6:45 pm to 7:45 pm at Kids R Kids Learning Academy located at 10740 Barker Cypress Cypress, TX 77433. The sponsoring entity is Ignitus and is chaired by Steve Edwards. All interested citizens are invited to attend and participate.

AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:

COUNTY OF HARRIS:

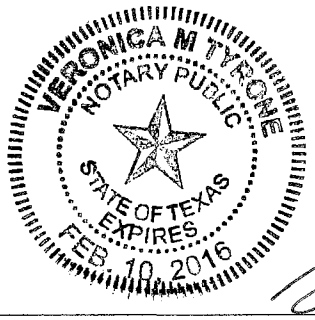
Before me, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared, the Newspaper Representative at the HOUSTON CHRONICLE, a daily newspaper published in Harris County, Texas, and generally circulated in the Counties of: HARRIS, TRINITY, WALKER, GRIMES, POLK, SAN JACINTO, WASHINGTON, MONTGOMERY, LIBERTY, AUSTIN, WALLER, CHAMBERS, COLORADO, BRAZORIA, FORT BEND, GALVESTON, WHARTON, JACKSON, and MATAGORDA and that the publication, of which the annexed herein, or attached to, is a true and correct copy, was published to-wit:

KIDS R KIDS 25947767 73149226
RAN A LEGAL NOTICE
SIZE BEING: 1 X 20 L

product	date	class	page
hc	Jan 24 2014	1245.0	D_frilg_5

NEWSPAPER REPRESENTATIVE

Sworn and subscribed to before me, this the 24th Day of January A.D. 2014



Notary Public in and for the State of Texas

A new charter school announces their application for a charter to operate charter school campuses in the Cy-Fair and Katy ISD's. A meeting to allow the community to ask questions and make comments will be held on Thursday, January 30, 2014 at 7:00 pm to 8:00 pm at Kids R Kids Learning Academy located at 19814 Kieth Harrow Blvd., Katy, TX. 77449. The sponsoring entity is Ignitus and is chaired by Steve Edwards. All interested citizens are invited to attend and participate.

Joe Hutson
740 Fry Rd
Cypress

OUT OF STATE OPERATOR PORTFOLIO DEMONSTRATION FORM

X 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.

The sponsor does not have any portfolio of schools to date.

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.

Steven Edwards — *Signature*

2-18-14 — *Date*

Steven Edwards — *Name*

President / CEO of Edwds Educational Services, Inc. — *Title*

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Nandita Berry
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Ignitus Worldwide, Inc.
File Number: 801957782

The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of

Ignitus Worldwide, Inc.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 03/24/2014

Effective: 03/24/2014

Nandita Berry

Nandita Berry
Secretary of State

Form 302		
Secretary of State P.O. Box 13697 Austin, TX 78711-3697 FAX: 512/463-5709 Filing Fee: $25	**Application for Registration For a Nonprofit Corporation**	**Filed in the Office of the Secretary of State of Texas** **Filing #: 801957782 03/24/2014** **Document #: 535388760002** **Image Generated Electronically for Web Filing**

1. The foreign entity is a nonprofit corporation. The name of the entity is :

Ignitus Worldwide, Inc.

2. The entity name is not available in Texas. The assumed name under which the entity will qualify and transact business in Texas is:

---

3. Its federal employer identification number is: **592745608**

☐ Federal employer identification number information is not available at this time.

4. It is organized under the laws of: **FLORIDA, USA**
and the date of its formation in that jurisdiction is: **7/25/1986**

5. As of the date of filing, the undersigned certifies that the foreign corporation currently exists as a valid corporation under the laws of the jurisdiction of its formation.

6. The purpose or purposes of the foreign entity that it proposes to pursue in the transaction of business in Texas are set forth below. The entity also certifies that it is authorized to pursue such stated purpose or purposes in the state or country under which it is organized.

Founding charter school system and other non-profit educational activities.

---

7. The date on which the foreign entity intends to transact business in Texas, or the date on which the foreign entity first transacted business in Texas is: **02/28/2014**

8. The principal office address of the entity is:

325 North Henry Street, Alexandria, VA, USA 22314

☑ 9A. The initial registered agent is an organization by the name of:

CT Corporation System

OR

☐ 9B. The initial registered agent is an individual resident of the state whose name is:

☐ 9C. The business address of the registered agent and the registered office address is:

1999 Bryan Street, Suite 900 Dallas TX 75201-3136

Consent of Registered Agent

☐ A. A copy of the consent of Registered Agent is attached.

OR

☑ B. The consent of the registered agent is maintained by the entity.

10. The entity hereby appoints the Secretary of State of Texas as its agent for service of process under the circumstances set forth in section 5.251 of the Texas Business Organizations Code.

11. The name and address of each person on the board of directors is:

Director 1:	**Steven Edwards**
Address:	**325 North Henry Street Alexandria VA, USA 22314**
Director 2:	**Darrin Martin**
Address:	**311 Crabapple Street Bluefield VA, USA 24605**
Director 3:	**Michael Evans**
Address:	**101 Nansemond Turn Yorktown VA, USA 23693**

12. The name, address, and officer title of each officer or managerial official are:

Officer 1: (Individual Name)	**Steven Edwards**	Title:	**President**
Address:	**325 North Henry Street Alexandria VA, USA 22314**		
Officer 2: (Individual Name)	**Darrin Martin**	Title:	**Secretary**
Address:	**311 Crabapple Street Bluefield VA, USA 24605**		
Officer 3: (Individual Name)	**Michael Evans**	Title:	**Vice-President**
Address:	**101 Nansemond Turn Yorktown VA, USA 23693**		

13. ☐ The foreign nonprofit corporation has members.

OR

☑ The foreign nonprofit corporation has no members.

Supplemental Provisions / Information

[The attached addendum, if any, is incorporated herein by reference.]

Effectiveness of Filing

☑ A. This document becomes effective when the document is filed by the secretary of state.

OR

☐ B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its signing. The delayed effective date is:

EXECUTION

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

Date: **March 24, 2014** **David S. Bracken**

Signature and title of authorized person on behalf of the foreign entity

FILING OFFICE COPY

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Nandita Berry
Secretary of State

Office of the Secretary of State

March 25, 2014

Attn: David Bracken

David Bracken
910 King Street
Alexandria, VA 22314 USA

RE: Ignitus Worldwide, Inc.
File Number: 801957782

It has been our pleasure to file the application for registration and issue the enclosed certificate of filing evidencing the authority of the referenced foreign non-profit corporation to conduct its affairs in Texas.

Corporations authorized to conduct affairs in Texas under the Texas Business Organizations Code do not automatically qualify for an exemption from state taxes. Shortly, the Comptroller of Public Accounts will be contacting the corporation at its registered office for information that will assist the Comptroller in setting up the franchise tax account for the corporation. If you need to contact the Comptroller about franchise taxes or exemption therefrom, you may contact the agency by calling (800) 252-1381, by e-mail to tax.help@cpa.state.tx.us or by writing P. O. Box 13528, Austin, TX 78711-3528. Telephone questions regarding other business taxes, including sales taxes, should be directed to (800) 252-5555. Information on exemption from federal taxes is available from the Internal Revenue Service.

Non-profit corporations do not file annual reports with the Secretary of State, but do file a report not more often than once every four years as requested by the Secretary. It is important for the corporation to continuously maintain a registered agent and office in Texas as this is the address to which the Secretary of State will send a request to file a periodic report. Failure to maintain a registered agent or office in Texas, failure to file a change to the agent or office information, or failure to file a report when requested may result in the revocation of the entity's registration by the Secretary of State. Additionally, an application for amended registration must be filed with the Secretary of State if the corporation changes its name, changes the purposes to be pursued in Texas, or changes the assumed name it elected to use on its application for registration.

If we can be of further service at any time, please let us know.

Sincerely,
Corporations Section
Business & Public Filings Division
(512) 463-5555
Enclosure

Attachment E.1. Scope and Sequence

Attachment E.1
Scope and Sequence

Knowledge & Skill Statement - 1.4: Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

Student Expectation

- **1.4A:** Confirm predictions about what will happen next in text by "reading the part that tells".
- **1.4B:** Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.
- **1.4C:** Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

Component - 1: Fluency

Knowledge & Skill Statement - 1.5: Students read grade-level text with fluency and comprehension. Students are expected to:

Student Expectation

- **1.5A:** Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Component - 1: Vocabulary Development

Knowledge & Skill Statement - 1.6: Students understand new vocabulary and use it when reading and writing. Students are expected to:

Student Expectation

- **1.6A:** Identify words that name actions (verbs) and words that name persons, places, or things (nouns).
- **1.6B:** Determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime).
- **1.6C:** Determine what words mean from how they are used in a sentence, either heard or read.
- **1.6D:** Identify and sort words into conceptual categories (e.g., opposites, living things).
- **1.6E:** Alphabetize a series of words to the first or second letter and use a dictionary to find words.

Component - 1: Comprehension of Literary Text

Subsection - 1: Theme and Genre.

Knowledge & Skill Statement - 1.7: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

Student Expectation

- **1.7A:** Connect the meaning of a well-known story or fable to personal experiences.
- **1.7B:** Explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.

Subsection - 1: Poetry

Knowledge & Skill Statement - 1.8: Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

Student Expectation

- **1.8A:** Respond to and use rhythm, rhyme, and alliteration in poetry.

Subsection - 1: Fiction

Knowledge & Skill Statement - 1.9: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

Student Expectation

- **1.9A:** Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.
- **1.9B:** Describe characters in a story and the reasons for their actions and feelings.

Subsection - 1: Literary Nonfiction

Knowledge & Skill Statement - 1.10: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:

Student Expectation

- **1.10A:** Determine whether a story is true or a fantasy and explain why.

Subsection - 1: Sensory Language

Knowledge & Skill Statement - 1.11: Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:

Student Expectation

- **1.11A:** Recognize sensory details in literary text.

Component - 1: Comprehension of Text

Subsection - 1: Independent Reading

Knowledge & Skill Statement - 1.12: Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:

Student Expectation

- **1.12A:** Read independently for a sustained period of time.

Component - 1: Comprehension of Informational Text

Subsection - 1: Culture and History

Knowledge & Skill Statement - 1.13: Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

Student Expectation

- **1.13A:** Identify the topic and explain the author's purpose in writing about the text.

Subsection - 1: Expository Text

Knowledge & Skill Statement - 1.14: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

Student Expectation

- **1.14A:** Restate the main idea, heard or read.
- **1.14B:** Identify important facts or details in text, heard or read.
- **1.14C:** Retell the order of events in a text by referring to the words and/or illustrations.
- **1.14D:** Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.

Subsection - 1: Procedural Texts

Knowledge & Skill Statement - 1.15: Students understand how to glean and use information in procedural texts and documents. Students are expected to:

Student Expectation

- **1.15A:** Follow written multi-step directions with picture cues to assist with understanding.
- **1.15B:** Explain the meaning of specific signs and symbols (e.g., map features).

Component - 1: Media Literacy

Knowledge & Skill Statement - 1.16: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to

impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

Student Expectation

- **1.16A:** Recognize different purposes of media (e.g., informational, entertainment) (with adult assistance).
- **1.16B:** Identify techniques used in media (e.g., sound, movement).

Strand - 1: Writing

Component - 1: Writing Process

Knowledge & Skill Statement - 1.17: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

Student Expectation

- **1.17A:** Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).
- **1.17B:** Develop drafts by sequencing ideas through writing sentences.
- **1.17C:** Revise drafts by adding or deleting a word, phrase, or sentence.
- **1.17D:** Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.
- **1.17E:** Publish and share writing with others.

Component - 1: Literary Texts

Knowledge & Skill Statement - 1.18: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

Student Expectation

- **1.18A:** Write brief stories that include a beginning, middle, and end.
- **1.18B:** Write short poems that convey sensory details.

Component - 1: Expository and Procedural Texts.

Knowledge & Skill Statement - 1.19: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

Student Expectation

- **1.19A:** Write brief compositions about topics of interest to the student.
- **1.19B:** Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).
- **1.19C:** Write brief comments on literary or informational texts.

Strand - 1: Oral and Written Conventions

Component - 1: Conventions

Knowledge & Skill Statement - 1.20: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

Student Expectation - 1.20A: Understand and use the following parts of speech in the context of reading, writing, and speaking:

Romanettes

- **1.20A.i:** verbs (past, present, and future).
- **1.20A.ii:** nouns (singular/plural, common/proper).
- **1.20A.iii:** adjectives (e.g., descriptive: green, tall).
- **1.20A.iv:** adverbs (e.g., time: before, next).
- **1.20A.v:** prepositions and prepositional phrases.
- **1.20A.vi:** pronouns (e.g., I, me)
- **1.20A.vii:** time-order transition words.

Student Expectation

- **1.20B:** Speak in complete sentences with correct subject-verb agreement.
- **1.20C:** Ask questions with appropriate subject-verb inversion.

Component - 1: Handwriting, Capitalization, and Punctuation

Knowledge & Skill Statement - 1.21: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

Student Expectation

- **1.21A:** Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences.

Student Expectation - 1.21B: Recognize and use basic capitalization for:

Romanettes

- **1.21B.i:** the beginning of sentences.
- **1.21B.ii:** the pronoun "I"
- **1.21B.iii:** names of people

Student Expectation

- **1.21C:** Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

Component - 1: Spelling.

Knowledge & Skill Statement - 1.22: Students spell correctly. Students are expected to:

Student Expectation

- **1.22A:** Use phonological knowledge to match sounds to letters to construct known words.

Student Expectation - 1.22B: Use letter-sound patterns to spell:

Romanettes

- **1.22B.i:** consonant-vowel-consonant (CVC) words.
- **1.22B.ii:** consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope")
- **1.22B.iii:** one-syllable words with consonant blends (e.g., "drop").

Student Expectation

- **1.22C:** Spell high-frequency words from a commonly used list.
- **1.22D:** Spell base words with inflectional endings (e.g., adding "s" to make words plurals).
- **1.22E:** Use resources to find correct spellings.

Strand - 1: Research

Component - 1: Research Plan

Knowledge & Skill Statement - 1.23: Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

Student Expectation

- **1.23A:** Generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (with adult assistance).
- **1.23B:** Decide what sources of information might be relevant to answer these questions (with adult assistance).

Component - 1: Gathering Sources.

Knowledge & Skill Statement - 1.24: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

Student Expectation

- **1.24A:** Gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance).
- **1.24B:** Use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (with adult assistance).
- **1.24C:** Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)(with adult assistance).

Component - 1: Synthesizing Information

Knowledge & Skill Statement - 1.25: Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

Student Expectation

- **1.25A:** Revise the topic as a result of answers to initial research questions (with adult assistance).

Component - 1: Organizing and Presenting Ideas.

Knowledge & Skill Statement - 1.26: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to:

Student Expectation

- **1.26A:** Create a visual display or dramatization to convey the results of the research (with adult assistance).

Strand - 1: Listening and Speaking

Component - 1: Listening

Knowledge & Skill Statement - 1.27: Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

Student Expectation

- **1.27A:** Listen attentively to speakers and ask relevant questions to clarify information.
- **1.27B:** Follow, restate, and give oral instructions that involve a short related sequence of actions.

Component - 1: Speaking

Knowledge & Skill Statement - 1.28: Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:

Student Expectation

- **1.28A:** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

Component - 1: Teamwork

Knowledge & Skill Statement - 1.29: Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:

Student Expectation

- **1.29A:** Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

Section - 1.Fig19: Knowledge and Skills

Strand - 1.Fig19: Reading

Component - 1.Fig19: Comprehension Skills

Knowledge & Skill Statement - 1.Fig19: Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

Student Expectation

- **1.Fig19A:** Establish purposes for reading selected texts based upon desired outcome to enhance comprehension.
- **1.Fig19B:** Ask literal questions of text.
- **1.Fig19C:** Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud).

- **1.Fig19D:** Make inferences about text and use textual evidence to support understanding.
- **1.Fig19E:** Retell or act out important events in stories in logical order.
- **1.Fig19F:** Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Subject - Science: Science

Grade - 2: Grade 2

Section - 2.Intro: Introduction

Non-Specific Strand

- **2.Intro.1:** Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process."
- **2.Intro.2:** Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.
- **2.Intro.3:** The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific processes, including inquiry methods, analyzing information, making informed decisions, and using tools to collect and record information, while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 60% of instructional time.

Non-Specific Strand - 2.Intro.4: In Grade 2, careful observation and investigation are used to learn about the natural world and reveal patterns, changes, and cycles. Students should understand that certain types of questions can be answered by using observation and investigations and that the information gathered in these may change as new observations are made. As students participate in investigation, they develop the skills necessary to do science as well as develop new science concepts.

Non-Specific Strand Division

- **2.Intro.4A:** Within the physical environment, students expand their understanding of the properties of objects such as shape, mass, temperature, and flexibility then use those properties to compare, classify, and then combine the objects to do something that they could not do before. Students manipulate objects to demonstrate a change in motion and position.
- **2.Intro.4B:** Within the natural environment, students will observe the properties of earth materials as well as predictable patterns that occur on Earth and in the sky. The students understand that those patterns are used to make choices in clothing, activities, and transportation.
- **2.Intro.4C:** Within the living environment, students explore patterns, systems, and cycles by investigating characteristics of organisms, life cycles, and interactions among all the components within their habitat. Students examine how living organisms depend on each other and on their environment.

Section - 2: Knowledge and Skills

Strand - 2: Scientific investigation and reasoning.

Knowledge & Skill Statement - 2.1: The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:

Student Expectation

- **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.
- **2.1B:** Describe the importance of safe practices.
- **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.

Knowledge & Skill Statement - 2.2: The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:

Student Expectation

- **2.2A:** Ask questions about organisms, objects, and events during observations and investigations.
- **2.2B:** Plan and conduct descriptive investigations such as how organisms grow.
- **2.2C:** Collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools.
- **2.2D:** Record and organize data using pictures, numbers, and words.
- **2.2E:** Communicate observations and justify explanations using student-generated data from simple descriptive investigations.
- **2.2F:** Compare results of investigations with what students and scientists know about the world.

Knowledge & Skill Statement - 2.3: 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:

Student Expectation

- **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.

- **2.3B:** Make predictions based on observable patterns.
- **2.3C:** Identify what a scientist is and explore what different scientists do.

Knowledge & Skill Statement - 2.4: The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

Student Expectation

- **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 materials to support observations of habitats of organisms such as terrariums and aquariums.
- **2.4B:** Measure and compare organisms and objects using non-standard units that approximate metric units.

Strand - 2: Matter and energy.

Knowledge & Skill Statement - 2.5: 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:

Student Expectation

- **2.5A:** Classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid.
- **2.5B:** Compare changes in materials caused by heating and cooling.
- **2.5C:** Demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting.
- **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.

Strand - 2: Force, motion, and energy.

Knowledge & Skill Statement - 2.6: The student knows that forces cause change and energy exists in many forms. The student is expected to:

Student Expectation

- **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.
- **2.6B:** Observe and identify how magnets are used in everyday life.
- **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.
- **2.6D:** Compare patterns of movement of objects such as sliding, rolling, and spinning.

Strand - 2: Earth and space.

Knowledge & Skill Statement - 2.7: The student knows that the natural world includes earth materials. The student is expected to:

Student Expectation

- **2.7A:** Observe and describe rocks by size, texture, and color.
- **2.7B:** Identify and compare the properties of natural sources of freshwater and saltwater.
- **2.7C:** Distinguish between natural and manmade resources.

Knowledge & Skill Statement - 2.8: The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

Student Expectation

- **2.8A:** Measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data.
- **2.8B:** Identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation.
- **2.8C:** Explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions.
- **2.8D:** Observe, describe, and record patterns of objects in the sky, including the appearance of the Moon.

Strand - 2: Organisms and environments.

Knowledge & Skill Statement - 2.9: 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:

Student Expectation

- **2.9A:** Identify the basic needs of plants and animals.
- **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.
- **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.

Knowledge & Skill Statement - 2.10: 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:

Student Expectation

- **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.
- **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.
- **2.10C:** Investigate and record some of the unique stages that insects undergo during their life cycle.

Subject - SS: Social Studies

Grade - 3: Grade 3

Section - 3.Intro: Introduction

Non-Specific Strand

- **3.Intro.1:** In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.
- **3.Intro.2:** To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- **3.Intro.3:** The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- **3.Intro.4:** Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- **3.Intro.5:** Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- **3.Intro.6:** Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

Non-Specific Strand - 3.Intro.7: State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

Non-Specific Strand Division

- **3.Intro.7A:** Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
- **3.Intro.7B:** Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Non-Specific Strand

- **3.Intro.8:** Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

Section - 3: Knowledge and Skills

Strand - 3: History.

Knowledge & Skill Statement - 3.1: The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

Student Expectation

- **3.1A:** Describe how individuals, events, and ideas have changed communities, past and present.
- **3.1B:** Identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities.
- **3.1C:** Describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities.

Knowledge & Skill Statement - 3.2: The student understands common characteristics of

communities, past and present. The student is expected to:

Student Expectation

- **3.2A:** Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being.
- **3.2B:** Identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.
- **3.2C:** Compare ways in which various other communities meet their needs.

Knowledge & Skill Statement - 3.3: The student understands the concepts of time and chronology. The student is expected to:

Student Expectation

- **3.3A:** Use vocabulary related to chronology, including past, present, and future times.
- **3.3B:** Create and interpret timelines.
- **3.3C:** Apply the terms year, decade, and century to describe historical times.

Strand - 3: Geography.

Knowledge & Skill Statement - 3.4: The student understands how humans adapt to variations in the physical environment. The student is expected to:

Student Expectation

- **3.4A:** Describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards.
- **3.4B:** Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.
- **3.4C:** Describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape.
- **3.4D:** Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.
- **3.4E:** Identify and compare the human characteristics of various regions.

Knowledge & Skill Statement - 3.5: The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

Student Expectation

- **3.5A:** Use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community.
- **3.5B:** Use a scale to determine the distance between places on maps and globes.
- **3.5C:** Identify and use the compass rose, grid system, and symbols to locate places on maps and globes.
- **3.5D:** Create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.

Strand - 3: Economics.

Knowledge & Skill Statement - 3.6: The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:

Student Expectation

- **3.6A:** Identify ways of earning, spending, saving, and donating money.
- **3.6B:** Create a simple budget that allocates money for spending, saving, and donating.

Knowledge & Skill Statement - 3.7: The student understands the concept of the free enterprise system. The student is expected to:

Student Expectation

- **3.7A:** Define and identify examples of scarcity.
- **3.7B:** Explain the impact of scarcity on the production, distribution, and consumption of goods and services.
- **3.7C:** Explain the concept of a free market as it relates to the U.S. free enterprise system.

Knowledge & Skill Statement - 3.8: The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

Student Expectation

- **3.8A:** Identify examples of how a simple business operates.
- **3.8B:** Explain how supply and demand affect the price of a good or service.
- **3.8C:** Explain how the cost of production and selling price affect profits.
- **3.8D:** Explain how government regulations and taxes impact consumer costs.

- **3.8E:** Identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.

Strand - 3: Government.

Knowledge & Skill Statement - 3.9: The student understands the basic structure and functions of various levels of government. The student is expected to:

Student Expectation

- **3.9A:** Describe the basic structure of government in the local community, state, and nation.
- **3.9B:** Identify local, state, and national government officials and explain how they are chosen.
- **3.9C:** Identify services commonly provided by local, state, and national governments.
- **3.9D:** Explain how local, state, and national government services are financed.

Knowledge & Skill Statement - 3.10: The student understands important ideas in historical documents at various levels of government. The student is expected to:

Student Expectation

- **3.10A:** Identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.
- **3.10B:** Describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.

Strand - 3: Citizenship.

Knowledge & Skill Statement - 3.11: The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:

Student Expectation

- **3.11A:** Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.
- **3.11B:** Identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship.
- **3.11C:** Identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.

Knowledge & Skill Statement - 3.12: The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:

Student Expectation

- **3.12A:** Give examples of community changes that result from individual or group decisions.
- **3.12B:** Identify examples of actions individuals and groups can take to improve the community.
- **3.12C:** Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

Strand - 3: Culture.

Knowledge & Skill Statement - 3.13: The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:

Student Expectation

- **3.13A:** Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities.
- **3.13B:** Compare ethnic and/or cultural celebrations in the local community with other communities.

Knowledge & Skill Statement - 3.14: The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:

Student Expectation

- **3.14A:** Identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes.
- **3.14B:** Identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.

Knowledge & Skill Statement - 3.15: The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:

Student Expectation

- **3.15A:** Identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities.
- **3.15B:** Explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.

Strand - 3: Science, technology, and society.

Knowledge & Skill Statement - 3.16: The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:

Student Expectation

- **3.16A:** Identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur.
- **3.16B:** Identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.

Strand - 3: Social studies skills.

Knowledge & Skill Statement - 3.17: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

Student Expectation

- **3.17A:** Research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources.
- **3.17B:** Sequence and categorize information.
- **3.17C:** Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.
- **3.17D:** Use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information.
- **3.17E:** Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
- **3.17F:** Use appropriate mathematical skills to interpret social studies information such as maps and graphs.

Knowledge & Skill Statement - 3.18: The student communicates in written, oral, and visual forms. The student is expected to:

Student Expectation

- **3.18A:** Express ideas orally based on knowledge and experiences.
- **3.18B:** Use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas.
- **3.18C:** Use standard grammar, spelling, sentence structure, and punctuation.

Knowledge & Skill Statement - 3.19: The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

Student Expectation

- **3.19A:** Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
- **3.19B:** Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Subject - Math: Mathematics

Grade - 4: Grade 4

Section - 4.Intro: Introduction

Non-Specific Strand

- **4.Intro.1:** The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.
- **4.Intro.2:** The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
- **4.Intro.3:** For students to become fluent in mathematics, students must develop a robust sense of number. The National Research Council's report, "Adding It Up," defines procedural fluency as "skill in carrying out procedures flexibly, accurately, efficiently, and appropriately." As students develop procedural fluency, they must also realize that true problem solving may take time, effort, and perseverance. Students in Grade 4 are expected to perform their work without the use of calculators.
- **4.Intro.4:** The primary focal areas in Grade 4 are use of operations, fractions, and decimals and describing and analyzing geometry and measurement. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. In Grades 3-5, the number set is limited to positive rational numbers. In number and operations, students will apply place value and represent points on a number line that correspond to a given fraction or terminating decimal. In algebraic reasoning, students will represent and solve multi-step problems involving the four operations with whole numbers with expressions and equations and generate and analyze patterns. In geometry and measurement, students will classify two-dimensional figures, measure angles, and convert units of measure. In data analysis, students will represent and interpret data.
- **4.Intro.5:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Section - 4: Knowledge and Skills

Strand - 4: Mathematical process standards

Knowledge & Skill Statement - 4.1: The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

Student Expectation

- **4.1A:** apply mathematics to problems arising in everyday life, society, and the workplace
- **4.1B:** use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
- **4.1C:** select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
- **4.1D:** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
- **4.1E:** create and use representations to organize, record, and communicate mathematical ideas
- **4.1F:** analyze mathematical relationships to connect and communicate mathematical ideas
- **4.1G:** display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

Strand - 4: Number and operations

Knowledge & Skill Statement - 4.2: The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value. The student is expected to:

Student Expectation

- **4.2A:** interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left
- **4.2B:** represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals
- **4.2C:** compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =

- **4.2D:** round whole numbers to a given place value through the hundred thousands place
- **4.2E:** represent decimals, including tenths and hundredths, using concrete and visual models and money
- **4.2F:** compare and order decimals using concrete and visual models to the hundredths
- **4.2G:** relate decimals to fractions that name tenths and hundredths
- **4.2H:** determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line

Knowledge & Skill Statement - 4.3: The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to:

Student Expectation

- **4.3A:** represent a fraction a/b as a sum of fractions 1/b, where a and b are whole numbers and b > 0, including when a > b
- **4.3B:** decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations
- **4.3C:** determine if two given fractions are equivalent using a variety of methods
- **4.3D:** compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <
- **4.3E:** represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations
- **4.3F:** evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole
- **4.3G:** represent fractions and decimals to the tenths or hundredths as distances from zero on a number line

Knowledge & Skill Statement - 4.4: The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:

Student Expectation

- **4.4A:** add and subtract whole numbers and decimals to the hundredths place using the standard algorithm
- **4.4B:** determine products of a number and 10 or 100 using properties of operations and place value understandings
- **4.4C:** represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15
- **4.4D:** use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number Strategies may include mental math, partial products, and the commutative, associative, and distributive properties
- **4.4E:** represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations
- **4.4F:** use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor
- **4.4G:** round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers
- **4.4H:** solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders

Strand - 4: Algebraic reasoning

Knowledge & Skill Statement - 4.5: The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

Student Expectation

- **4.5A:** represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity
- **4.5B:** represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence
- **4.5C:** use models to determine the formulas for the perimeter of a rectangle (l + w + l + w or 2l + 2w), including the special form for perimeter of a square (4s) and the area of a rectangle (l x w)
- **4.5D:** solve problems related to perimeter and area of rectangles where dimensions are whole numbers

Strand - 4: Geometry and measurement

Knowledge & Skill Statement - 4.6: The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties. The student is expected to:

Student Expectation

- **4.6A:** identify points, lines, line segments, rays, angles, and perpendicular and parallel lines

- **4.6B:** identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure
- **4.6C:** apply knowledge of right angles to identify acute, right, and obtuse triangles
- **4.6D:** classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size

Knowledge & Skill Statement - 4.7: The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees. The student is expected to:

Student Expectation

- **4.7A:** illustrate the measure of an angle as the part of a circle whose center is at the vertex of the angle that is "cut out" by the rays of the angle Angle measures are limited to whole numbers
- **4.7B:** illustrate degrees as the units used to measure an angle, where 1/360 of any circle is one degree and an angle that "cuts" n/360 out of any circle whose center is at the angle's vertex has a measure of n degrees Angle measures are limited to whole numbers
- **4.7C:** determine the approximate measures of angles in degrees to the nearest whole number using a protractor
- **4.7D:** draw an angle with a given measure
- **4.7E:** determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures

Knowledge & Skill Statement - 4.8: The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement. The student is expected to:

Student Expectation

- **4.8A:** identify relative sizes of measurement units within the customary and metric systems
- **4.8B:** convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table
- **4.8C:** solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate

Strand - 4: Data analysis

Knowledge & Skill Statement - 4.9: The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

Student Expectation

- **4.9A:** represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions
- **4.9B:** solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot

Strand - 4: Personal financial literacy

Knowledge & Skill Statement - 4.10: The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

Student Expectation

- **4.10A:** distinguish between fixed and variable expenses
- **4.10B:** calculate profit in a given situation
- **4.10C:** compare the advantages and disadvantages of various savings options
- **4.10D:** describe how to allocate a weekly allowance among spending saving, including for college sharing
- **4.10E:** describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending

Subject - Science: Science

Grade - 5: Grade 5

Section - 5.Intro: Introduction

Non-Specific Strand

- **5.Intro.1:** Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process."
- **5.Intro.2:** Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.
- **5.Intro.3:** The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific processes, including inquiry methods, analyzing information, making informed decisions, and using tools to collect and record information, while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 50% of instructional time.

Non-Specific Strand - 5.Intro.4: In Grade 5, investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

Non-Specific Strand Division

- **5.Intro.4A:** Within the physical environment, students learn about the physical properties of matter, including magnetism, physical states of matter, relative density, solubility in water, and the ability to conduct or insulate electrical and heat energy. Students explore the uses of light, thermal, electrical, and sound energies.
- **5.Intro.4B:** Within the natural environment, students learn how changes occur on Earth's surface and that predictable patterns occur in the sky. Students learn that the natural world consists of resources, including nonrenewable, renewable, and alternative energy sources.
- **5.Intro.4C:** Within the living environment, students learn that structure and function of organisms can improve the survival of members of a species. Students learn to differentiate between inherited traits and learned behaviors. Students learn that life cycles occur in animals and plants and that the carbon dioxide-oxygen cycle occurs naturally to support the living environment.

Section - 5: Knowledge and Skills

Strand - 5: Scientific investigation and reasoning.

Knowledge & Skill Statement - 5.1: The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:

Student Expectation

- **5.1A:** Demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations.
- **5.1B:** Make informed choices in the conservation, disposal, and recycling of materials.

Knowledge & Skill Statement - 5.2: The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:

Student Expectation

- **5.2A:** Describe, plan, and implement simple experimental investigations testing one variable.
- **5.2B:** Ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology.
- **5.2C:** Collect information by detailed observations and accurate measuring.
- **5.2D:** Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.
- **5.2E:** Demonstrate that repeated investigations may increase the reliability of results.
- **5.2F:** Communicate valid conclusions in both written and verbal forms.
- **5.2G:** Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.

Knowledge & Skill Statement - 5.3: The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

Student Expectation

- **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.
- **5.3B:** Evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels.
- **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.
- **5.3D:** Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.

Knowledge & Skill Statement - 5.4: The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

Student Expectation

- **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 materials to support observations of habitats or organisms such as terrariums and aquariums.
- **5.4B:** Use safety equipment, including safety goggles and gloves.

Strand - 5: Matter and energy.

Knowledge & Skill Statement - 5.5: 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:

Student Expectation

- **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.
- **5.5B:** Identify the boiling and freezing/melting points of water on the Celsius scale.
- **5.5C:** Demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand.
- **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.

Strand - 5: Force, motion, and energy.

Knowledge & Skill Statement - 5.6: The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

Student Expectation

- **5.6A:** Explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy.
- **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.
- **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.
- **5.6D:** Design an experiment that tests the effect of force on an object.

Strand - 5: Earth and space.

Knowledge & Skill Statement - 5.7: The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:

Student Expectation

- **5.7A:** Explore the processes that led to the formation of sedimentary rocks and fossil fuels.
- **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.
- **5.7C:** Identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels.
- **5.7D:** Identify fossils as evidence of past living organisms and the nature of the environments at the time using models.

Knowledge & Skill Statement - 5.8: 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:

Student Expectation

- **5.8A:** Differentiate between weather and climate.
- **5.8B:** Explain how the Sun and the ocean interact in the water cycle.
- **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.
- **5.8D:** Identify and compare the physical characteristics of the Sun, Earth, and Moon.

Strand - 5: Organisms and environments.

Knowledge & Skill Statement - 5.9: The student knows that there are relationships, systems, and cycles within environments. The student is expected to:

Student Expectation

- **5.9A:** Observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements.
- **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.
- **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.
- **5.9D:** Identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals.

Knowledge & Skill Statement - 5.10: The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

Student Expectation

- **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.
- **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.
- **5.10C:** Describe the differences between complete and incomplete metamorphosis of insects.

Subject - Math: Mathematics

Grade - K: Kindergarten

Section - K.Intro: Introduction

Non-Specific Strand

- **K.Intro.1:** The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.
- **K.Intro.2:** The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
- **K.Intro.3:** For students to become fluent in mathematics, students must develop a robust sense of number. The National Research Council's report, "Adding It Up," defines procedural fluency as "skill in carrying out procedures flexibly, accurately, efficiently, and appropriately." As students develop procedural fluency, they must also realize that true problem solving may take time, effort, and perseverance. Students in Kindergarten are expected to perform their work without the use of calculators.

Non-Specific Strand - K.Intro.4: The primary focal areas in Kindergarten are understanding counting and cardinality, understanding addition as joining and subtraction as separating, and comparing objects by measurable attributes.

Non-Specific Strand

- **K.Intro.4A:** Students develop number and operations through several fundamental concepts. Students know number names and the counting sequence. Counting and cardinality lay a solid foundation for number. Students apply the principles of counting to make the connection between numbers and quantities.
- **K.Intro.4B:** Students use meanings of numbers to create strategies for solving problems and responding to practical situations involving addition and subtraction.
- **K.Intro.4C:** Students identify characteristics of objects that can be measured and directly compare objects according to these measurable attributes.
- **K.Intro.5:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Section - K: Knowledge and Skills

Strand - K: Mathematical process standards

Knowledge & Skill Statement - K.1: The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

Student Expectation

- **K.1A:** apply mathematics to problems arising in everyday life, society, and the workplace
- **K.1B:** use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
- **K.1C:** select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
- **K.1D:** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
- **K.1E:** create and use representations to organize, record, and communicate mathematical ideas
- **K.1F:** analyze mathematical relationships to connect and communicate mathematical ideas
- **K.1G:** display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

Strand - K: Number and operations

Knowledge & Skill Statement - K.2: The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

Student Expectation

- **K.2A:** count forward and backward to at least 20 with and without objects
- **K.2B:** read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures
- **K.2C:** count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order
- **K.2D:** recognize instantly the quantity of a small group of objects in organized and random arrangements
- **K.2E:** generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20
- **K.2F:** generate a number that is one more than or one less than another number up to at least 20
- **K.2G:** compare sets of objects up to at least 20 in each set using comparative language
- **K.2H:** use comparative language to describe two numbers up to 20 presented as written numerals
- **K.2I:** compose and decompose numbers up to 10 with objects and pictures

Strand - K: Number and operations

Knowledge & Skill Statement - K.3: The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

Student Expectation

- **K.3A:** model the action of joining to represent addition and the action of separating to represent subtraction
- **K.3B:** solve word problems using objects and drawings to find sums up to 10 and differences within 10
- **K.3C:** explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences

Knowledge & Skill Statement - K.4: The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to:

Student Expectation

- **K.4:** identify US coins by name, including pennies, nickels, dimes, and quarters

Strand - K: Algebraic reasoning

Knowledge & Skill Statement - K.5: The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to

Student Expectation

- **K.5:** recite numbers up to at least 100 by ones and tens beginning with any given number

Strand - K: Geometry and measurement

Knowledge & Skill Statement - K.6: The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

Student Expectation

- **K.6A:** identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles
- **K.6B:** identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world
- **K.6C:** identify two-dimensional components of three-dimensional objects
- **K.6D:** identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably
- **K.6E:** classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size
- **K.6F:** create two-dimensional shapes using a variety of materials and drawings

Knowledge & Skill Statement - K.7: The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:

Student Expectation

- **K.7A:** give an example of a measurable attribute of a given object, including length, capacity, and weight
- **K.7B:** compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference

Strand - K: Data analysis

Knowledge & Skill Statement - K.8: The student applies mathematical process standards to collect and organize data to make it useful for interpreting information.

The student is expected to:

Student Expectation

- **K.8A:** collect, sort, and organize data into two or three categories
- **K.8B:** use data to create real-object and picture graphs
- **K.8C:** draw conclusions from real-object and picture graphs

Strand - K: Personal financial literacy

Knowledge & Skill Statement - K.9: The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

Student Expectation

- **K.9A:** identify ways to earn income
- **K.9B:** differentiate between money received as income and money received as gifts
- **K.9C:** list simple skills required for jobs
- **K.9D:** distinguish between wants and needs and identify income as a source to meet one's wants and needs

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6 pages have been withheld

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Attachment E.2. Exit Requirements

Attachment E.2
Promotion and Retention Requirements

The criteria for promoting students from one grade to the next are stated as the following for Grades 1-5 in FCS. Students in prekindergarten and Kindergarten shall not be retained. A common criteria used for all students shall include a recommendation from the student's teacher; the student's review of performance on any state-mandated assessment instrument; and any other necessary academic information, as determined by the campus and Grade Placement Committee (GPC).

The GPC is the communication methodology for parents, teachers and the school principal to come together to discuss the needs, performance and best interest of the child in not only grade 5, as required, but in all situations when any student in FCS is being considered for retention and in need of an accelerated program.

Students meeting the promotion criteria will have a letter sent home to the parents of the child identifying promotional status in May of each school year.

A student in grades 1-5 who does not meet the standard on the state-required reading diagnostic test, mastery level of 70% or meet criteria on the testing grades STAAR examination must complete an accelerated instruction program provided by the school. Promotion shall be based on meeting the standard at the conclusion of an accelerated program.

A student shall be promoted from grade 1 to grade 2 if:
The student has a majority of S's in reading, writing, and mathematics; the student is reading at grade level; and the student meets the 90% attendance for credit requirement.

A student shall be promoted from grade 2 to grade 3 if:
The student earns a yearly average of 70 percent or above in reading, language arts, mathematics, and science or social studies; the student is reading at grade level; and the student meets the 90% attendance for credit requirement.

A student shall be promoted from grade 3 to grade 4 if:
The student earns a yearly average of 70 or above in reading, language arts, mathematics, and science or social studies; and the student meets the 90% attendance for credit requirement.

A student shall be promoted from grade 4 to grade 5 if:
The student earns a yearly average of 70 or above in reading, language arts, mathematics, and science or social studies; and the student meets the 90% attendance for credit requirement.

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP).

Attachment E.3. Principal Documents

Attachment E.3

Foundations Charter School

Interested Candidates for Principal Positions

Daria Morris
David Fincher
Debbie Jones
Kim Gray
Larry Gray
Melyssa Thompson
Michael Gonzalez
Misty Hutson
Sherren Tripp
Sofia Naqvi

Daria Morris
Bio

Daria Morris is the Director of Kids R Kids of Cypress. She has been working with the center since December 2010. Previously, she was a parent at the center and loved it so much that she joined our staff. She has a Bachelor of Interdisciplinary Studies and an Associates of Arts degree. Prior to joining the Kids R Kids team, she worked in banking for almost ten years in several capacities.

David L. Fincher
Bio

Mr. Fincher has been director of Cotton Mill Learning Center, a large early child care and education center licensed to serve 260 children from 18 months through 12 years of age, since June, 1994. He received his Bachelor of Science in Biology with a minor in History in January, 1968 from Stephen F. Austin State University in Nacogdoches, Texas.

Mr. Fincher built a career as a Construction Manager and Project Manager in heavy industrial construction from 1968 through 1994.

In 1994, he and his wife Judy, an experienced early child teacher and education director, purchased property and built Cotton Mill Learning Center in Rowlett, Texas.
Since March 15, 1995, when they opened Cotton Mill Learning Center together, Mr. Fincher has served as Director of the center.

Their passion for education has resulted in the recognition of Cotton Mill Learning Center as a premier early child care and education center by the community and by the teachers in the public schools who receive graduates of Cotton Mill Learning Center.

Debbie Jones
Bio

Debbie Jones is the Director of Education for Kids R Kids of Cypress. She received a BA in Psychology from the University of Missouri-Kansas City. She has more than 15 years experience in the classroom with children six weeks to 12 years of age. In addition to many years of classroom experience, she has 10 years of administrative experience within the field.

Kim Gray
Bio

I am currently the Director of Circle Creek Children's Center in Mesquite, TX and owner/co-Director of Kids Unlimited Early Care and Education, in Wylie. I knew from an early age that I wanted to work with children; early education has been in our family as long as I can remember. I have over 30 years experience teaching and working with children. I previously worked at Apple Tree Acres in Mesquite. After Apple Tree, I received my Director's certificate. In 1997, my husband and I felt a need in our area for an infant-only center and from there, Lil' Bit of Heaven was born. We were licensed for ages 6 weeks through 18 months but the need for us to go back to a full center was growing stronger and stronger. Due to an overwhelming response of parents wanting us to expand our care, we opened Circle Creek Children's Center in 1999. In 2006, we purchased Kids Unlimited in Wylie. I have completed, many hours of training in professional development and child care management, as well as, a Day Care Administrator's Credential Program. My goal is to foster a caring, nurturing environment for our students and we take pride in each child's individual development.

I enjoy working with children of every age and watching them learn and grow. My favorite thing about working with children is the ability to make life easier for families, both children and parents. I grew up in Mesquite, TX and now reside in Rockwall, with my husband, Larry of 33 years. My other hobbies and interests include spending time with my granddaughter, and playing with some family and friends in our 'garage band.'

Larry Gray
Bio

I am currently the owner and Director of Kids Unlimited Early Care and Education in Wylie, Tx and co-Director of Circle Creek Children's Center in Mesquite. Until 2000 I worked in the corporate world, holding many positions in management and supervisory roles. I had worked behind the scenes for 18 years, with my wife and her family, so at that time I joined them full time in the child care industry. In 2006, my wife and I purchased Kids Unlimited. We are licensed for 300 children, ages 6 weeks to 12 years. I have completed training in child care management, early childhood topics and received my Director's Certificate in 2009. I enjoy working with children of all ages. My goal is to foster a caring, nurturing environment for our students and we take pride in each child's individual progress. I grew up in Dallas, Tx and currently live in Rockwall, with my wife, Kim of 33 years.

Melyssa Thompson, Ed.S.

Biography

Melyssa Thompson has been in the early childhood education community for 13 years. She earned her post graduate degree from Liberty University in curriculum and instruction. Melyssa began her early education career teaching Pre-K for three years in a home daycare setting. During this time Melyssa obtained her CDA for preschool settings. After three years of teaching, she developed a preschool program and launched Creative Minds Daycare in Virginia Beach, VA. Melyssa grew Creative Minds Daycare to be licensed and nationally accredited within two years of its inception. During this time Melyssa obtained an Associates of Applied Science Degree in Early Childhood Development and a Bachelorette in Early Childhood Education Administration. Melyssa has served as director for both La Petite Academy and Creative Minds Daycare and has over 10 years' experience facilitating and managing early childhood education programs. In 2011, Melyssa joined the YMCA of South Hampton Roads and Chesapeake Public Schools as a Family Involvement Specialist working with at-risk preschool students. While working as a Family Involvement Specialist; she worked with a large diverse population, facilitated community resources, facilitated parent workshops, and supervised multiple sites. During this time Melyssa obtained her Master's Degree in Education with a concentration in Early Childhood Education and her Educational Specialist Degree with a concentration in curriculum and instruction. Melyssa is currently enrolled at Houston Baptist University in the Alternative Certification Program to obtain her teaching license for Special Education, English Second Language Learners, and Early Education through Sixth Grade Generalist with an expected completion date of May 2016.

My personal educational philosophy is to ensure that all students receive quality education in the best environment possible while challenging children to their fullest potential. I want to guide them and facilitate their learning by ensuring the curriculum is current and relevant to their lives. I also recognize that each child learns at various abilities and my goal is to meet the needs of each child in my classroom. I understand that students learn at different levels and within different abilities; I want to see them develop at their own pace and within their own capabilities. In my classroom, I want children to have the ability to explore their environment and experiment with materials that interests them. I encourage my classroom to learn by supporting a child's social, emotional, and physical needs by facilitating the child's needs and their learning through exciting and engaging activities.

Children are the future of our world. We should guide them, support them and facilitate their learning in a safe and nurturing environment. My hope is that I am able to make a difference in the lives of the children in which I teach.

Michael J. Gonzalez

7246 Caracara Dr.
Houston, TX 77040

Residential/Cell: 832-798-5184

Professional Summary

Focused and goal driven leader with experience successfully leading Corporate and Non-profit teams to deliver improved business performance.

Skill Highlights

- 16 years' experience in Early Childhood Education
- Certified Hearing and Vision Specialist, 2005
- Certified in Environmental Rating Scales – University of North Carolina, 2009
- Certified in Emergency Preparedness – Save the Children, 2009
- Certified in Innovations Curriculum, 2010
- Director Certified, Non-Renewal Certification
- Professional Development Trainer #1684
- Assisted in the development of Standard Operating Procedures for Early Head Start
- Support the value of education
- React to change productively
- Speaks with Child, Family, and Teacher in mind
- Knowledgeable in Federal Food
- State of Texas Notary
- Fast Learner and Self Starter
- Assisted with the development of a Private for profit Kindergarten program

Core Accomplishments

- Assisted 2 Head Start program attain accreditation with National Association for the Education of Young Children - (NAEYC)
- Development of 2 Professional Development Days, including Pre-Service Training
- Spearheaded in the Early Head Start Expansion Budget
- Marketing Chair and Two Terms as a Vice President of Membership with the Texas Association of the Education of Young Children.

Work Experience

Area Director, 11/11 to present
Kids R Kids, Inc.
Focus on individual and group professional development to provide personalized support that is based on the goals and identified needs of individual teachers.

- Manage three schools to achieve financial targets by applying rigorous, proactive cost controls and incorporating active continuous improvement in quality of day to day operations.
- Oversee operations to include compliance, operations, staffing, training, employee reviews, and customer service.
- Responsible for expanding customer relationships, achieving goals, and exceeding customer service expectations.
- Network with other lines of business to attain and exceed center goals.
- Implements sales and service strategies to ensure enrollment growth and retention of existing families
- Follows-up to understand reasons for disenrollments
- Insures customer satisfaction through responding to parent issues /Trains staff how to respond appropriately to parent issues

- Model appropriate sales and service actions to the management team and teachers
- Facilitate the intellectual and professional development for teachers.
- Create positive relationships with teachers and administrators.
- Communicate and demonstrate research-based instructional practices that result in increased student performance.
- Communicate effectively with all members of the community.
- Provide organized, individual and/or group learning opportunities for teachers as needed.
- Demonstrate knowledge using a variety of assessment tools.
- Analyze and support student assessment data.
- Provide support for classroom motivation and management strategies.
- Provide encouragement and emotional support to teachers.

Instructional Coach, 07/10 to present
Neighborhood Centers, Inc.
Focus on individual and group professional development to provide personalized support that is based on the goals and identified needs of individual teachers.

- Mentor and coach 26 to 32 Early Childhood Professionals.
- Facilitate the intellectual and professional development for teachers.
- Create positive relationships with teachers and administrators.
- Communicate and demonstrate research-based instructional practices that result in increased student performance.
- Communicate effectively with all members of the community.
- Provide organized, individual and/or group learning opportunities for teachers as needed.
- Demonstrate knowledge using a variety of assessment tools.
- Analyze and support student assessment data.
- Provide support for classroom motivation and management strategies.
- Provide encouragement and emotional support to teachers.

Program Director, 03/08 to 09/10
Houston Area Association for the Education of Young Children
Promote and support high quality care and education for young children through improved professional practice and broadened public awareness.

- Implement the strategic goals and objectives of the organization to maintain a positive budget
- Enable the Governing Board to fulfill its governance function to the State and National Affiliates – NAEYC and TAEYC
- Give direction and leadership toward the achievement of the organization's philosophy, mission, strategy, and its annual goals and objectives
- Support operations and administration of Board
- Oversee design, marketing, promotion, delivery and quality of programs, products and services
- Recommend yearly budget for Board approval
- Manage organization's resources within those budget guidelines according to current laws and regulations
- Ensure the organization and its mission, programs, products and services are consistently presented in strong, positive image
- Implement and Follow the Business Code of Ethics from the national level - NAEYC
- Assisted Board of Directors in the development of 5 conferences with an attendance of approximately 1,200 / Regional Conferences with an attendance of approximately 400

Academy Director, 08/05 to 03/08
Learning Care Group - La Petite Academy
Effectively and efficiently run all Academy operations while continuing while making a difference in the lives of young children.

- Train and mentor new center directors.
- Manage a team of 10-12
- Oversee operations to include compliance, operations, staffing, training, employee reviews, and customer service.
- Responsible for expanding customer relationships, achieving goals, and exceeding customer service expectations.
- Network with other lines of business to attain and exceed center goals.

Director of Operations, 04/05 to 08/05
My Great Beginnings
Work directly with owner / operator of an individual school with the construction, and operations from ground up.

- Completion of building for grand opening.
- Oversee operations to include compliance.
- Managed and promoting all staff.
- Maintained customer satisfaction.
- Assisted with development of policies and procedures.
- Assisted with the mentoring of teachers.
- Network with other lines of business to gain new enrollment for school.

Center Director, 08/02 to 04/05
KinderCare Learning Centers
Frontline management role. Effectively operate and manage all aspects of KinderCare programs. Meet expectations for delivering customer acquisition and retention, quality programming, financial management, operational compliance, and demonstrates expected behaviors.

- Manage a school to achieve financial targets by applying rigorous, proactive cost controls and incorporating active continuous improvement in quality of day to day operations.
- Oversee operations to include compliance, operations, staffing, training, employee reviews, and customer service.
- Responsible for expanding customer relationships, achieving goals, and exceeding customer service expectations.
- Network with other lines of business to attain and exceed center goals.
- Implements sales and service strategies to ensure enrollment growth and retention of existing families
- Follows-up to understand reasons for disenrollments
- Insures customer satisfaction through responding to parent issues /Trains staff how to respond appropriately to parent issues
- Model appropriate sales and service actions to the management team and teachers

Sales Associate, 08/00 to 11/05
Stage Stores Inc. – Palais Royal
To develop a clear understanding of the frontline sales from a retail perspective with a focus of exceptional customer service.

- Responsible for implementing superior customer service strategies and techniques.
- Supervised operations in Men's Department.
- Responsible for stocking department merchandise.

Provider Services Specialist II, 07/00 to 08/02
The WorkSource at Neighborhood Centers Inc.
Focus on the quality of care within Texas Rising Star providers within the Houston area and 13 outlying counties.

- Implemented quality assurance program for regional child care facilities.
- Monitored facilities for compliance with program criteria.
- Provided technical assistance and training for childcare facilities and staff.
- Created Inclusion Plans for children with special needs. Collaborated with facility directors, parents, and other professionals to develop appropriate inclusion strategies for each child.

Teacher, 10/98 to 07/00
Alvin Community College Lab School
Provide a stimulating and motivating classroom environment to provide a high quality, comprehensive educational program for each classroom.

- Actively participated in the effective management of developmentally appropriate classroom environments ranging from toddler to pre-school.
- Liaison between parents, teachers, and school administration.

Education

Sam Houston State University, currently enrolled - Interdisciplinary Studies w/Teacher Certification
University of Houston at Clear Lake – completed 6 units
2000 Associate Degree in General Science – Alvin Community College

Awards Earned

American Business Woman's Association Scholarship recipient 1998, 1999, 2000
Train our Teacher Scholarship recipient 1999, 2000
Presidents Gold Award recipient 2000, 2001
Associate of the Quarter 2002
Presidents Platinum Award recipient 2002
Highest Occupancy Growth Award 2004
Texas Higher Education Grant Recipient 2010, 2011

Proficiencies

Microsoft Office and Internet Explorer
Superior communication and customer service skills
Excellent organization skills
Editing experience with Dreamweaver
Marketing experience with Constant Contact and Social Networking

Professional Memberships

Texas AEYC Vice President of Membership
Texas AEYC Marketing Chair Committee Member
Texas Department of Family and Protective Services Council
NAEYC / HAAEYC Member - Conference Committee Member
SETTA Board Member - 2006

College of the Mainland Annual Board Member

References provided upon request.

Misty Hutson Bio

Misty Hutson has held a lifelong passion for early childhood care and education. She began caring for young children at the age of 12 when she volunteered in her church nursery. Misty has since worked in several early educational settings with all age ranges of children including Montessori schools, preschools, a private Kindergarten class, and the public school system. She has her Bachelor's of Science degree in Early Childhood from Texas A&M University. In 2009, Misty developed her own preschool, from the ground up, including everything from building layout design while working with an architect to selecting and authoring curriculum. To date she operates 2 first class preschools in the Houston area and maintains both business administration as well as teacher support and training. With her passion and experience in both education and management, Misty will be a great asset as we open and operate our new charter.

11927 Dorrance 713.557.7886,
Stafford, TX 77477

Misty Hutson

Objective

To serve as the Principal of the Foundations Academy locations for a new Charter School currently in development.

Experience

1997–2000 Greggton United Methodist Church Longview, TX

Sunday School teacher assistant

- Helped teach 3-4 year old Sunday school class

Nursery Worker

- Worked with infants and toddlers.

2000–2003 Oak Forest Montessori Longview, TX

Substitute Teacher

- Substituted in all ages ranging from 18 months to 6th grade.

Teacher

- Taught 18 month old, 3 year old, 5 year old, and elementary classes.

Office Worker

- Answered telephone.
- Interacted with and helped parents.
- Clerical work.

Craft Coordinator

- Created crafts for entire school.

2000 Texas A&M University College Station, TX

HOSTS Mentor

- Mentored elementary children.

2001-2001 Texas A&M University College Station, TX

Classroom technology assistant

- Created a web page for 7th grade classroom to correlate with their unit.

2001 Texas A&M University College Station, TX

Teacher assistant

- Observed and taught in a kindergarten classroom.
- Observed and taught in a bilingual kindergarten classroom.

2002 Texas A&M University College Station, TX

PDA Student

- Tutored a 5th grade math student and developed lesson plans and activities to help with areas of need.

- Created lesson plans in all subject areas including specially designed lesson plans for a child with special needs.
- Observed and assisted in a kindergarten classroom.
- Assisted and taught a Head Start classroom.
- Went on home visits with mentor teacher for Head Start class.
- Created and taught unit in Head Start class with full control of class.

2002 Texas A&M University College Station, TX

Student Teacher

- Worked with mentor teacher.
- Created lesson plans, crafts, and activities for kindergarten class.
- Attended workshops and teacher meetings.
- Taught class independently under supervision of mentor teacher.

2003-2005 Stepping Stone School College Station, TX

Teacher

- Taught 18-month-old class.
- Taught 3-4 year old class.
- Created lesson plans, crafts, and all activities for class.

2005-2006 Kids R Kids Sugar Land, TX

Teacher

- Taught kindergarten class.
- Created lesson plans, crafts, and all activities for class.

2009 - Present Calvary Church Stafford, TX

Owner/ General Manager

- Create staff and classroom schedules
- Write and maintain policies and guidelines.
- Create safe, fun learning environment for the children.
- Accounting maintenance
- Established and maintain budget

Curriculum Cooridinator

- Teacher Training and evaluation
- Lesson plan auditing and evaluation
- Ensure supplies, toys, and manipulatives are available and appropriate

Education

1998-2000 Kilgore Community College Kilgore, TX

- Involved in Phi Kappa Phi, Band, Wesley Foundation

2000-2002 Texas A&M University College Station, TX

- Member of Golden Key International Honor Society.
- B.S., Interdisciplinary Studies with emphasis in early childhood and reading.
- Graduated Summa Cum Laude.

Principal Candidate

Sherren Tripp – Director Kids 'R' Kids Preschool

Bio

Sherren Tripp has been the Director of Kids R Kids Preschool since the day it opened, almost 7 years ago. She has been the face of the school and responsible for leading a staff of 40 teachers, maintaining compliance with DFPS Texas Minimum Standards, upholding the highest level of accreditation with Kids R Kids internal Quality Assurance reviews, and interfacing with parents on a daily basis to address concerns and help promote parental educational involvement. In addition, she has helped guide the school to receive several awards and recognitions including Texas School Ready!(r) in 2009 and 2010, TEA PreK Center of Excellence award 2012, and a Best of the Metroplex award, as voted on by parents within the community.

Ms. Trip is familiar with start-up activities having worked to open the existing Kids R Kids preschool with duties ranging from preopening responsibilities to ongoing management. This included obtaining initial compliance with state regulatory bodies, hiring staff, marketing the school and performing tours
for prospective parents.

Ms. Tripp has assisted families in the community that this school will serve for the last several years through her daily, on-site management of the existing preschool. This includes an enrollment of infant through Private Kindergarten classrooms as well as a large afterschool program averaging 60 students serving children in grades K-6th.

Resume

Qualifications

Licensed by the Texas Department of Family and Protective Services
13 years in Childcare
Class B CDL
Excellent Communication Skills
Creative, Dependable, and Committed

Education

University of Phoenix
Bachelors of Business Management-2008
GPA 3.4
Collin County Community College 1999-2001
Flagler College 1997-1998
University of North Texas 1996-1997

Work Experience

May 2007-Current, Kids R Kids
Center Director
Manage and operate all aspects of a licensed facility with 240 children ages 6 weeks-12 years, Supervise approximately 40 employees, Model and Mentor for teachers

June 2001-May 2007, The Children's Ark Christian Day School
2006-2007, Program Coordinator
Assist Director, manage and operate a facility, coordinate curriculum and daily activities, customer service, van maintenance, provide daily staff training.

2006, Interim Director
Licensed by the Texas Department of Family and Protective Services, manage and operate a facility of 120 children and over 20 employees

2004-2006, Assistant Center Director
Assist Director, manage and operate a facility, coordinate summer camp, filing, payroll, human resources/employee benefits, fundraising, customer service, van maintenance, provide staff training

2002-2004, Administrative Assistant/Camp Noah Coordinator
Assist Director, filing, payroll, staff relations, customer service, coordinate summer program, curriculum planning

2001-2004, Lead School–Age Teacher
Create and implement lesson plans, transportation, supervise and interact with children.

September 1999-June 2001, Canterbury Christian School
Lead Pre-Kindergarten Teacher
Create and implement lesson plans, transportation, supervise and interact with children.

September 1998-December 2000, Mountasia Family Fun Center
Assistant Manager
Assist Manager, manage and operate facility, scheduling, customer service, accounts payable, group and party planning

Licenses and Certificates

Licensed by the Texas Department of Family and Protective Services (2006)
Director's Credential completed in May 2004 (PAC)
Certified Food Management License
Certified in Infant and Adult CPR and First Aid
Annual Training (30+ hours per year) in Management and Childcare
SIDS, Shaken Baby and Early Brain Development Training
Transportation Training

Principal Candidate

Sofia Naqvi

Biography

Sofia Naqvi has been in the education field for nearly 16 years. Her journey in education began in 1998 when she obtained her Bachelorette Degree in Education as well as an emphasis in sociology and mass communication in Pakistan. In 2001, she obtained her teaching diploma in fine arts and began to teach early learners the beauty of art in her native country. In 2003, Sofia moved to the United States to follow her dreams of teaching in the United States. Once she settled in the Houston area, she began to work at The Primrose School teaching in the Pre-Kindergarten classroom. Sofia had a variety of students in her classroom with diverse cultural backgrounds, learning styles and abilities, and cognitive strengths and weaknesses. The following year Sofia began to work with The Towne Creek School in Missouri City. She continued to work with the Pre-Kindergarteners children through 2007. Inspired by supporting the needs of diverse students, Sofia opened her own home daycare business in 2007 servicing children from ages 6 weeks through 12 years of age and from various cultural and linguistic backgrounds. While operating her home daycare, Sofia obtained her Texas Director's Certification.

Wanting to grow and learn more about childcare operations, she joined Kids R Kids Learning Academy in 2009 as the center's assistant director. During this time she obtained her Child Development Associate Credentials and became a Professional Development Specialist. Sofia is recognized for being culturally sensitive to families and children; she has a keen eye for identifying corrections that need to be made in the classrooms, flexibility for staff, and supporting the student's social, emotional and cognitive development. In 2012 she took the lead leadership role of Center Director for Kids R Kids in Sugar Land, Texas and became registered with the Texas Early Childhood Professional Development System to facilitate training workshops. Sofia has had many challenges placed in front of her and she has engaged students and teachers with learning and exceeded school and educational expectations. She has recently enrolled in Ashford University to obtain her Bachelorette in Early Childhood Education Administration with an expected graduation date of summer of 2015.

Foundations Charter School Site Principal

Job Title/Position: Site Principal
Wage/Hour Status: Exempt/At will
Evaluator: Superintendent
Site: As assigned

Qualifications:
Education: Hold an undergraduate degree from an accredited College/University

Certification:
Campus Principal must be pursuing a current valid Texas Principal Certificate.

Special Knowledge and Skills:
Ability to manage operations of a PK-grade 5 school
Knowledge of/and willing to learn and apply Texas Education Code
Ability to plan and supervise staff and manage the school consistent with the rules of the Texas Education Agency for a Charter School

Physical abilities

1. Be able to lift and carry up to fifty pounds twenty feet
2. Ability to stand for at least thirty minutes
3. Ability to type, read, and sit for an extended time
4. Ability to drive a vehicle to offsite meetings

Purpose:
Campus Administrator provides the overall vision and operational guidance for the appropriate instructional, physical and fiscal operation of the school. Provides supervision and direction to staff involved in instructional services to all students, programs for special education, food service, transportation, human resources and other operational needs. Provides a safe environment for all staff, students and visitors.

Duties and Responsibilities:
Comply with all elements in Charter Application for position of Campus Administrator/ Site Director. Comply with all board policies, and appropriate employee handbooks. Director is responsible for delegating and reviewing the work of all delegated tasks for the operation of the school including school records management, retention, fiscal management and all other duties as assigned.

Planning
Participate in site-based decision-making, instructional planning, establish criteria for lesson planning, provide for regular appraisal of staff, and execute growth plans.

Fiscal management

Provide budget recommendations, comply with budget guidelines, establish campus rules for fiscal operation, and approve campus expenditures.

Physical management
Provide a safe learning environment; inform appropriate individuals of repair and facilities maintenance needs.

Working environment
Interact successfully with Superintendent and campus staff to create a successful learning environment that is measured in increased student performance. Maintain emotional control under the stress of operations. Travel as needed to training or secure supplies and materials. Be flexible in assisting others. Participate in overnight training, field trips with students, and professional conferences. This is professional position that uses professional judgment and may serve more than forty hours per week. Retirement is through the Teacher Retirement System (TRS) of Texas and not Social Security. TRS requires five years of participation before any retirement funds are vested. The Texas Workers Compensation program covers this position.

Attachment E.4. Leadership Team Documents

Foundations Charter School Leadership

Sponsor Board:

Dr. Steve Edwards – Board Chair
Michael Evans-Treasure
Darrin Martin-Secretary

Foundations Charter School Board:

Debbie Bullard
Tony Bloom
Phillip Dyson
Rob Eissler
Todd McDonald

Superintendent: Dr. Don Hooper

Texas Successful Charter Schools Management Company
David Greak
Dr. Michael Owens

Children's Learning Institute:
Dr. Susan Landry

Steven W. Edwards, Ph.D. Office: *325 N. Henry Street, Alexandria, VA 22314*

(C) 202-359-5124 (O) 703-837-0223 (F) 571-257-5006 website: www.edwardsedservices.com email: steve@edwardsedservices.com

CORPORATE LEADERSHIP

Currently Dr. Edwards serves as the president of two for-profit corporations and as the executive director of two non-profit companies. He operates these companies with a talented team of employees and consultants.

FOR-PROFIT COMPANIES:

EDWARDS EDUCATIONAL SERVICES (EES)

President and CEO, 2005-Present

EES provides consulting services to public and private sector agencies and organizations across the United States and internationally. Company activities include assisting organizations in leadership development, planning and organizational change (www.edwardsedservices.com).

NATIONAL PRINCIPALS ACADEMY (NPA)

President and CEO (2012-Present)

NPA is the premiere model for principal leadership preparation, will be an unparalleled school leadership development experience to Through the vision of Former Governor John Brown, the NPA was founded in 2012 by Dr. Steven Edwards and is based in Stanford, Kentucky. The NPA delivers the highest quality preparation for school leadership in both national and international settings.

NON-PROFIT COMPANIES:

THE ABBAS PROJECT

Executive Director (2012-Present)

The Abbas Project is a worldwide organization that is dedicated to meeting the educational, social, & emotional needs of children of poverty and the schools that serve them, through leadership, mentorship, scholarship, stewardship and partnership. Current projects are on going in East Africa. The Abbas Project maintains an office and professional staff in Nairobi, Kenya (www.theabbasproject.org).

IGNITUS WORLDWIDE

Executive Director (2012-Present)

Ignitus Worldwide is a youth lead initiative that focuses on youth leadership development and civic engagement. Currently Ignitus has affiliates in the United States and 38 countries around the world (www.ignitusworldwide.org).

EXPERIENCE

Advisor, Facilitator and Consultant to the United Nations

HABITATE Safer Cities Program-Headquarters Nairobi, Kenya *(2010-Present)*
Served in the above role for the UN Agency HABITATE-Safer Cities Program, facilitating meetings globally with key stakeholders (large city mayors, NGO's involved in urbanization and urban development. Developed two documents: *Network Governance and administration: Towards the Conceptual Development of the Global Network on Safer Cities (2012)* and *Conceptual Discussion Paper on the Process and Content of the GNSC (2012).* Both papers have been distributed international and serve as the framework for the development and operation of the Global Network on Safer Cities

180-Degree LLC

Senior Vice President for Global Initiatives (2006-2008)
Conduct business outreach both nationally and international for 180. Provide training and technical assistance to schools, school districts and other groups that service children and youth. The 180 Program provides students with essential life skills to prosper in a global economy focusing on three areas; Self Analysis, Self Development and Social Responsibility.

THE GEORGE WASHINGTON UNIVERSITY, Washington, D.C.

Associate Professor, Program Coordinator, Graduate School of Educational Leadership (2004-2006)
Responsibilities include instructing graduate students in Master's, Educational Specialist and Doctoral Programs. Courses include Human Relations and Diversity, Curriculum Design and Development, The Principalship, Educational Planning and Organizational Change, Community Relations, and Leadership Development. Additional responsibilities include advising students, serving on Doctoral committees, placing students in field experiences and enhancing graduate school educational programs through community outreach.

NATIONAL CRIME PREVENTION COUNCIL, Washington, D.C.

Vice President (2002-2004)
Responsibly included all operations relating to children, youth and communities within the organization. Viewed as an international leader in the field of crime prevention, the National Crime Prevention Council is responsible for assisting individuals and communities in developing proactive strategies to reduce crime and crime victimization in all areas of life. In 2003, NCPC was recognized by *WORTH* magazine as one of the top 100 (out of a possible 800,000) charities in America. Job responsibilities include: spokesperson for the agency, securing funding sources, creating & sustaining partnerships, program & product development and oversight of current initiatives on a national and international level. Related work accomplishments and activities include:

- Oversee all activities of the Human Resource Department for the agency
- Oversee all work elements of the Publications and Media Departments
- Manage and provide direction to the National Safety and Security Council (NSSC) and the *Be Safe & Sound* campaign
- Design, develop, and implement a Youth Training Module for the United Nations Habitat Safer Cities Program pilot region in East Africa

- Oversee curriculum development and training programs for children, youth, and communities nationally and internationally
- Forge public, private, for-profit, and non-profit partnerships with numerous national and international organizations
- Facilitate Strategic Planning Initiatives at the community, city, state, national, and international levels
- Negotiate contracts with the Federal Government as well as public and private organizations/agencies
- Develop and oversee the Annual International Youth Summit
- Serve as a spokesperson for the agency at the national and international levels
- Write articles and editorials for agency publications
- Represent the National Crime Prevention Council at press events
- Assist in the oversight of corporate development and partnerships
- Manage federal, foundation and corporate grants in excess of seven figures
- Oversee the planning and organization of the 25th anniversary celebration of McGruff the Crime Dog and the *Take A Bite Out Of Crime* campaign

SHEFFIELD HALLAM UNIVERSITY, Sheffield, England
Visiting Fellow (2005-Present)
Visiting fellow to the Faculty of Development and Society. Responsibilities include:
Providing lectures to staff and students and offering advise and support in aspects of Faculty Policy.

THE GEORGE WASHINGTON UNIVERSITY, Washington, DC
Adjunct Professor (2003-2004)
Professor in the Graduate Department of Educational Leadership
Teaching includes graduate instruction in Human Behavior and Diversity and School Community Relations.

HOPE FOUNDATION, Bloomington, IN
National Project Director (2002-2004)
Consultant for the HOPE Faculty School Improvement Team
Responsibilities include coordinating conference calls, overseeing the development of the HOPE faculty handbook, and developing curriculum with team members who worked with various school districts.

Presenter (2001 – 2004)
Professional speaker at national summits and institutes sponsored by the HOPE Foundation on key educational issues relating to student achievement, school organization and structure that contributes to student academic success.

EAST HARTFORD HIGH SCHOOL, EAST HARTFORD, CT
Principal (1992 – 2002)
Principal of a high school nationally recognized for innovations in education by USA *Today*. A 2,400 student comprehensive urban high school where over fifty different languages are spoken and students originate from over seventy different countries. The school staff included a certified faculty of 190 and a physical plant of approximately 500,000 square feet. Since arriving at EHHS a number of innovative programs have been implemented

contributing to increasing scores on standardized tests, a 50% reduction in suspensions, over 50% drop in incidents of fighting, no student expulsions in seven years, a reduction in the dropout rate to under 1.8%, and increased graduation rates. Operated on an annual 18 million dollar building level budget.

NATIONALLY RECOGNIZED KEYNOTE SPEAKER, PRESENTER, AND TRAINER

(1993 – Present)

Since 1993 conducted workshops, training seminars and keynote presentations on a variety of educational topics and issues. Dr. Edwards has presented to audiences up to 5,000 individuals in 49 states and internationally in 39 countries.

CONNECTICUT INTERNATIONAL BACCALAUREATE ACADEMY

Implementation Team Member (1998 – 2002)

Involved in the design, development and implementation of a nine-district magnet school affiliated with the International Baccalaureate Organization. The academy (a school-within-a-school) has the goal of providing an exceptional academic program, which allows for the integration of students from urban, suburban and rural school districts. Currently involved in the construction of a 50,000 square foot, state funded addition to the high school.

UNIVERSITY OF CONNECTICUT, STORRS, CT

Clinical Professor (1998 – 2001)

Responsible for curriculum development, course instruction and evaluation for junior education majors in support of their work in professional development schools throughout Connecticut. The *U.S. News & World Report* (June 2000) ranked The Neag School of Education 23rd among the nation's collegiate schools of education.

UNIVERSITY OF CONNECTICUT, STORRS, CT

Adjunct Professor (2001 – 2002)

Instructor for the following graduate level courses:

- The Principalship
- Administration of Educational Organization
- Organization of Educational Institutions
- Leadership and Supervision

Responsibilities include instructing graduate students in the Principal Preparation Program leading to certification.

NATIONAL CRIME PREVENTION COUNCIL, WASHINGTON, D.C.

Trainer, Presenter, and Consultant (2000 – 2002)

Trainer for the National Crime Prevention Council and the Drug Enforcement Administration (DEA), both based in Washington, D.C. *Cutting Edge Training* focuses on developing and implementing a strategic planning process for cities and districts across the country.

E.O. SMITH HIGH SCHOOL, MANSFIELD, CT

Vice Principal (1989 – 1992)

A university high school located on the campus of the University of Connecticut. A Blue Ribbon award winner, consistently boasting the highest average SAT scores in the state.

Beyond traditional vice principal duties, responsibilities included district professional development program.

ELLINGTON HIGH SCHOOL, ELLINGTON, CT
Vice Principal (1987 – 1989)
Responsibilities included strategic planning, teacher evaluation, curriculum development, building management and student discipline.

ELLINGTON/EAST GRANBY SCHOOL SYSTEMS
Teacher (1979 – 1987)
Experience in grades K-12 teaching physics, health and physical education. Extra curricular activities include varsity coach for basketball, soccer, track, class advisor and National Honor Society Advisory Board.

EDUCATION & TRAINING

UNIVERSITY OF WISCONSIN/NATIONAL TRAINING CENTER FOR CRIME PREVENTION & COMMUNITY TRAINING *of trainers certification program, Appleton, WI 2000*

UNIVERSITY OF CONNECTICUT - *Ph.D., Educational Administration 1990*

UNIVERSITY OF CONNECTICUT - *Masters of Arts, Education 1985*

SPRINGFIELD COLLEGE - *Bachelors of Science, Physical Education 1978*

SCHOOL DISTRICT RESPONSIBILITIES

- **Community Involvement -** Established community "Focus Groups" to expand parent and community involvement. Conducted focus groups in individual homes, apartment complexes, churches, and community centers. Focus groups created an opportunity for communities to build relationships.
- **Chairperson, District Housing Committee -** Chaired the school system's redistricting/housing committee. Appointed by the Superintendent to establish racial equity and address increased housing needs due to increased student enrollment.
- **Chairperson, Professional Development -** Coordinator for all professional development activities at Regional District 19. Responsible for district professional development plan. Arranged for speakers, planning activities and themes for extended programming.
- **CEU Manager -** Continuing Education Units (CEU's) Manager for all certified staff – Regional District 19. As the professional development coordinator, responsible for issuing continuing education units (CEU's) to all certified staff in accordance with state guidelines.
- **Strategic Planning -** Serve on the District Wide Strategic Planning Committee. Responsibilities included analyzing current trends and data, both quantitative and qualitative, to determine the priorities for the district over the next five years.
- **Safety Committee -** Served on the District Wide Safety Committee, an ongoing committee with community leaders. The goal was to maintain a safe and orderly learning environment for all children and staff in the district.

- **Interview Committee -** Served on the District Interview Committees for openings for central office and building level administrators. Participated on numerous interview teams for building level and district wide positions.

ADVISORY BOARDS/COMMITTEES (Chair/Co-Chair)

- **Dropout Prevention -** Co-chairperson for the State of Connecticut Child Advocate's Task Force on Dropout Prevention (2001-2002).
- **Suspension/Expulsion Reduction -** Co-chairperson for the State of Connecticut Task Force on Initiatives for Reduction in Suspensions/Expulsions (2001-2002).
- **Safety Committee -** Chairman of "Best Practices" Committee for the Commission on Children School Safety Advisory Board (2000-2001).
- **Magnet School -** Chairperson of the Greater Hartford International Academy Governing Committee (2000-2002).
- **School Safety Taskforce -** Chairperson of the Congressional Task Force on School Safety established by Congressman John B. Larson (2000).

ADVISORY BOARDS/COMMITTEES (Member)

- Advisory committee member Women in Cities International for the status of women Canada Blueprint Project (2011-present)
- Founding board member of Servant Forge an international non-profit dedicated to meeting the needs of underserved children and youth worldwide (2006-present)
- Member of the Editorial Board of The International Journal of School Disaffection (2006 – present).
- Member of the Executive Board of Directors for the National Dropout Prevention Network housed at Clemson University in South Carolina (2004-2007).
- Member of the National Center for the Victims of Crime national planning committee for the production of a video on teen victimization for the purpose of educating adults. Washington, DC (November 2003).
- Member expert committee on Creating School Safety Plans. Sponsored by the United States Department of Education, Washington, DC (November 2002).
- Member of the United Nations Habitat Safe Cities expert panel. Responsibility: to develop a strategy paper for at-risk-youth in Africa, Alexandria, Egypt (September 2002).
- Advisory board member of The National Association For Career Clusters in Education, Law Enforcement Cluster, Washington, DC (2002-present).
- Member of the Youth Victims Advisory Board, a division of the National Center For Victims Of Crime, Washington, DC (2002-present).
- Member of the National Safety and Security Council in collaboration with the National Crime Prevention Council, Washington, DC (1999-2002).
- Member of the National Association of Secondary School Principals Bulletin Advisory Council, Reston, Virginia (1999-2002).
- Member of the National Advisory Board for the Youth Safety Corps, a division of the National Crime Prevention Council, Washington, DC (1999-2002).
- Member of the National Crime Prevention Council/State of Connecticut Embedding Prevention In State Policy and Practice/Six State Initiative Committee for the design and implementation of an anti-violence youth agenda (1999-2002).

- Member of the Governor's Prevention Partnership Fall 2001 Prevention Conference Planning Committee (2001).
- Member of the State of Connecticut's Department of Children and Families (DCF) Regional Advisory Council (1998-2002).
- Member of the University of Connecticut's Advisory Committee for Administrator Preparation Programs in the Department of Educational Leadership (2001-2002).
- Member of the Governor's Prevention Partnership Bullying Task Force (2000-2002).
- Member of the United Way's *Every Child Succeeds* Committee which targets youth between 7 – 17 and focuses on economic security, successful learning experiences, caring adults, safe places, access to health care, and opportunities to give back to their community (1998-2000).
- Member of the State of Connecticut/Department of Education Focus Group on the Transition Process: Special Education Directors/Principals (2001).
- Member of the Program Planning Committee for the new Long Lane Juvenile Correction Facility.
- Member of the East Hartford School Based Health Center Advisory Board (2001-2002).
- University of Connecticut Neag School of Education Partnership Advisory Board Member (1998-2000).
- Appointed as a member of the State of Connecticut Child Advocate Advisory Board (2000-2002).
- Member of CT Parents Plus Advisory Council - a division of the United Way (1999-2001).
- Liaison to the Connecticut Commission on Children, developed position paper for legislative action on children moving from incarceration to the public school setting (1998).
- Member of the Greater Hartford United Way Legislative Action Committee (1997-2001).
- Member of the Governor's Prevention Partnership School, Campus, Community Board of Directors (1996-1998).
- Member of the Central Area Health Education Center Advisory Committee (1999-2001).

RELATED PROFESSIONAL ACTIVITIES

ACADEMIC

- Established a credit recovery program for students who are in credit deficit.
- Restructured grades 9 and 10 into interdisciplinary teaching teams; over 200 school districts have visited this innovative academic model.
- Established East Hartford High School as a premier "Professional Development Center" for the University of Connecticut.
- Instituted the SAT center devoted to the improvement of scores on the Scholastic Aptitude Test, increasing scores each of the last 6 years.
- Developed and implemented the LIFE alternative school, reducing the dropout rate to less than 1.8 %.
- Instituted a summer transition program to ease the adjustment of "at risk" students from grade 8 to grade 9.
- Developed numerous student recognition programs.
- Developed a "Tech-Prep" program for grade 11 and 12 students, enabling students to earn up to fourteen college credits prior to graduation.
- Implemented the "Community of Scholars," a high-powered academic team for grade 9 and 10 students.
- Increased the number of offerings of Advanced Placement courses from five to thirteen.

- Implemented a tutorial collaborative between United Technologies Research Center and East Hartford High School.
- Involved the faith community as a support system for youth in the school and community.
- Instituted after school tutorial program for "at risk" youth.

BEHAVIORAL/SOCIAL

- Member National Expert Working Group-Emergency School Safety Planning, Response, and Recovery. Twenty national experts assembled to develop a template for the nations public schools. Sponsored by the United States Department of Education, Washington, DC, November 2002
- Member of the Threat Assessment Committee sponsored by the U.S. Secret Service and the U.S. Department of Education, Washington, DC. , November, 2001
- Member of the CD-Rom Based School Safety Evaluation Instrument Committee sponsored by the Justice & Safety Center of Eastern Kentucky University.
- Member of the Monograph Review Committee for the International Center for the Prevention of Crime in Montreal, Canada. Monograph Title: *Preventing Hate Crimes: International Experience and Practice.*
- Member of the Monograph Review Committee for the International Center for the Prevention of Crime in Montreal, Canada. Monograph Title: *Promoting Safety in Schools: International Experience and Action.* United States Dept. Of Justice: NCJ 186937, August, 2001
- Contributed to Inside School Safety:
  - *Editor's Notes,* August 2001, Volume 6, Number 4, p. 2
  - *Safety In The High School Parking Lot,* December 2000, Volume 5, Number 8, pp. 8-10
  - *For A Safe School – Know Your Students,* April 2000, Volume 4, Number 12, pp. 1, 5 & 6
  - *Administrators Watch Wisely with Closed-Circuit Television*, November 1999, Volume 3, Number 7, pp. 10-11
  - *Practitioners React to School Violence Study*, June 1998, Volume 3, Number 2, p. 9
- Created the Student Assistance Center, providing services to students in the areas of peer mediation, conflict resolution, and drug & alcohol counseling. This program has contributed to a 50% reduction in suspensions and over a 50% reduction in incidents of fighting and was nationally recognized by USA Today.
- Developed the "Together We CARE" program to focus students and staff on enhancing the learning environment.
- Established race-culture retreats between urban and suburban districts.
- Produced two training videos for staff and students to address behavioral issues.
- Developed and implemented a Mentor Program for disenfranchised youth.
- Established the FIRST Truancy Prevention Program.
- Established a task force to examine the ninth grade failure rate.
- Instituted a Strategic Planning Initiative for the high school to examine four key areas: mission, academics, student behavior, facilities and technology.

GRANTS

- Secured grant fund for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) for work in the area of youth victimization (September 2003) grant total: $300,000.
- Responsible for securing grant from the National Science Foundation to promote the National Educational Career Clusters Program for Law Enforcement and Public Safety, amount $15,000.

- Co-wrote a grant sponsored by Connecticut Department of Education, *Truancy Prevention,* for $50,000.
- Co-wrote a grant sponsored by Goals 2000, *Attendance and Academic Enhancement,* for $67,500.
- Co-wrote a grant sponsored by Goals 2000, *Alternatives to Suspension/Expulsion,* for $50,000.
- Co-wrote a grant sponsored by Goals 2000, *Increasing Minority Student Achievement*, for $86,500.
- Incorporated the Jobs for American Graduates grant to implement vocational training for identified students.
- Secured grant funding for the Amer-I-Can Program, a curriculum to build self-esteem and vocational training for at-risk youth.
- Co-wrote a grant in excess of $150,000 to implement a state-of-the-art wellness center.

TELEVISION/RADIO

- Featured in the *Sam Seder Radio Show.* Topic: Response to the Save *Our Schools March* in Washington, DC (July 29, 2011)
- Radio interview on the *Nicole Sandler Show.* Topic: Education Budget Cuts in Wisconsin (July 20, 2011)
- Radio interview on *The Ed Schultz Show*. Subject: Education in an era of high stakes testing (June 25, 2011)
- Television interview with FOX 59 Charleston, WV. Subject: *Dropout Prevention* (February 9, 2011)
- Radio interview with South Carolina's Public Radio affiliate. Subject: *School and Community Partnership to Reduce School Dropouts.* September 2010
- Featured content expert in the HOPE Foundation Video Series *Failure is Not an Option.* April 2005
- Radio interview with WMAL Talk News 630. Washington, DC. Subject: *School Bullying (*June 22, 2004).
- Television interview with CNN Headline News. Subject: *Are Schools Safer Five Years After Columbine (*April 20, 2004).
- Radio interview with CBS Radio News Network. Distributed to over 600 radio stations across the country. Subject: *School Safety Five Years After Columbine* (April 2004).
- Radio interview with 1340 AM, KWKC News Talk Radio, Abilene, Texas. Subject: *Leadership In An Era of High Stakes Testing* (February 2004).
- Live web cast interview with *The Washington Post.* Subject: *Responding to School Violence* (February 2004).
- Radio interview with WFTL radio, Sarasota, Florida. Subject: *Preventing School Violence* (February 2004).
- Television interview with Washington, DC NBC affiliate channel 4. Subject: *Addressing School Violence.* Videotaped at NCPC headquarters, Washington, DC (February 2004).
- Radio interview with WHBY News Talk radio 1150 AM. Subject: *Holiday Safety Tips.* Appleton, WI (December 2003).
- Radio interview with ABC Radio New York, New York for national syndication. Subject: *"Keeping Safe During The Holiday Season"* Aired on over 200 ABC affiliate stations (November 2003).
- Radio interview with KFWB-CBS Radio, Los Angles, California. Subject: *"Youth Involvement in Crime Prevention"* (February, 2003).

- Radio interview with WEKU-Public Radio, Richmond, Kentucky. Subject: *"United for a Stronger America"* campaign (January, 2003).
- Radio interview with WLAP-Clear Channel Radio, Lexington, Kentucky. Subject: *"United for a Stronger America"* campaign (January, 2003).
- Television interview with WKYT-TV, Lexington, Kentucky. Subject: *"United for a Stronger America"* campaign (January, 2003).
- Television interview with WLEX-TV Channel 18 NBC affiliate Lexington, Kentucky. Subject: *"United for a Stronger America"* campaign (January, 2003).
- Radio talk show WNBW-Bowling Green, Kentucky. Subject-School Safety (October, 2002).
- Interview with WAVE 3 NBC-TV. Louisville, Kentucky. Subject-*"Be Safe and Sound"* campaign (October, 2002).
- Television interview with WHAS-TV 11. Louisville, Kentucky. Subject-National Crime Prevention Month (October, 2002).
- Interviewed by FOX NEWS 41, WDRB-TV. Louisville, Kentucky. Subject-school shooting in Prince Georges County Maryland. (October 2002).
- Interviewed by WFPL Public Radio Louisville, Kentucky, Subject *"Be Safe and Sound"* Campaign. (October 2002).
- Contributed to the video series produced by Media Education Foundation. Addressing the use of advertizing in public education. North Hampton, MA (May, 2002).
- Interview with ABC radio affiliate in Washington, DC. Smooth Jazz--subject- *Back to school, are our children safe?* (August 2002).
- Subject of a Television interview conducted by RNN (Regional News Network). Topic-*School safety*. Washington, DC. (September 2002).
- Featured in the Video Series *Failure is Not an Option: How High Achieving Schools Succeed With All Students.* Produced by the HOPE Foundation, Bloomington, IN: January 2002.
- Panel Member of the CNN/Town Hall Safe Cities Broadcast on *Preventing School Violence* in Dallas, TX on October 16, 2001.
- Member for the State of Connecticut Commission on Children TV Show on Bullying in North Haven, CT on September 17, 2001.
- Subject of the Connecticut Public Radio's education series on *School Climate.* (January 2001).
- Organized a monthly TV show to keep the community abreast of innovative school programs.
- Topic for Woodbridge Youth Services Parent Conference in Woodbridge, CT aired on Public Access Television. Topic: *Providing a Climate of Caring: The Role of Parents in Preventing Community Violence* (October 2000).
- Highlighted in a video produced by the National Education Association (NEA) Safe Schools Now Network in Washington, D.C. Topic: *Safe Schools: Helping Students Resist Drugs* (September 2000).
- Featured in the CPTV documentary *The History of Education in Connecticut* (January 2000).
- Highlighted on the TCI Cable television show *Profiles in Leadership* (October 1999).
- Subject of a Connecticut Public Television series *Communities Without Borders* for improving school climate (June 1998).
- Presenter on Connecticut Public Television show *On The Record.* Topic: *Preventing School Violence* (April, 1998).

OTHER

- Subject of a Central Connecticut State University study on *Effective Leadership Styles* conducted by the Graduate School of Education from 1999-2001.
- Served fourteen years as a high school coach including basketball, soccer, and track.
- Served as President of the Central Connecticut Conference for 1998/99.

PUBLICATIONS

- Edwards, Steven. (2014). Improving Professional Practice, Ten Minutes at a Time. *Education World*. Retrieve from http://www.educationworld.com/a_admin/improve-instruction-teacher-practice-collaboration-evaluation-meeting.shtml
- Edwards, S. W. (2013) *School Dropout: A Global Issue.* ENGAGE The International Journal Of Research And Practice On Student Engagement. Volume 1, Number 1. Clemson, South Carolina
- Edwards, S. W. (2011) *Leadership In Times Of Turbulence.* Association of Wisconsin School Administrators, Update. Volume 33, Number 5. Madison, Wisconsin
- Edwards, S. W. (2010) *The Emotional Side Of Leadership.* Kentucky Journal of School Leaders. Frankfort, Kentucky
- Edwards, S. W. and Chapman, P. (2009) *Six Pillars of Dynamic Schools.* Educational Research Services. Alexandria, Virginia
- Edwards, S. W. and Edwards, R. (2008*) The Principal's Role in Dropout Prevention: Seven Key Principles.* The National Dropout Prevention Network. Clemson University Press.
- Edwards, S. W. "How School Policies May Negatively Impact Students" Policy Matters Newsletter. National Dropout Prevention Center. September 2007
- Edwards, S. W. and Edwards, R. "Leading in the 21st Century School" The Utah Journal of Special Education. May 2007.
- Edwards, R. and Edwards, S. W. "Keeping Students Engaged in School Through the UK-I-Can Program" *The International Journal on School Disaffection.* Vol. 4 number 1, Staffordshire, England, June 2006.
- Edwards, S.W., et al. *The Masters of Success.* Insight Publishing: Sevierville, TN, 2006.
- Edwards, S. W., Gwozdz, K. And Meggie, M. (2006). *The Student Assistance Center: A Flight Plan for Promoting School Safety and Building Life Skills,* Bloomington, Indiana: *Skills,* Solution Tree.
- Edwards, S. W. (February 2005). *Servant Forge: An Overview.* International Observer. The monthly newsletter of The International Center for the Prevention of Crime, Montréal, Quebec, Canada. Edition 35, February 2005.
- Edwards, S. W. (June 2004). *Be Safe & Sound: Columbine Five Years Late.* Cover Editorial. Be Safe & Sound. An Initiative of the National Safety and Security Council, Washington, DC. Volume 1, Issue 4.
- Edwards, S. W. (March 2004 Issue) SIA News Column. *Education: Cornerstone of A Civilized Society.* Pg. 34. A publication of the Security Industry Association. Volume 2, No. 3. Washington, DC.
- Edwards, S. W. (February 2004). *Be Safe and Sound: An Expanding Initiative.* Be Safe & Sound. An Initiative of the National Safety and Security Council, Washington, DC. Volume 1, Issue 3.

- Edwards, S. W. (January 2004 Issue) SIA News Column. *Be Safe & Sound*. Pg. 1. A publication of the Security Industry Association. Volume 2, No. 1. Washington, DC.
- Edwards, S. W. (December 2003 Issue) SIA News Column. *Be Safe & Sound.* Pg. 32. A publication of the Security Industry Association. Washington, DC.
- Edwards, S. W. (October/November 2003 Issue) SIA News Column. *Be Safe & Sound.* Pg. 28. A Publication of the Security Industry Association. Washington, DC.
- Edwards, S. W. (November 2003) *Catalyst* a monthly publication of the National Crime Prevention Council. Lead article: *Senior Citizens Face Financial Fraud.* Volume 23, Number 11. Washington, DC.
- Edwards, S. W. (2003). *School Safety and Security Is Everyone's Business.* Be Safe & Sound. An Initiative of the National Safety and Security Council, Washington, DC. Volume 1, Issue 2.
- Edwards, S. W. and Edwards, R. (2003). *Amer-I-Can Trainee Manual.* Los Angeles: The Amer-I-Can Program, Inc.
- Edwards, S. W. and Edwards, R. (2003). *Amer-I-Can Facilitator's Manual.* Los Angeles: The Amer-I-Can Program, Inc.
- Edwards, S. W. (2003). *Creating Cathedrals For Learning Not Fortresses Of Fear.* Fostering Our Youth's Well-Being, Healing The Social Disease Of Violence. New York: McGraw-Hill, 3-10.
- Edwards, S. W., D. Rea (Eds.), (2002). *Creating The Climate For Positive School Change.* Safeguarding Our Youth: Successful School & Community Programs. New York: McGraw-Hill, 27-33.
- Edwards, S. W., Gwozdz, K. And Meggie, M. (2001). *Conflict Resolution*: *A Blueprint for Preventing School Violence,* New York: Solomon Press, Inc.
- Edwards, S.W. (Fall 2000). *Strategies to Maximize School Safety: Factors to Consider.* The Connecticut Association of Schools Impact Journal for Middle Level Educators, 7, 2-4.
- Edwards, S. W. (1999, March). *East Hartford High School Student Assistance Center.* The Connecticut Association of Schools Bulletin, 73, 5.
- Edwards, S. W. (1998, August, September, October). *Connecticut: School Makes Conflict Resolution Part of Comprehensive Plan to Create A Safe Learning Environment.* The Fourth R, 84, 9-11.
- Edwards, S. W. (1998). *A Comprehensive Plan to Create A Safe Learning Environment.* The NASSLEO Quarterly, 7, 10-12.
- Edwards, S. W., D. Rea & R. Warkentin (Eds.), (1997). *Implementing the Student Assistance Center.* Investing In Our Youth, New York: McGraw-Hill, 37-43.
- Edwards, S. W. (1995, December). *Interdisciplinary Teaching and Academics Teams: Instruction for A New Generation of Students.* High School Magazine, 3, 2.

AWARDS/RECOGNITION

- Recipient of the Connecticut Secretary of the State's 2003 Public Service Award for volunteer service to the state for service on the Child Advocate Advisory Board.
- Recipient of the *1999-2000 Superintendent Penny Award* for outstanding service to the school community.
- 1998 recipient of the Community Service Award presented by the Boy Scouts of America.
- 1994 recipient of the Dr. Raymond Houle Award presented for service to the school/community by the PTO.
- 1988 recipient of the Tri-town Jaycees "Educator of the Year" award.

- 1988 recipient of the "Outstanding Young Citizen" award for the State of Connecticut presented by the Connecticut Jaycees.

Michael W. Evans, Sr., is currently the Executive Director Secondary Leadership for the Office of Academic Services in the Newport News Public School District in Newport News, Virginia. He is a visionary leader with over thirty three years of experience in the arena of education with seventeen years in school administration. He is highly skilled in effectively managing personnel and motivating staff to reach their fullest potential through his proven organizational, managerial and mentoring expertise.

Michael has earned a Bachelor's of Arts degree in Education; a Masters in Secondary Administration; with coursework towards a Educational Doctorate in School Administration from Virginia Polytechnic Institute. Throughout his educational career, Michael has worked as a Teacher/Coach, Assistant Principal, Principal, Adjunct Professor and Principal. During his tenure, Michael was recognized as the Virginia Student Council Association State Principal of the Year. He has shared his wealth of knowledge through the publication of two articles as co-author of "Changing School Environment: Restructuring One Virginia High School" and "Hiring the Best School Counseling Candidates to Promote Student's Achievement", both published in the NASSP Bulletin.
Michael's most recent achievement came from the College Board. His school was recognized as one of three in the country to receive the coveted Inspirational Award from the College Board. This award is given to the top three schools in the country who demonstrate a commitment to academic rigor and the increased number of low social economic students taking challenging curriculum.

As an accomplished keynote speaker, he has spoken in many forums around the country, including International stops in London, England, and Willingen, Germany on various topics such as "Motivating Teachers"; "Marching in the New Millennium", What is Your Beat? "; Instructional Leadership Teams: The Principal and the Assistant Principal"; JROTC in American Schools"; and "Changing the Organizational Culture to Increase Student Achievement: Restructuring One Virginia High School".

As a leader, Michael has served as a valuable member of the Association for Supervision and Curriculum Development committee; the National Association of Secondary School Principals and the Virginia Association of Secondary Principals. Additionally, he represented Region 3 of the National Urban Schools, and most recently, served as the Secretary for the Virginia High School League AAA State Association.

Darrin Martin

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Bluefield, VA 24605
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(304) 320-9974 (C)

Education

Ed. D.	Virginia Polytechnic University Educational Leadership and Policy Studies	2000
M.S.	Radford University Educational Leadership	1995
B.S.	Bluefield State College Mathematics Education	1991
A.S.	Bluefield State College Mechanical Engineering	1990

Professional Experience

2011- Present Martin's Consulting, LLC, Bluefield, VA

National Educational Consultant

- Provide differentiated support to build the capacity of district and school leaders to improve practices
- Cultivate a distributive leadership model (using school based leadership team, grade level teams and content area teams) where all stakeholders share equal levels of accountability and responsibility for measurable results in school improvement and student achievement
- Create a collaborative culture
- Link state standards, instruction and assessments
- Implement a school improvement process
- Use data to drive instructional decisions
- Establish a process for meeting the needs of struggling learners and traditionally underserved populations
- Establish priorities and set measurable goals specifically targeted to improve teaching and learning
- Design district and school assessment maps
- Assist districts and schools in developing long-term plans that connect to their vision and mission

2007-2011 West Virginia Department of Education

School Improvement Specialist

- Provide direct and on-going assistance to counties in the development and implementation of improvement strategies in professional development schools
- Serve as a facilitator for the implementation of support initiatives defined by each assigned professional development school
- Facilitate the analysis of assessment data and assist county and school staff in the design and delivery of instruction to address identified deficiencies
- Assist in the development and implementation of the Five-Year Strategic Plan
- Facilitate staff development based on identified needs to project school staff
- Work collaboratively with West Virginia Department of Education staff, regional education service agencies, counties, schools and other agencies and organizations to ensure school improvement

2000-2007 Concord University, Athens, WV

Associate Professor, Teacher Education Department

- Director of Teacher Education (2001-2006)
- Professional Development School Coordinator
- Educational Leadership (Graduate Courses)
    - EDUC 525 Current Trends in Education **(Hybrid)**
    - EDUC 535 Philosophy of Educational Leadership **(Hybrid)**
    - EDUC 540 Assessment and Evaluation in Education **(Online)**
    - EDUC 550 Special Topics Course-Classroom Management
    - EDUC 550 Special Topics Course-Effective Instructional Practices
    - EDEL 500 The Principalship
    - EDEL 560 Action Research: Educational Leadership Internship
    - EDEL 570 Organization and Management of Public Schools **(Hybrid)**
    - EDEL 580 Public School Law **(Hybrid)**
    - EDEL 590 School and Community Relations **(Hybrid)**

- Teacher Education (Undergraduate Courses)
    - EDUC 210 Foundations of Education
    - EDUC 301 Educational Technology
    - EDUC 305 Educational Psychology
    - SPED 425 Mathematics Methods for Special Education

- University Supervisor of Student Teachers
    - Elementary, Middle and Secondary Students

- Curriculum Development

- Developed Educational Leadership Cognate for Master of Education (M.Ed.) Program
- Developed 18 Hour Certification Program in Educational Leadership

- Participated in development of Master of Education Program (M. Ed.)

- Developed Post Baccalaureate Certification Program

- Developed Alternative Route to Certification Program

- Developed and organized tri-annual Superintendent Symposium (Eleven county service area)

- Accreditation - Program Review
  - NCATE Coordinator
  - Educational Leadership Constituents Council Reviewer (ELCC)
  - Educator Preparation Program Review Board
  - NCATE State Team - (Glenville State College)
  - NCATE State Team - Chair (Bethany College)
  - State Review Team - Chair (Davis & Elkins College)
  - State Review Team - (Appalachian Bible College)
  - State Review Team - (Ohio Valley University)
  - State Review Team - Chair (Salem International University)

- University Service
  - University Board of Governors (Faculty Representative)
  - WV Higher Education Policy Commission (Faculty Representative)
  - Faculty Senate
  - Graduate Council
  - Administrative Policies and Procedures Committee (APPC)
  - Educational Personnel Preparation Advisory Committee (EPPAC) Chair
  - Teacher Education Advisory Council (TEAC)
  - Grade Change Appeal Committee
  - M. Ed. Exploratory Committee
  - Minority Recruiting
  - Facilitator for Education Department
    - Senior-Fest 2000
    - Mountain Lion-Fest 2001 & 2002

2008-Present West Virginia Wesleyan College, Buckhannon, WV
Adjunct Professor, Teacher Education

- Taught undergraduate and graduate course
  - EDUC 520 Advanced Educational Psychology **(Online)**
  - EDUC 620 Psychology of Teaching and Learning **(Online)**

2008-Present Casenex, University of Virginia, Charlottesville, VA
Adjunct Professor, Educational Leadership

- Facilitated online courses
  - School and Community
  - Educational Sociology
  - Foundations of Educational Psychology
  - Clinical Supervision

Monitor and evaluate online courses for Casenex

- Provided descriptive feedback on the instructional delivery of online courses.

Spring '07 **WV Achievement Project**, Center for Professional Development

Spring '07 **Mathematics Coach**, Bluefield Middle School, Mercer County Schools

2004-2006 **Educational Consultant**, Giles County Public Schools, Giles, VA

Spring '06 Southwest Virginia Community College, Richlands, VA
Adjunct Professor, Mathematics Department

- Taught undergraduate course
  - MATH 115 Math for Liberal Arts Students

Spring '03 West Virginia University, Morgantown, WV
Adjunct Professor, Educational Leadership Department

- Taught graduate course
  - EDLS 611 Principles of Supervision

Summer '02 Marshall University Graduate School, South Charleston, WV
Adjunct Professor, Educational Leadership Department

- Taught graduate course
  - EDLS 610 Leadership for School Improvement

1992-2000 Tazewell County Public Schools, Tazewell, VA
Administrator and Mathematics Teacher

- Assistant Principal
  - Graham High School
  - Richlands High School

- Taught Geometry, Technical Mathematics and General Math
- Coached Track

1991- McDowell County Schools, Welch, WV

1992 **Mathematics Teacher**

- Taught Math 7, Math 8, and Algebra I

Certifications

Commonwealth of Virginia Division Superintendent License

Virginia Professional Certificate with endorsements in Elementary, Middle, and Secondary School Administration

Supervision in Curriculum and Instruction

West Virginia Administrative Certificate PK-Adult

Middle and Secondary Mathematics Education (VA & WV)

Publications

Beginning Teacher Handbook: an Interactive Guide to Effective Teaching. (2005) Kendall/Hunt Publishing. Dubuque: Iowa.

Teacher Performance Assessment Instrument (2005)

Dissertation: The Change Process: Stages of Concern of The Standards of Learning in Superintendents' Region Seven in Virginia

Presentations

"School Leadership in the 21st Century", Giles County Administrators Seminar, Giles County, Virginia.

AACTE Annual Meeting and Exhibits, Washington, DC

"Seven Components of Effective Leadership", Virginia Association of Secondary Principals, Hot Springs, VA

"Effective Leadership", RESA I Mentoring Workshop, Beckley, WV

"Decision-Making, Listening and Support", Graham High School Academic Awards Ceremony

"Effective Leadership", McDowell County Schools

"Leading Through Change", Bland County Public Schools

“Change and the Change Process”, Southern Regional WV Association for Young Children Conference

“Educational Change and the Change Process”, Title I Teachers in McDowell County Schools

"Professional Development Schools", Mercer County Schools

"Professional Development Schools", Tazewell County Public Schools

"Professional Development Schools", Bluefield Middle Schools

"Professional Development Schools", Graham High School

“The Importance of Education”, Southwest Virginia Community College

“Education and Educational Change”, Patrick Henry Community College

“Strategies for Changing the Attitudes of Students and Parents”, Patrick Henry Community College

Grants

West Virginia Partnership for Teacher Quality Grant (2002-2003)- $50,000.

West Virginia Partnership for Teacher Quality Grant (2003-2004)- $40,000.

West Virginia Partnership for Teacher Quality Grant (2004-2005)- $89,000.

West Virginia Partnership for Teacher Quality Grant (2005-2006)- $93,000.

WV SIG Grant (Co-Authored) Three year period – (2005-2006)- $250,000-$300,00

Professional Development Seminars (Attended)

“The National Conference on School Violence” Nashville, Tennessee

“Comprehensive School Improvement Institute” Roanoke, Virginia

“Virginia State Tech Prep Convention” Richmond, Virginia

“SOVRAC Seminars” Virginia Tech University

“High School Principals Forum” St. Paul, Virginia

“WVNET Training WEBCT" Concord College

"The Power of a PDS" Charleston, West Virginia

"AACTE 54th Annual Meeting and Exhibits" New York, New York

"Professional Development School (PDS) Toolkit at Watson Elementary School" Fairmont, West Virginia.

"Surviving and Thriving in Hard Times: The Real-life Problems of School Leadership" RESA I Workshop, Beckley, WV.

"WVAACTE Conference" Charleston, West Virginia

"Virginia Association of Elementary School Principals' Professional Development Conference" Williamsburg, Virginia

"Vision Shared Conference" Charleston, West Virginia

"West Virginia Partnership for Teacher Quality Conference" Stonewall Jackson Resort

"National Professional Development School Conference" Orlando, Florida.

"WVAACTE Conference" Stonewall Jackson Resort

"AACTE Annual Conference" Washington, DC

"West Virginia NCATE Training" Charleston, West Virginia

"Teacher Education Conference" Norfolk, Virginia

"National Professional Development School Conference" Orlando, Florida

"Mentor/Coach Training" RESA III

"WVDE 21st Century Professional Development Series" Charleston, West Virginia

Community Involvement

Bluefield Virginia Historical Committee

Tazewell County Public Schools Accelerated Career Placement Committee

Tazewell County Public Schools Health Advisory Board

Southwest Virginia Tech Prep Consortium Steering Committee

Graham High School Athletic Volunteer

Bluefield Virginia Community Center Steering Committee

Professional Organizations

National Association of Secondary School Principals (NASSP)

Phi Delta Kappa (PDK)

Debbie Bullard is the owner/broker of Advant-Edge Realtors which is a successful commercial firm that opened in 1979. For eight years (1993 -2001) she exclusively handled land acquisition for Kids R Kids franchise, assisting new owners in acquiring land for the first twenty four locations in the Houston area.

After thirty years in the real estate field, Debbie decided to take a sabbatical from real estate. Debbie's heart has always been for children and her desire to make a difference in the lives of children led Debbie and her husband to purchase a large existing preschool in the Woodlands area. Six years later they opened a second school, also in the Woodlands. The two schools served approximately five hundred fifty children and employed one hundred staff. This was a very rewarding endeavor however the death of Debbie's husband in December 2010 played a pivotal part in her decision to sell the schools, one in 2012 and the remaining school in 2013.

Debbie served on the board of directors for Cy-Fair Chamber of Commerce and presently serves on the board of Pleasant Hills Children's Home in Fairfield, Texas.

Debbie has returned to commercial real estate on a part time basis and does consulting for the preschool and childcare industry as well.

I am Tony Bloom, a person with a passion for educating children. I am currently a health teacher and coach at Gerald Irons Junior High School in Conroe Independent School District in Conroe, Texas.

My passion for teaching led me earn a M.Ed. in Educational Administration from Prairie View A & M University and a B.S. in Education from The University of Texas at El Paso. I have been an educator for twenty-two years; seven of these years have been in Conroe ISD. My goal as an educator is to make a positive impact in each student's life. I have made this impact both as a teacher and a coach. As junior high athletic coordinator and head football coach, I facilitated the building of young men's lives to become leaders both on and off the playing fields. At C.D. York Junior High, I led my student athletes to have the highest passing rates in the district for four consecutive years. These students continue to excel at Oak Ridge High School, because they were taught academics first, sports second.

After more than two decades in the classroom and coaching, I am now pursuing certification as an administrator. This will allow me to further effect positive change in shaping the future of students, schools, communities, and the state. Education and teens have always been a passion in my life. Because of this passion, I have gained the following certifications: Keystone Curriculum, Capturing Kids Hearts, Teen Leadership, Ruby Payne's A Framework for Understanding Poverty, and Conroe Independent School District's Capacity for Leadership training.

Tony Bloom

1227 Burnwood Lane ~ Houston, Texas 77073 ~ (832)788-2412 ~ tbloom@conroeisd.net

PROFESSIONAL OBJECTIVE

Seeking a position as a Teacher on a Charter School Board

CERTIFICATIONS

All-levels Physical Education
Secondary Health Education
Teen Leadership
Ruby Payne - A Framework for Understanding Poverty

EDUCATION

M.Ed. in Educational Administration	Prairie View A & M University	2011
B.S. in Education	University of Texas at El Paso	1991

PROFESSIONAL EXPERIENCE

Conroe Independent School District, C.D. York Junior High, Spring, Texas
Gerald Irons Junior High / Assistant Coach/ Health Teacher, August 2012 - Present

- Assistant coach- Football, Basketball, Track
- Off-season coordinator

Athletic Coordinator/Head Football Coach/Physical Education Teacher, August 2008 – Present

- Facilitate all communications between coaches, administrators, parents, teachers, and athletes
- Represent athletic department in all inter-department meetings
- Participate in district level athletic planning meetings and communicate changes to staff
- Oversee budget and spending for all sports
- Assist in hiring coaches and assigning coaching positions
- Evaluate coaches using the Conroe ISD evaluation format
- Act as liaison between athletic department and York Athletic Booster Club
- Assign football coaches to coaching positions and teams
- Coach offensive line, defensive line, and linebackers
- Plan in-season and off-season football practices
- Establish weight room program and procedures
- Prepare purchase orders for all football related purchases
- Schedule facility use, buses, referees, and workers for all football games
- Initiate work orders for facility upkeep
- Varsity "Get Back " sideline coach for Oak Ridge High School on game nights

Health Teacher/Assistant Football Coach, August 2007 – June 2008

Livingston Independent School District, Livingston High School, Livingston, Texas
Varsity Football Lead Coach/ Head Varsity Track and Field Coach/ Physical Education Teacher/ Physical Education Department Chair, May 2004 – May 2007
Teen Leadership Teacher, August 2006 – May 2007

Aldine Independent School District, Houston, Texas
Dunn Elementary School, August 2003 – May 2004
Physical Education Teacher, Kindergarten thru 4th grade
Parker Intermediate School, August 1995 – June 2003
Physical Education Teacher, 5th and 6th grade

Bryan Independent School District, Bryan, Texas
Bonham Elementary School*,* August 1993 – June 1994
Physical Education Teacher, Kindergarten thru 5th grade

Calvert Independent School District, Calvert, Texas
Spigner Elementary School, August 1992 – June 1993
Physical Education Teacher, Pre-kindergarten thru 6th grade
Calvert High School, September 1992 – June 1993
Assistant Varsity Football Coach, Assistant Varsity Boys Basketball Coach, Assistant Varsity Boys and Girls Track and Field, Strength and Conditioning Coach – All Sports

PROFESSIONAL PRESENTATIONS

Bloom, T. August 2010. Ruby K. Payne, Ph.D. *A Framework for Understanding Poverty.* Instructed York Junior High elective teachers for staff development

PROFESSIONAL MEETINGS AND TRAININGS

Instructional Leadership Development, Region IV Educational Service Center, June 2011

Conroe Independent School District - Building Leadership Capacity:
Developing a Professional Network and Advocating for Leadership Growth by Dr. Jean Stewart and Mrs. Deanna Martin, January 2009
Master's Degree and Administrator Certification by Dr. Kathy Sharples and Mr. Dexter Upshaw, January 29, 2009.
Knowledge of Subject Area TEKS, Curriculum, Instruction and Scope and Sequence; T3Model; Instructional Coaching; Observations and Evaluations; Campus Staff Development by Dr. Cathy Gibson and Mrs. Gale Drummond, February 5, 2009
Administrators Round Table: Tips on Leadership, Time Management, Instructional Leadership, Building Relationships, Discipline, and Challenges February 19, 2009

Conroe Independent School District - Finance Training Presentations;
Budget, Transfers & Fixed Assets, Accounts Payable, Special Revenue Funds- Grants, Finance Review Quiz, Activity Funds, by Martin Kennedy, Director of Purchasing for Conroe Independent School District, August 2009
Capturing Kids' Hearts, The Flippen Group, 2006

References

Mr. Jeffrey Fuller
16780 Needham Rd.
Conroe TX 77385
936-709-8500

Erica Taylor
16780 Needham Rd.
Conroe TX 77385
936-709-8500

J. D. Hurd
16780 Needham Rd.
Conroe TX 77385
936-709-8500

Flip Flippen
1199 Haywood Drive
College Station TX 77845
979- 739-4008

Phil Dyson 21128 Spring Towne Rd. Spring, Texas 77388, (281) 651-3203, Phillip.r.dyson@ehi.com

Summary of Qualifications

Human Resources Generalist Manager with 24 years of experience in business administration, sales, customer service, strategic planning and employee development. Analytical and detailed oriented in problem solving and accustomed to being in positions of responsibility. I have a proven record in developing and fostering relationships that promote teamwork and success. I am also effective at communicating, strategic thinking and negotiating.

Personal Strength

- Proven track record of forming strategic business partnerships with upper level management to ensure the success of the organization.
- Able to make rapid assessments and quickly develop strategies to ensure progress and goal achievement. Perform well as an independent contributor and a team member.

Professional Experience

ENTERPRISE RENT-A-CAR, Houston, TX 1990 to Present

Human Resources Generalist Manager (2010 to Present)

- Promote guidance to Managers regarding the right courses of action to take to limit exposure and increase employee satisfaction
- Act as a strategic business partner to management, making recommendations to help reduce cost and increase engagement.
- Develop and manage plans for successful HR campaigns such as United Way, Open Enrollment, and the Employee Opinion Survey.
- Interpret and apply state/federal employment laws as well as company policies and procedures
- Oversee the handling of investigations, performance management and involuntary terminations
- Develop and manage retention and employee satisfaction plans for the Group/Region
- Subject matter expert regarding benefits, policies, guidelines, etc.
- Manager labor relations including maintenance of our pro-employee philosophy and , if applicable, negotiation, interpretation and administration of collective bargaining agreement (s) and management of third party relationship (s)
- Develop and facilitate training for all employees at all levels such as Review writing, Performance Management, Legal updates and Discrimination and Harassment Prevention Training.
- Act as a Mentor.
- Ensure consistency of our processes, guidelines and fair and equal treatment for all employees
- Oversee Mentor programs and Female/Diversity teams
- Seek to improve job performance through self-assessment, skill development, training and goal setting

Group Relations Manager (2008 to Present)

- Implement and manage the group diversity and/or community relations program that supports the group's strategic business plan
- Provide feedback to management on group's involvement in the area of diversity and/or community relations
- Educate others on the value of diversity and/or community relations to the company and community; Conduct training as needed
- Think strategically about longer term needs and the capabilities that must be in place to address needs in the areas of diversity and/or community relations
- Develop and maintain positive relationships with community leaders, including government entities where applicable

Regional Rental Manager (2007 to 2001)

- Managed the overall operations of 30 rental branches located in Southwest Region of Houston
- Supervised a team of 6 area managers
- Proactively seek process improvement to ensure high quality customer service
- Supervise, mentor, train, coach, evaluate and develop staff
- Provide continual feedback regarding employee performance; meet with personnel to monitor sales goals and overall performance
- Develop overall sales and marketing strategy for the Region
- Assess and analyze competitive environment and provide appropriate reports and recommendations
- Call on existing and potential customers to develop business
- Develop overall fleet strategy for Region and oversee management of the fleet

Area Rental Manager (2001 to 1995)

- Same as above overseeing 7 rental branches

Other Positions held -

- Branch Rental Manager (1995 to 1992)
- Assistant Rental Manager (1992 to 1991)
- Management Trainee (1991 – 1990)

Educational Credentials

SOUTHERN UNIVERSITY: **Bachelor of Arts in Accounting**
PHR Certified in Human Resources

Organizational/ Community Involvement

Corporate Community Relations Council - Member
Society of Human Resources Management– Member
Houston Area Urban League Board Member – 2009-present (1st Vice President)
Windsor Village United Methodist Church - Member

Rob Eissler is a Legislative Consultant with The Schlueter Group of Austin, TX since leaving the Texas Legislature in January of 2013. He was previously the President of Eissler and Associates, an executive recruiting firm based in his hometown of thirty-four years, The Woodlands, Texas. He received a B.A. in Architecture from Princeton University, and then served his country as a carrier-based attack pilot aboard the USS John F. Kennedy in the United States Navy.

Rob Eissler has spent twenty-eight years dedicated to the public education system of Texas, 18 of which were on the Conroe Independent School District Board of Trustees, including two terms as President, and 10 years serving on the Public Education Committee of the Texas House of Representatives, the last 6 as its Chairman.

In 1999, he was named one of 25 "Original Hometown Heroes" for The Woodlands by The Woodlands Villager/Courier newspapers and The Woodlands Operating Company, L.P. The Chamber of Commerce named him "Citizen of the Year" in 1991, where he served as the Chairman of the Board in 1988-89. Mr. Eissler has also served as the President of the Woodlands Rotary Club and as a board member of the South Montgomery Y.M.C.A. He coached youth sports for twenty years and is well known as one of the voices of High School Football on the local internet broadcast of area games.

Mr. Eissler was elected to represent District 15 as State Representative in November of 2002. He was appointed to serve as Chairman of the Public Education Committee in his third session. Among many other honors, Rob Eissler was named one of Texas Monthly's "Top 10 Legislators" of 2009. He received Honorable Mention for this in 2007. His work on reforming the public school accountability system during the 81st Legislative Session helped place Texas at the nation's forefront in public education reform. In 2005, he was named one of the Top Texas Legislators of the 79th Legislative Session by Capitol Inside. Rep. Eissler has also been named Legislator of the Year by the Texas Council of Special Education Administrators, received The Texas Foreign Language Association's Distinguished Public Service Award, The Texas Art Education Association's Governmental Award for Meritorious Service in the Arts, The Texas Music Educators Association Distinguished Service Award and the Champion for Free Enterprise Award by the Texas Association of Business three times. He is currently a Director of The Texas Education Reform Foundation.

He was presented with the Star Award by Texans Standing Tall in recognition of his efforts during the 79th Legislature to reduce and prevent the consequences of underage alcohol use and binge drinking. He is a member of the Southern Regional Education Board comprised of 16 southern states and was appointed by the Governor to their Executive Board. He has received the STAR award from the Texas Classroom Teachers Association twice. Governor Perry appointed Representative Eissler to the Education Commission of the States in October of 2007 where he represents Texas as one of 7 Commissioners. In February, 2008, he was awarded the Legislative Advocate of the Year by the Texas PTA and the 2008 Friend of Texas Children Award from the United Ways of Texas. He was also awarded Legislative Advocate of the Year by the Texas PTA again in 2009. The Texas Travel Industry gave him its Silver Spur Award as the Industry's top advocate in 2010.

Rob and his wife Linda have three adult children and are members of The Woodlands United Methodist Church.

ROB EISSLER
29 Coralvine Court
The Woodlands, TX 77380
281-705-2662
rob@eissler.com

EXPERIENCE

1/13 – Present

THE SCHLUETER GROUP, Austin, TX
Legislative Consultant
The Schlueter Group provides consulting services for legislative and regulatory representation in Texas, with long established relationships with elected officials at all levels of Texas Government. Current principal personal clients include the Education Resource Group, Barbers Hill ISD, The Harris County Department of Education, Consolidated Communications, Petroleum Wholesale, The Woodlands Township, SAS Analytics, The National Childcare Coalition, and 10 Needham, LLC.

11/02 – 1/13

TEXAS HOUSE OF REPRESENTATIVES
Texas State Representative, District 15, The Woodlands, TX

- Chairman of the House Public Education Committee, 3 terms, 2007-2013.
- Worked on reform to the public school accountability system during the 81st Legislative Session and helped place Texas at the nation's forefront in public education.
- Involved in Texas Council of Administrators for Special Education.
- Appointed to Education Commission of the States by Governor Rick Perry in 2007.
- Named Legislator of the Year, 2003 by Texas Council of Special Education Administrators.
- Recognized by Texas Monthly as one of the 2009 Top 10 Legislators; received Honorable Mention, 2007.
- Named one of the Top Texas Legislators of the 79th Legislative Session by Capitol Inside.
- Received The Texas Foreign Language Association's Distinguished Public Service Award.
- Received The Texas Art Education Association's Governmental Award for Meritorious Service in the Arts.
- Received The Texas Music Educators Association Distinguished Service Award and the Champion for Free Enterprise Award from the Texas Association of Business three times.

5/12 – Present

THE EDUCATION RESOURCE GROUP, The Woodlands, TX
Director of Business and Grant Development
ERG was founded to analyze data to provide school districts with legitimate tools to analyze their performance and to enable them to realistically improve their productivity. ERG's patented process uses data analysis to measure performance by using a regression model that levels the playing field to correct for demographics and local costs. This enables the Desktop Analyst to rank school districts by performance, separated into 5 population groups.
The most powerful force for change and improvement in public education is better information in the hands of enlightened leadership teams. The goal of the Education Resource Group is to help its clients develop, and sustain, effective and efficient organizations allowing them to compete in today's complex and competitive environment. The Desktop Analyst achieves this goal by applying the value-added benefits of sound operations analysis techniques and modern information technologies to organizational decision-making.

8/09 – 4/12

ALGETERNAL TECHNOLOGIES, LLC, Weimar/The Woodlands, TX
A technology company specializing in creating the ultimate growing grounds and technologies for mass production of algae. AlgEternal is a leader in production of algae biomass, water separation, CO_2 mitigation and oil extraction at a scaled rate of production that will impact the industrial power sector, transportation sector and renewable fuels industry. These solar renewable resources will play a major role in the reduction of the U.S. carbon footprint and decrease dependence upon foreign oil with algae oil and related products.

Chief Executive Officer

- Identification of new business opportunities and partnerships with vendors and complementary industries.
- Development of current and new relationships to secure investment to carry the company through phases of development.
- Management of entire AlgEternal Technologies, LLC.
- Responsible for aligning the company, internally and externally, with its strategic vision.

1982 – 2011 W. ROBERT EISSLER & ASSOCIATES, INC.
Eissler & Associates is an executive search firm specializing in sales, marketing and technical positions within the valve, fluid power and process industries.
Owner/Executive Recruiter

1979 – 1981 CONTINENTAL AIRLINES
Pilot

- Qualified Second Officer on Boeing 727.
- Licensed Airline Transport-Rated Pilot.
- Licensed Flight Engineer.

EDUCATION **B.A., Architecture**, Princeton University, June 1972.

MILITARY

1972 - 1979 UNITED STATES NAVY
Pilot & Officer

- A-6 "Intruder" Pilot, based aboard the USS John F. Kennedy, 1973 – 1977.
- Fully qualified Landing Signal Officer (LSO). Air Wing Team Leader
- Cross-trained on A-7 Corsair.

COMMUNITY

Conroe Independent School District Board of Trustees, 1985-2003	President , 2 terms Secretary
South Montgomery County/Woodlands Chamber of Commerce	Citizen of the Year, 1992 Chairman of the Board, 1989-90 Volunteer of the Year, 1986 Treasurer, 1987-88 Chairman, WoodRestock Festival Chairman, Economic Outlook Conference Co-Founder, Taste of The Town
The Woodlands Rotary Club	President Chairman, Programs Committee for 7 years
South Montgomery County Friends of the Library	President
Woodlands Junior Golf Association	President
South Montgomery County 4th of July Celebration	Chairman
South Montgomery County YMCA	Board of Directors, 1986-1988 Coach, Youth Basketball, Baseball and Girl's Softball, 1981-1996
The Woodlands High School/Knox Jr. High/College Park HS	Junior Achievement Teacher, 1985-2002
Oak Ridge/The Woodlands Area Little League	Baseball Coach, 1988-1989, 1991.
AAU Basketball Team, The Woodlands "Red Dogs"	Coach, 1997-2002
The Woodlands High School 7 on 7 Football Team	Coach, 2002-5

DON W. HOOPER
1902 Kingsmill Lane
Richmond, TX 77406
281-232-4051 (Home)
713-870-8777 (Office)
dhooper@CQL.net

Birth Date: August 16, 1948
Place: Borger, Texas
Marital Status: Married 2-15-69
Children: Five
(Ages 41, 39, 37, 33, 30)
Grandchildren: Nineteen

I. EDUCATIONAL BACKGROUND

University of North Texas Ph.D. 1984 – Administrative Leadership/Management

West Texas A & M University M.Ed. Math 1973 – B.S. Math 1970

Frank Phillips College – A.A. 1968 – Liberal Arts

II. ADDITIONAL EDUCATIONAL BACKGROUND

Harvard University – 1988, 1998, 1999, 2000, 2001

Institute on Critical and Creative Thinking
John F. Kennedy School of Government Executive Leadership Program
Harvard Law School/Center for Management Research Program on Negotiations

Lamar University - 1994

Superintendent Academy 1993-94

III. PROFESSIONAL EXPERIENCE

2008-2009	Fort Worth Christian School	Interim President	
1995-2002	Fort Bend	Superintendent	63,546
1987-1995	Galena Park	Superintendent	16,841
1985-1987	Gainesville	Superintendent	2,800
1980-1985	Springtown	Superintendent	1,900
1977-1980	Darrouzett	Superintendent	110
1975-1977	Perryton	Ass't H.S. Prin.	1,800
1974-1975	Hereford	Ass't Elem. Prin.	5,600
1969-1974	Hereford	Sec. Math teacher	5,600

IV. OTHER WORK RELATED EXPERIENCE

University Teaching

University of North Texas
Adjunct Professor, Department of School Administration/Supervision,
Summer 1986
Course: Facilities Administration

University Teaching (continued)

University of Houston System
Adjunct Professor, Department of Educational Leadership and Cultural Studies
Spring, Summer, Fall, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997 1998, 1999, 2000, 2001, 2002
Courses:
- School Finance
- Administrative Internship
- Instructional Supervision
- Instructional Leadership
- Curriculum and Administration of Programs
- School Law
- Advanced Legal Seminar: Hearings and Grievances
- Legal Problems in Education
- Public Relations and Community Affairs
- The Superintendency

University of Texas
Adjunct Professor Department of Educational Administration 2000-2004

San Jacinto College 1994
Course: College Algebra

State Training
Certified Trainer, Texas Teacher Appraisal System--
Trained several hundred administrators and teachers in the use of the state wide Texas Teacher Appraisal System,1986.

Publications

Hooper, Don W., "Implementing the Term Contract School Administrators' Legal Digest, Volume 1, Number 4, May-June, 1985, 10-11.

Hooper, Don W., "Term Contract Nonrenewal: Is There a Formula for Success?" Texas School Business, Volume 31, Number 1, October, 1985, 4, 12.

Hooper, Don W., "Success Depends on Leaders' Whole-Brain' Thinking" The School Administrator, Volume 49, Number 6, June, 1992, 14-17.

Hooper, Don W.,"Planning and Budgeting for a Quality Education", Texas School Business, Volume 39, Number 7, April 1993, 6-7.

Hooper, Don W., Aaron,Kathy, Dale,Holly and Domb, Ellen, "TRIZ in School District Administration", The TRIZ Journal, February, 1998

Hooper, Don W. and Hughes, Larry W., Public Relations for School Leaders Boston: Allyn and Bacon. (2000).

Publications Continued)

Hooper, Don W., Leadership: Shaping the Future One Child at a Time Staffordshire England: Trentham Books Limited (2002).

Hooper, Don W., et al, Leadership Defined: In-Depth Interviews with America's Top Leadership Experts, Insight Publishing (2004).

Additional Publication Activities include:
President's Column in The School Administrator – AASA – 2001-2002
President's Column in Insight – TASA - 1995
Fort Bend ISD Community Newsletter - Bimonthly
Monographs -1995:
Writing an Effective Educational Plan

V. PROFESSIONAL MEMBERSHIPS

Phi Delta Kappa Educational Fraternity 1976-Present
American Management Association 1982-Present
American Association of School Administrators 1977-Present
Texas Association of School Administrators 1977-Present
Association of Supervision and Curriculum Development 1976-2002
Texas State Teachers Association - Life Member
International Society of Educational Planners, 1990-1993

VI. PROFESSIONAL ACTIVITIES

National Associations Activities
American Association of School Administrators ***President*** 2001-2002
American Association of School Administrators
Texas Delegate to AASA 1993, 1995, 1997 National Delegate Assembly
American Association of School Administrators*Executive Committee 1997-*
National Staff Development Council
Reviewer of Manuscripts for "Journal of Staff Development" 1992-1994

State Associations Activities
Texas Association of School Administrators***President*** *1994-1995*
Texas Association of School Administrators
Executive Committee Member - 1990-1992
District Membership Chairman 1985, State Chariman 1992-93.
Texas Business and Education Coalition - Co-Chair Board of Directors 1997
Texas Academic Decathlon
Region 7 Director 1993-95
Director-at-Large 1995-2001
Texas Association of School Boards
Board of Trustees for Unemployment Compensation 1989-1995
Board of Trustees for Texas School Cash Management Program 1995-2001
Board of Trustees for Lone Star Investment Pool 1995-2001

Local Activities

Region IV
TASA Study Group Membership Chairman - 1989
TASA Legislative Chairman - 1990
TASA State Executive Committee Member 1991
Site Based Decision Making Advisory Committee

International Presentations

British Society of Education Officers – Cambridge University, England
The Lord Alexander Memorial Lecture: Shaping the Future One Child at a Time – July 2001
Canadian Association of School Administrators – Prince Edward Island
Convention – Leadership in Changing Times – October 2002
Association of Directors of Education of Scotland – Stirling Council, Scotland
Raising Student Performance in a High Stakes Accountability Environment – April 2003

National Presentations/Participations

Keynote Address for Alaska Association of School Administrators
October 2002
The White House Conference on Preparing Tomorrow's Teachers,
Washington DC – March 2002
The White House Summit on Early Childhood Cognitive Development,
Washington DC – July 2001
School Research and Services Applied Technology Center
Team of Eight: Improving Board/Superintendent Relationships - 1998
Restructuring Educational Entities for Effectiveness – 1999
Rewards of Leadership - 2000
National Center for Education Research and Technology
Executive Stewardship: The Balance Between Leadership and Management for Student Success - 1998
Fort Bend ISD Character Education: A Foundation for the Future - 1999
National Computing Services East and West Coast User Group Conferences
Education: America's Secret Ingredient for Success 2000
Educational Users Advisory Committee Report - 2001
National School Conference Institute - Effective Schools Conference
Managing Effective Media Relationships – 2001
Learning First Alliance
Texas Perspective of the George W. Bush Education Plan – 2001
American Association of School Administrators Executive Committee
Texas Perspective of Secretary of Education Rod Paige Agenda - 2001

State Presentations

TASB/TASA Convention
Strategic Implementation of the Curriculum Audit - 2000

Texas Elementary Principals and Supervisors Association
ProgramPresenter - "Time Management for Administrators: Implementing the Teacher Appraisal System" - 1986

Texas Association of School Boards/Texas Association of School Administrators
Program Presenter - "Time Management for Administrators: Implementing the Teacher Appraisal System" - 1986

Texas Association of School Boards/Texas Association of School Administrators
Program Presenter - "The Term Contract Nonrenewal Act: Issues and Concerns" -1986

Texas Association of School Administrators
Superintendent Advisor to the College Advisory Committee - TASA - 1985-1986

Texas Association of School Administrators
Chairman of Discussion Group - "School Mathematics Program" -Mid-Winter Conference – 1986

University of Houston Metro-Houston Administrator Assessment Center
Management Seminar: Campus Based Planning - 1989

North Texas School Law Conference
Presenter : Implementing the Texas Term Contract Nonrenewal Act- 1985

Texas Association of School Boards/Texas Association of School Administrators
Program Presenter: "How to Write an Effective Educational Plan" - 1987

Texas Association of School Boards
Program Presenter: "Managing Conflict With a Split Board" - President's Workshop - May, 1987

Texas Association of School Boards
Program Presenter:"Surviving the Crisis of a Tax Rollback" President's Workshop - May, 1987

Texas Association of School Boards
Program Presenter:"The Good-Old-Boy Network is Gone: New Strategies for Selecting Administrators" – 1991

Texas Association of School Administrators
Member of State Board of Education Network - 1987

Texas Association of School Administrators
Committee Chairman Texas Public Schools Week - joint project with Texas Schools Public Relations Association -1987-1988

Texas Association of School Boards/Texas Association of School Administrators
Convention Program Presenter: "Planning for Effective Schools" – 1988

Conference for the Advancement of Mathematics Teaching
Program Presentation:"Quality Mathematics Teaching…The Left/Right Brain Way – 1994

State Presentations (continued)

University of Houston Principals Institute
Superintendents Panel for Instructional Leaders – 1994
Texas Association of School Administrators First Time Superintendent Academy 1994
Program Presentation: "Mental Toughness – Surviving the Superintendency"
Texas Association of School Boards/Texas Association of School Administrators
Joint Annual Convention -Co-chairman State Board of Education Forum - 1988
University of Houston College of Education Dean's
Superintendent's Consortium and Advisory Council -1988-1993
University of Houston Metro-Houston Administrator Assessment Center -
Management Seminar: "Campus Based Planning" - April, 1989, 1990
Texas Association of School Boards/Texas School Services Foundation
Unemployment Compensation Group Account Board of Trustees - 1988-1994
TASB/TASA Joint Annual Convention 1995
Restructuring the Central Office for Effectiveness

TASB/TASA Joint Annual Convention 1996
Program Presentation: The Curriculum Management Audit: Improving School Quality
Texas A&M School Board Leadership Academy 1996
Program Presentation: The Board's Policy Making, Planning, and Evaluation Role – A Team Approach

Local Presentations

State of the District Address
Shaping our Future One Child at a Time – 2001
Guiding Ft Bend ISD into the Next Millenium – 2000
Board Presentation
Report on World Class Standards for Student Success - 1999
Civic Organizations
Offering Students a World Class Education - 1999
Understanding Your School Board – 1999
Can America's Schools Compete in the Next Millenium? - 1999
Leadership to the Next Level: Performance Excellence for Student Success – 2000
Administrative Leadership Team
Five Elements of Effective Educational Planning – 1996
Developing a System of Profound Knowledge - 1997
Accountability Report: Instructional Management – 1998
Ten Essentials of Teamwork - 1999
Campus Accountability Review - 2000

VII. COMMUNITY SERVICE

Youth Services Organizations

District Nominating Committee - Sam Houston Area Council - Boy Scouts of America – 1989, 1998, 2000
Longhorn Council Advisory Board - Boy Scouts of America - 1987
District Advancement Chairman - Eagle Scout Board of Review 1986-87
Executive Board Member - Longhorn Council - Boy Scouts of America - 1986
Boy Scouts - Scoutmaster - Springtown - 1983-1985
Little League Baseball Coach - Springtown - 1981
Cub Scouts - Assistant Cubmaster - Darrouzett - 1978-79
Explorer Scouts - Coordinator - Darrouzett -1977-1979
Key Club Advisor - Hereford - 1971-1975

Civic Associations

Columbia Fort Bend Medical Center - Board of Trustees 1997-2000
Child Advocates of Ft. Bend County - Advisory Board Member 1997-2000
Sugar Land Rotary Club 1995 – 2002
Board of Directors - North Channel Area Chamber ofCommerce - 1988-1995
North Shore Rotary Club 1987- 1995
Board of Directors - Rotary Club - Gainesville – 1986
United Way Drive - Board of Directors
Educational Chairman Gainesville - 1985
Springtown Optimist Club - President 1983-1984
Springtown Chamber of Commerce - President 1984; Vice President 1983
Board of Directors - Springtown Public Library 1983-1985
Industrial Development Board - Springtown - 1982-1985
United Fund Drive Chairman - Darrouzett - 1978-1979
Village Improvement Program - Darrouzett - 1977-1978
Kiwanis Club - Hereford – 1971-1975
Child Welfare Board - Lipscomb County - 1979

Faith Based Activities

Elder in Church
Deacon in Church
Lay Preacher
Church Building Committee
Sunday School Teacher
Small Group Leader

VIII. AWARDS AND HONORS

National

Distinguished Service Award for Exemplary Leadership, Service and Commitment to Education 2003 – American Association of School Administrators.
Excellence in Educational Leadership Award 1999 – The University Council for Educational Administration
Outstanding Leader in Elementary and Secondary Education 1976 - Perryton
Rotary International - Paul Harris Fellow - 1992
Honorary Life Membership, The National Congress of Parents and Teachers 1990 - Galena Park
George Washington Honor Medal - Valley Forge Freedoms Foundation 1964
National Honor Society - Stinnett High School

State

Distinguished Mentor Recognition 2000 – The University of Texas at Austin Cooperative Superintendency Program
Texas Superintendent of the Year 1995 - AASA/TASA
Honorary Life Membership, The Texas PTA 1987 - Gainesville

Local

Friend of Youth Award - North Shore Optimist - 1987
Distinguished Graduate Award 1986 - Frank Phillips College
Friend of Youth Award 1985 - Springtown
Man of the Year 1985 - Springtown
Selected as "Favorite Teacher" 1974 - Hereford

Addendum

Training Vitae

Don W. Hooper, Ph.D.

Total Quality Management

1. Instituting Dr. Deming's Methods for Management of Productivity and Quality, Washington, D.C., October 1991; presented by Quality Enhancement Seminars, Inc. Presenters included Dr. W. Edwards Deming; Dr. Edward M. Baker, Director of Quality Strategy and Operations for Ford Motor Company; Heero Hacquebord, Management Consultant, Dr. Brian L. Joiner, Joiner and Associates; William W. Scherkenbach, Director of Statistical and Process Improvement Methods for General Motors; Peter R. Scholtes, Senior Management Consultant, Joiner and Associates.

2. Enhancing Quality in Schools, Houston, TX, September 1992, presented by Holland & Davis, Inc.

3. TQM: A Nation's Strategy, Boston, MA, October 1992; presented by GOAL/QPC, presenters included CEO's of Malcom Baldridge winners, Stephen Covey, and a host of nationally recognized authorities in Quality Initiatives.

4. Variation and Managerial Action: Insights to Managing for Quality, Dallas, TX, November 1992, presented by Brian L. Joiner of Joiner Associates Inc.

5. Quality & Education: Critical Linkages, Houston, TX, November 1992, hosted by Governor Ann Richards, presenters included nationally recognized practitioners of Quality Initiatives.

6. TQM: Creating Lasting Transformation, Boston, MA, November 1993, presented by GOAL/QPC, presenters included CEO's of Malcom Baldridge winners, Russell Ackoff, Peter Senge, and a host of nationally recognized authorities in Quality Initiatives.

7. Total Quality Management and Advanced TQM, courses taught by myself at the University of Houston, through the department of ELCS, College of Education.

8. The Last Word: Lessons of a Lifetime in Managing for Quality, presented by the Juran Institute, personally taught by Dr. Joseph M. Juran.

RESUME

DR. DON W. HOOPER

SUPERINTENDENT OF SCHOOLS
(RETIRED 2002)

1902 Kingsmill Lane

Richmond, TEXAS 77406

TELEPHONE

(281)-232-4051 (Home)
(713)-870-8777 (Mobile)

FAX

817-573-5737

EMAIL

dhooper@CQL.net

David Greak has completed forty-one years in Texas Public Independent School District, Charter Schools and Region Education Services Center. He holds three certificates from SBEC including a Superintendent, Mid-Management , and Elementary Education valid life certificates. Mr. Greak has served as a teacher, business manager, principal and superintendent of Public ISD's and superintendent of three charter schools.

David Greak began serving charter schools as Director of Financial Services for Region 4 ESC. As director, David Greak and a staff of high qualified individuals provided back office business and financial services for over 20 open-enrollment charter schools in Texas. The services included payroll, accountables payable, state and federal grants, human resources support, and charter school compliance.

Mr. Greak is a Texas Education Agency approved trainer for public school and charter board members and administrators. He has provided board and administrator training since 1998. His training has included team building, special education, law, health and safety, fiance, education law, assessment and monitoring. Mr. Greak has been a TEA designated reader, evaluator and scorer of new open enrollment charter school applications.

Dr. Michael Owens
I am an experienced Texas public school administrator with service in a variety of roles from classroom teacher to school superintendent. With Texas Successful Charter Schools (TXSCS) we are focused on helping boards and school leadership teams in complying with all federal and state regulations to support the work of the school providing parents a choice in their public school. TXSCS listens to the client and provides services tailored to their needs. We offer a comprehensive school management suite of services from one to one consulting by phone to outsourcing staff and administrative services. Our staffing plan begins with using experienced school staff from business managers, operations directors, campus and district leadership to assess the needs and assist the school in developing the human capital to manage the school in the future. My experience from the superintendency, the Regional Education Service Center, the Texas Education Agency and various public schools has provided me responsibilities from building construction to day to day operations.

Dr. Michael Owens
Texas Successful Charter Schools
Cypress, Texas 77433
Cell 713-264-2327 email – mikeo@txscs.org www.txscs.org

Management experience
Dr. Owens has thirty five years experience in Texas public schools.

Dr. Owens was Executive Director of Human Resources for La Porte ISD and served roles in compensation planning, staffing, compliance and policy development . Dr. Owens has had overarching experience for Human Resources as a Superintendent of Schools in Dripping Springs and was the fiscal agent for a special education cooperative that serviced five districts.

Dr. Owens was the Associate Executive Director of Instructional Services Region IV Education service Center with responsibilities for the divisions of Special Education, Braille services, Instructional Television, Instructional technology, and General Education.

Service with the Texas Education Agency as Director of the Division of Exemplary Education.

Texas Successful Charter Schools founder providing operations support and consulting for Texas based public charter schools in all areas of operations, policy, training, staffing budget and management.

Additional service as Assistant Superintendent for Instruction, and University adjunct professor.

Position History:

WestStat Supervisor for the National Assessment of Educational Progress in Texas
Independent Consultant for Public and Charter Schools
Support business Software and Internet Web sites for schools
Executive Director of Human Resources, La Porte ISD
CEO/Superintendent, Dripping Springs ISD
Assistant Superintendent for Instruction, Friendswood ISD
Associate Executive Director Instructional Services, Region IV ESC Houston

Division Director Exemplary Programs, Texas Education Agency, Austin, Texas
Region VII ESC science and innovative programs consultant,
Director of Curriculum, College Station ISD

Education:

Texas A & M University, College Station, Texas Administrator Credential
Ed. D. Secondary University of North Texas
M.Ed. Secondary Stephen F. Austin State University, Nacogdoches, Texas
B.S. Biology and English Stephen F. Austin University, Nacogdoches, Texas

Management Employment Experiences

La Porte Independent School District - Executive Director for Human Resources

Responsible for the operation of the Human Resources Department and managing staff roles for recruitment and certifications, substitute staffing, clerical staffing, professional staff data entry, contracts, and payroll interface.
My responsibilities include:
Compensation plan administration, Staffing plan administration, Compliance officer for EEO and Sexual Harassment, Health Benefits administration, Life Insurance
Disability insurance, Family medical leave, Immigration matters related to employment
Compliance with Fair Labor Standards, Compensation benefits 457 and 403b plans
Supplemental health insurance options, Catastrophic leave bank
Retirement planning, Supervision of job posting, job descriptions, web site design,
Staff retention planning, Grievance process hearings, Policy input and review, Serving on the executive council, Serving as a contact with the District Education Improvement Committee

Dripping Springs Independent School District - Superintendent

The district did not have a personnel officer and as such the superintendent has a major role for the operation of human resources.
Reviewing operations for fair labor standards, criminal history checks, unemployment insurance claims, disability hearings, employee benefits, salary and wage studies.
Personnel recruitment and retention, Non renewal hearings, Stipend study

Friendswood Independent School District - Assistant Superintendent

Recruitment and retention policy, developed a plan to tie tenure with the district to salary bonus for retiring staff and incentives for staff retention. Early retirement policy for staff, Wage study using mid point salary model, Developed job descriptions and staffing patterns for schools, 504 officer for the district, Alternative certification liaison with Region IV and University of Houston Clear Lake programs, Sick leave bank program administration, Strategy for recruitment and screening of staff, Mentoring program for teachers new to the district and teaching, Appraisal trainer for Region IV ESC, Administrator Training trainer for Region IV ESC

Dr. Susan H. Landry is a Developmental Psychologist, the Albert & Margaret Alkek Chair in Early Childhood, and the Michael Matthew Knight Professor in the Department of Pediatrics at the University of Texas Health Science Center - Houston. She is Director and Founder of the Children's Learning Institute (CLI) at the University of Texas.

Dr. Landry is a current member of the Institute of Medicine's Committee on Obesity Prevention Policies for Young Children. She served on the *Shaping a Healthier Generation Advisory Council* of the National Governors Association Centers for Best Practices. She is past Chair of the Head Start National Reporting System Advisory Panel, an appointment from the Secretary of the U. S. Department of Health & Human Services and was a member of the National Early Literacy Panel (NELP). She served as an Expert Panelist for the development of Pre-Kindergarten Standards for the states of Florida and California and directed the revision of the Texas Pre-Kindergarten guidelines.

Funded by the National Institutes of Child Health and Human Development, The Institute for Education Sciences, U.S. Department of Education, Texas Education Agency, and Private Foundations, Dr. Landry has developed a significant research database. Her research covers examinations of biological and environmental influences on children's development from infancy through adolescence as well as numerous federally funded parent-child and early childhood classroom intervention studies. This database and continued research makes use of new intervention approaches to provide parents and teachers with resources that are effective in supporting young children's development. One of these new technologies is eCIRCLE, a licensed, online professional development course serving over 2,000 classrooms in 32 communities across Texas each year for the last decade.

More than 100 peer-reviewed publications, two dozen chapters, and a monograph *Effective Early Childhood Programs: Turning Knowledge Into Action* describe the findings of these research studies.

Attachment F.1. Facility Information

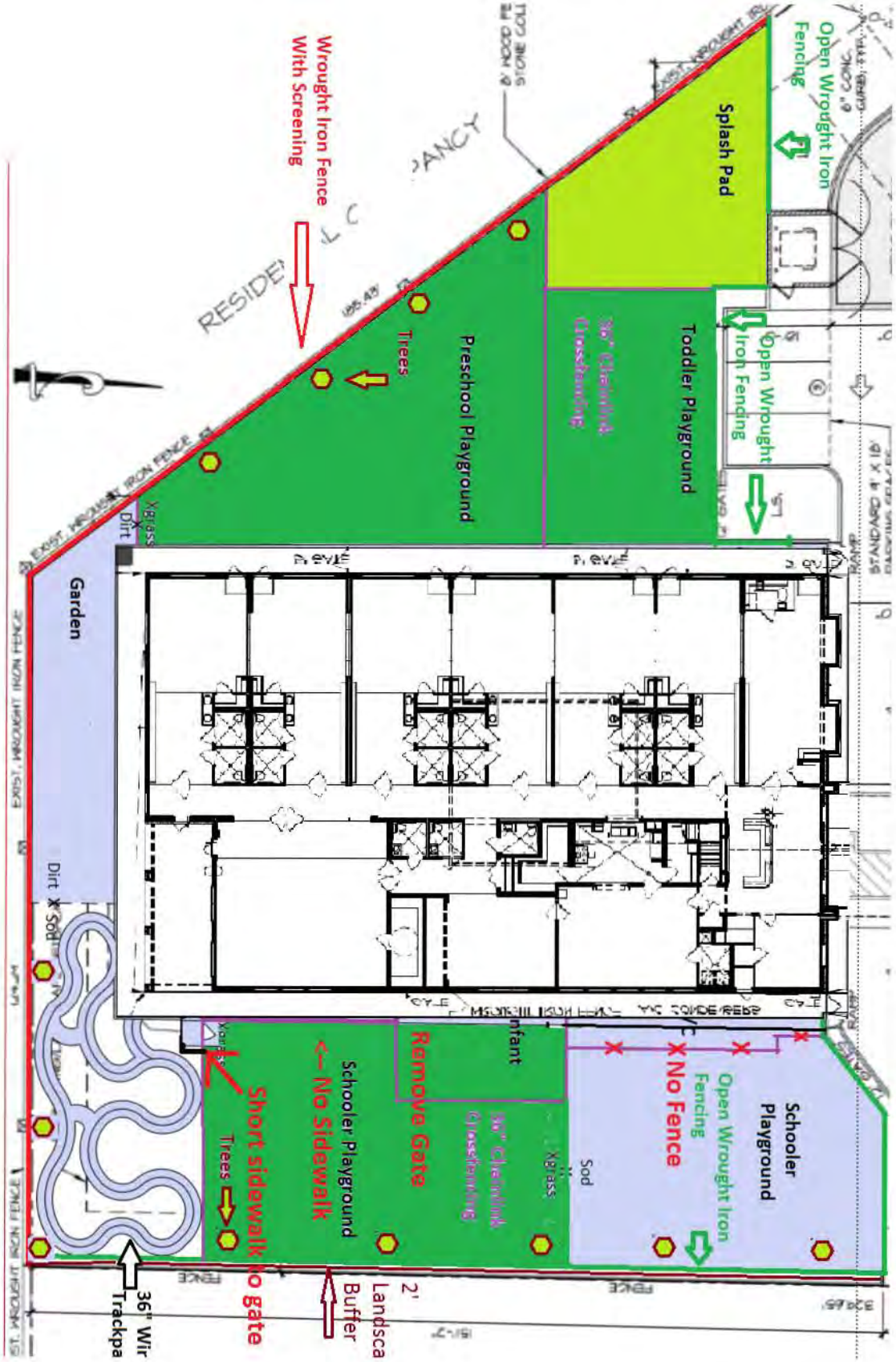
Facility Overview

Foundations Academy

- Over 10,000sf 1st floor operational space
- 9 classrooms apx 600sf each, with a 1150sf gym
- 5 specialty rooms including a full commercial kitchen, Café, Computer lab, TLC (nurse) room, and Teacher lounge
- Library corner in each classroom
- Over 11,000sf of playgrounds including:
    - 7000sf School Age playgrounds
    - 1000sf Track Path area
    - Covered patio
    - 1000sf Splash Pad
    - 1000sf Student maintained garden
- Up to 2350sf classroom space reserved for Public Charter including gym and 2 classrooms
- Consistent 100% compliance with DFPS (Childcare Licensing), Harris County Fire Marshall, Harris County Health Department as evidenced by attached inspection reports
- Full Emergency preparedness plan established partnering with Fire Marshall's office and McMeans Jr. High on adjacent property including Fire, Tornado, Hurricane, Emergency Relocation, Medical Emergency, Disease Outbreak, Lock Down, and Bomb Threat plans (sample plans attached)

Foundations Academy

Towne Lake Playground Layout and Floor Plan



Fire Procedures

1. You will be notified by siren and intercom
2. Staff and children will evacuate the building from the nearest safe exit.
3. Bring your attendance emergency binders
4. Director and Assistant Director will help facilitate all infants out of the building
5. If safe, the Director will insure everyone is out of the building
6. Staff and children will evacuate to the playground or parking lot whichever is the safest
7. Do a name to face attendance
8. Keep children and each other calm
9. Remain in emergency mode until instructed
10. Stay off phones to allow for emergency calls
11. The Director or Assistant Director will call 911 or pull the fire alarm if necessary.

Tornado or Other Severe Weather Procedures

1. Notification by word of mouth or intercom
2. Bring your attendance emergency binders
3. Bring sleep mats to cover the children
4. Go into the bathrooms
5. Do a name to face count
6. Tables can be turned on their sides for protection
7. Keep children and each other calm
8. Keep children away from windows
9. Remain in emergency mode until instructed
10. Stay off phones to allow for emergency calls

Emergency Relocation Plan

In the event of an emergency which requires evacuation of the building, the children and staff will be relocated to McMeans Jr. High on Westheimer parkway or as directed by the fire department or law enforcement. Management will report the emergency to 911.

1. You will be notified by siren and intercom
2. Staff and children will evacuate the building from the nearest safe exit.
3. Bring your attendance emergency binders
4. Director and Assistant Director will help facilitate all infants out of the building
5. If safe, the Director will ensure everyone is out of the building
6. Staff and children will evacuate to the playground or parking lot whichever is the safest
7. Do a name to face attendance
8. Keep children and each other calm
9. Remain in emergency mode until instructed
10. Stay off phones to allow for emergency calls
11. All children and teachers will cross the street as a whole to McMeans Jr High, Mgmt will direct traffic as necessary
12. As authorities advise, parents will be notified to pick up children from McMeans or children escorted back into building after declared safe
13. Staff will remain until all children are picked up or returned to building
14. Management will notify DFPS of the emergency

HCPHES

FOOD ESTABLISHMENT INSPECTION FORM

Risk No	Priority	Yr	Dep	Yr	Time	Permit Expires	Follow-up Required
54991	A	11	28	2013	[illegible] PM	[illegible] 2013	☐ Yes ☑ No

Est. Name: [illegible] Montessori Academy of Deer Park

Owner: [illegible]

Phys. Address: 2501 [illegible] Deer Park, TX 77536

Telephone No. (281) 930-1300

Food Establishment Category: ☐ Category A ☐ Category B ☐ Category C ☐ Category D ☐ Category E ☐ Non-profit

Inspection type: ☐ (1) Routine ☐ (2) Follow-up ☑ (3) Permitting ☐ (4) Pre-opening ☐ (5) Other ☐ (6) [illegible]

Complaint: ☐ Yes ☑ No

Critical Items: [illegible]

Bacteriological: [illegible]

Items: [illegible]

Critical Items Destroyed: 2

TFER required: ☐ Yes ☑ No

Public Water Supply: [illegible]

Pub. Water PWSID No.: [illegible]

Health Hazard: ☐ Yes ☑ No

gTM Present: [illegible] ☐ N/A

Rodents: ☐ Yes ☑ No

CID Risk Level: N/A PPM

☑ Permit Approved

☐ Permit Suspended

Red Tag Issued: [illegible]

Red Tag Removed

☐ Closure

☐ Compliance

OUT = out of compliance IN = in compliance NA = not applicable NO = not observed COS = corrected on site

CDI 2 Pts	IN	NA	NO	COS	Food Temperature/Time Requirements Violations Require Immediate Corrective Action
	☐	☑	☐	☐	1. Proper Cooling Time/Cooked Prepared Food
	☑	☐	☐	☐	2. Cold Holding (41 degrees F/5 degrees C or less)
	☑	☐	☐	☐	3. Hot Holding (135 degrees F/57 degrees C)
	☑	☐	☐	☐	4. Proper Cooking Temperatures
	☑	☐	☐	☐	5. Date Marking (41 degrees F/5 degrees C or less)

CDI 4 Pts	IN	NA	NO	COS	Personnel/Hand Hygiene/Source Requirements Violations Require Immediate Corrective Action
	☐	☑	☐	☐	6. Personnel with infections restricted/excluded
	☐	☑	☐	☐	7. Hygienic/Adequate Hand Washing
	☐	☑	☐	☐	8. Food Received at Proper Temperature
	☐	☑	☐	☐	9. Food Protection
	☐	☑	☐	☐	10. Food from Approved Source
	☐	☑	☐	☐	11. Prevention of Food Contact with Raw Foods
	☐	☑	☐	☐	12. Clean and Sanitized Utensils and Equipment
	☐	☑	☐	☐	13. Approved Variance (HACCP Plans) Required for Certain Processes
	☐	☑	☐	☐	14. Water Supply - Adequate, Approved Source, Safe Water Conveyance, Adequate Pressure

OUT 2 Pts	IN	NA	NO	COS	Facility and Equipment Requirements Violations Require Immediate Correction, but Try Prevent Recurrence
	☐	☐	☑	☐	15. Equipment Adequate to Maintain Product Temperature
	☐	☐	☑	☐	16. Hand Wash Facilities Adequate and Accessible
	☐	☐	☑	☐	17. Hand Wash Facilities with Soap and Towels
	☐	☐	☑	☐	18. No Evidence of Insect or Animal Contamination
	☐	☐	☑	☐	19. No Evidence of Prohibited Other Animals
	☐	☐	☑	☐	20. Toilet Room Properly Located, Enclosed, Adequate, Clean
	☑	☐	☐	☐	21. Waste Water Properly Disposed
	☑	☐	☐	☐	22. Adequate Demonstration of Knowledge, Certified Food Manager
	☑	☐	☐	☐	23. Approved Sewage/Wastewater Disposal System, Proper Disposal
	☑	☐	☐	☐	24. Thermometers Provided and Accurate (Required: Calibrated/Digital Thermometer)
	☑	☐	☐	☐	25. Food Contact Surfaces of Equipment and Utensils ☐ Cleaned/Sanitized ☐ Good Repair
	☑	☐	☐	☐	26. Proper Cooling of Time/Temperature Controlled for Safety Foods
	☑	☐	☐	☐	27. Proper Disposition of Returned, Previously Served, Reconditioned and Unsafe Food

Total Non-critical Violations: [illegible] Violations require [illegible] and/or noted during [illegible] inspection

* Corrected while inspector was present or to be corrected by the CHO as agreed during inspection, or violations that are isolated or atypical.

0 - 5 Pts

0 - 7 Pts

0 - 9 Pts

Total

0 Repeat

Inspector Signature: [illegible] Date: 1/28/2013

Owner, Manager or Person in Charge Signature: [illegible] Date: 1/28/2013

Print: [illegible] Print: [illegible]

HCPHES Office: 16411 Red Bluff Rd., Pasadena, TX 77506 Phone: 713-578-9200 FAX: 713-578-9375

HCPHES

ENVIRONMENTAL PUBLIC HEALTH DIVISION
FOOD ESTABLISHMENT INSPECTION FORM

Est. No.	Inspector	Month	Day	Yr.	Time	Permit Expires	Follow-up required
21661	19	12	26	12	3:01 PM	12 26 12	Yes ☑ No

Est. Name: Foundation Academy of Cinco Ranch
Owner: Chad & Mary H Dyer
Type Address: 20317 Westheimer Katy, TX 77450
Telephone No: (281) 391-1200

Food Establishment Category: ☐ Category (A) ☑ Category (B) ☐ Category (C) ☐ Category (D) ☐ Category (E) ☐ Non Pub.

Inspection Type: ☐ (1) Routine ☐ (2) Follow-up ☑ (3) Permitting ☐ (4) Pre-operational ☐ (5) Other ☐ (6) RV Follow-up

Complaint: ☐ Yes ☐ Verified ☑ No

Foodborne Illness: ☐ Yes ☑ No

Public Water Supply: Public
Sewage: Public
Permit/HCEQ No: 0

☑ Permit Approved ☐ Permit Disapproved

Red Tags issued
Red Tag Removed

Closure
Closure Lifted

#Observers present: 2
Temperature: N/A °F
Type: ☐ Facility ☐ Time/Temp

Last Food Disclosed: 0
Grease Trap Maintained:

Septic: ☐ Unfinished Space: ☐
Health Reporting: ☐ Agreement ☑ Sign
# of TV Present: 1 ☐ N/A
CO Detectors: N/A Yes

IN = in compliance OUT = not in compliance NA = not applicable NO = not observed COR = violation corrected on site

OUT	IN	NA	NO	COS	Food Temperature/Time Requirements (Violations Require Immediate Corrective Action)
6 Pts					
		☑	☐	☐	1 Proper Cooling for Cooked/Prepared Food
	✓				*2. Cold Held (41 degrees Fahrenheit/5 deg Centigrade)
		☑	☐	☐	*3. Hot Held (135 degrees Fahrenheit)
		☑	☐	☐	*4. Proper Cooking Temperatures
		☑	☐	☐	5. Rapid reheating (165 degrees Fahrenheit in 2 hrs)

OUT	IN	NA	NO	COS	Personnel/Handling/Source Requirements (Violations Require Immediate Corrective Action)
4 Pts					
	✓				6. Personnel with Infectious Diseases Restricted/Excluded
	✓				*7. Proper Adherence to Procedures
	✓				*8. Good Hygienic Practices (Eating/Drinking/Smoking)
	✓				*9. Approved Source/Labeling
	✓				*10. Sound Condition
		☑	☐	☐	*11. Proper Handling of Ready To Eat Foods
	✓				12. Cross-contamination of Raw/Cooked Foods/Other
	✓				13. Approved Systems (HACCP Plan/Time as a Public Health Control)
	✓				*14. Water Supply - Approved Source/Sufficient Quantity/Adequate Pressure

OUT	IN	NA	NO	COS	Facility and Equipment Requirements (Violations Require Immediate Correction, Not To Exceed 10 Days)
3 Pts					
	✓				15. Equipment Adequate to Maintain Proper Temperature
	✓				16. Handwash Facilities Adequate and Accessible
	✓				17. Handwash Facilities in Temp and Tested
	✓				19. No Evidence of Insect Contamination
	✓				20. No Evidence of Rodents/Other Animals
	✓				23. Toxic Items Properly Labeled/Stored/Used
	✓				24. Manual/Mechanical Warewashing are Adequate
	✓				25. Manager Demonstration of Knowledge/Certified Food Manager
	✓				26. Approved Sewage/Wastewater Disposal System Properly Operated
	✓				27. Thermometers Provided/Accurate/Properly Calibrated (+ 2 degrees Fahrenheit)
	✓				28. Food Contact Surfaces Properly Maintained and Utensils Cleaned/Sanitized/Dish Machine
	✓				29. Posting of Consumer Advisories (Restaurant/Retail Deli/Buffet/Bakery)
	✓				30. Food Establishment Permit

Summary: Total Non-critical Violations: 0 Violations require corrective action not to exceed 90 days or date of next inspection.

*, Recidivism with this same type violation identified by the COC as contributing factor(s) to food borne illness outbreaks.

5 Pts
2 Pts
3 Pts
Total
0 Demerits

Investigator Signature: Lam, Chung Vuol (Investigator Print) — 12/26/2012 Date

Person in Charge Signature: B Hoiland Print — 12/26/2012 Date

EPI Office: 101 S. Richey Suite G, Pasadena, Texas 77506 Phone: 713-274-6300 FAX: 713-270-6375

Texas Department of Family and Protective Services
Child-Care Inspection Form

Foundations Academy
#1076403

Form 2936
Page 1

Arrival Date and Time: 12/05/2013 07:15 AM
Departure Date and Time: 12/05/2013 11:04 AM

Part I: OPERATION INFORMATION

Location: 20817 WESTHEIMER PKWY, KATY, TX 77450 Phone: (281) 599-1200
Permit Type: License
Type: Child Care Program Capacity: 194 Infant Capacity: 19
Status: Full
Director/Administrator: Elizabeth Holland Designee/Registrant: Elizabeth Holland
Director/Administrator:
Type of Inspection: Unannounced Monitoring

Licensing Staff: ALICIA CLEMENTS Phone: (713) 940-5266
Address: 2221 W LOOP 610 S , HOUSTON, TX 77027

Licensing Supervisor: KRISTIN CRETHER Phone: (713) 940-5262
Address: 2221 W LOOP 610 S , HOUSTON, TX 77027

Part II: NOTIFICATION

- [x] Controlling Persons have been verified.
- [x] Background Checks have been verified.
- [x] The following items regarding risk to children were evaluated:

The Supervision of Children	Conditions of any Waiver/Variance, if applicable
Child/Caregiver Ratio	Director and/or Caregiver Responsibilities
Obvious Fire, Safety, and/or Sanitation Deficiencies	Restrictions and/or Conditions of the Permit
A Sampling of Serious Incidents Reports (RCVT only)	Background Checks

- [x] Children in Care: 53 [x] Director Present [ ] Dir. Qual. Eval.

All or part of the following issues, administrative rules or Minimum Standard rules have been inspected:

[ ] Standards Standard	[x] Pre-K Children	[x] Health Practices
[ ] Administration	[x] School Age Children	[x] Safety Practices
[ ] Record Keeping	[x] Discipline	[x] Physical Facilities
[ ] Personnel	[x] Nurtime	[x] Outdoor Safety
[ ] Ratios and Group Sizes	[x] Field Trips	[x] Pools
[ ] Activities	[x] Get Well Care (Centers only)	[x] Fire Safety
[ ] Infants	[x] Nighttime Care	[x] Transportation
[x] Toddlers	[x] Nutrition and Food Services	

[ ] Inspection results from another state agency or political subdivision were used in the evaluation of some standards.
Others

Texas Department of Family and Protective Services
Child-Care Inspection Form
Foundations Academy
#1078406

Form 2935
Page 3

Part III: INSPECTION INFORMATION

Records Evaluated:

Number of Children's Records:

Number of Children Enrolled:

Number of Staff Records:

Number of Staff Employed:

Inspection Dates:

Fire Inspection: 10/22/2013

Health Inspection: 11/26/2013

Liability Insurance (exp.date) 12/07/2013

Gas Pipe Pressure Test

RR Commission Report:

No monitoring deficiencies were found at this inspection.

Notification Date: 12/05/2013

If you disagree with the actions or decisions of the licensing staff, you may request an administrative review within 15 days of the receipt of this inspection report by writing Kristin Grather [illegible] PO Box [illegible], Houston TX [illegible].

Providers may comment on the findings of the inspection in the space below.

HCFMO
Harris County Fire Marshal

M.S. Montgomery
Fire Marshal

Fire & Life Safety Inspection

A Fire and Life Safety inspection was conducted at the following location to ascertain the safety to the occupants therein in the event of fire.

Location Inspected:	FOUNDATION ACADEMY	Inspection Date:	10/22/2013
Physical Address:	20817 WESTHEIMER PKWY, KATY, TX, 77450	Print Date:	10/22/2013
Mailing Address:	20817 WESTHEIMER PKWY, KATY, TX, 77450	Type:	E
Property Use:	Daycare/Child care facility E	License:	1076402

No hazards were found on 10/22/2013.

In accordance with Local Government Code, Chapter 1[illegible], all fire and life safety inspections and accounts of Harris County must be performed by a fire inspector, or approved designee. The Fire & Life Safety Inspection Standard is "Instrument and Fire Code 1006 of" and "NFPA 101 2006 of". If you also may not [illegible], you may be charged with [illegible] of a government document, under Texas Penal Code 37.10 TAMPERING WITH GOVERNMENT RECORD.

Recipient: _____ _____ Version 11/15/2010 page 1 of 1 Inspector: [illegible]

2318 Atascocita, Danville, TX 77096 281-436-6000 | 281-436-[illegible] (fax) www.hcfmo.org

HCFMO
Harris County Fire Marshal

M.S. Montgomery
Fire Marshal

Fire & Life Safety Inspection

A Fire and Life Safety Inspection was conducted at the following location to ascertain the safety to the occupants therein in the event of fire.

Location Inspected:	FOUNDATION ACADEMY	Inspection Date:	11/12/2012
Physical Address:	20817 WESTHEIMER PKWY, KATY, TX, 77450	Print Date:	11/12/2012
Mailing Address:	20817 WESTHEIMER PKWY, KATY, TX, 77450	Type:	E
Property Use:	Daycare/Child care facility	Licenses:	1076406

No hazards were found on 11/12/2012.

In accordance with Local Government Code, Chapter 352 this affidavit of fire safety inspection is an incorporated Harris County can be performed by a fire inspector or approved designee. The Fire & Life Safety Inspection is based on "International Fire Code 2006 of" and "NFPA 101 2009 of". If you also any part of this document, will [illegible] changing of a permanent document under Texas Penal Code 37.10 TAMPERING WITH GOVERNMENT RECORDS.

Recipient

Version: 11/10/2012

Inspector: Lamont Joseph

Attachment F.2. Financial Documentation

Attachment F.2
Financial Documentation

Please note the application asks for a copy of the most recent unqualified audit report for organizations in existence for one or more years. We have included the most recent audit report for Youth Crime Watch of America, Inc. dba Ignitus Worldwide which is for the year ended September 30, 2010. Since 2010, Ignitus has significantly reduced operations and had no need to incur the expense of an outside audit. Accordingly, we have included as additional financial information in Attachment F.2 the most recent internal financial statements (UNAUDITED).

Also included is a credit report from Experian. It is our belief that the credit report considers the entity high risk due to the lack of recently available credit activity and purchases on account. As is presented on the report, there is only one credit account in the reports account history. Additionally, the report shows a collection filing but the amount disputed is zero.

Please also note that the Form 990 included is for the year ended September 30, 2012. The Form 990 for the year ended September 30, 2013 has not been filed at this time and is due in May 2014.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.

Financial Statements

September 30, 2010

Robbins and Landino, P.A.

Certified Public Accountants

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Robbins and Landino, P.A.
Certified Public Accountants

Accouting and Auditing
Taxation and Consulting

222 Southeast Tenth Street
Fort Lauderdale, Florida 33316

Telephone: (954) 467-3100
Facsimile: (954) 467-2080

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc.
Miami, Florida

We have audited the accompanying combined statement of financial position of Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc., as of September 30, 2010, and the related combined statements of activities, cash flows, and functional expenses for the year then ended. These financial statements are the responsibility of the organization's management. 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 and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. 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 includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc., as of September 30, 2010, and the changes in their net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated April 26, 2011, on our consideration of Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc.'s internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grants and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

ROBBINS AND LANDINO, P.A.
Certified Public Accountants

Robbins and Landino, P.A.

Fort Lauderdale, Florida
April 26, 2011

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.

Combined Statement of Financial Position
September 30, 2010

Assets	
Current Assets	
Cash	$ 50,533
Grants Receivable	219,897
Pledge Receivable	5,000
Other Receivable	702
Prepaid Expenses	6,150
Total Current Assets	282,282
Non-Current Assets	
Investments	8,035
Property and Equipment	154,085
Total Non-Current Assets	162,120
Total Assets	$ 444,402
Liabilities	
Current Liabilities	
Accounts Payable and Accrued Expenses	$ 27,084
Loan Payable	5,000
Security Deposit	800
Total Current Liabilities	32,884
Net Assets	
Unrestricted	(69,315)
Temporarily Restricted	381,559
Permanently Restricted	99,274
Total Net Assets	411,518
Total Liabilities and Net Assets	$ 444,402

The accompanying notes are an integral part of these financial statements.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.

Combined Statement of Activities
For the Year Ended September 30, 2010

Unrestricted Net Assets	
Public Support and Revenues	
Contributions	$ 80,067
Conference Fees and Material Sales	20,699
Training Fees and Miscellaneous	21,324
Rental Property Income	6,185
Rental Property Expenses	(11,247)
Special Event Income	47,230
Special Event Expenses	(21,008)
Investment Income	308
Net Assets Released from Restrictions	258,345
Total Public Support and Revenues	401,903
Expenses	
Program Services	230,233
General and Administrative	114,413
Fundraising	35,306
Total Expenses	379,952
Change in Unrestricted Net Assets	21,951
Temporarily Restricted Net Assets	
Net Assets Released from Restrictions	(258,345)
Change in Temporarily Restricted Net Assets	(258,345)
Change in Net Assets	(236,394)
Net Assets, Beginning of Year	647,912
Net Assets, End of Year	$ 411,518

The accompanying notes are an integral part of these financial statements.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.

Combined Statement of Cash Flows
For the Year Ended September 30, 2010

Cash Flows from Operating Activities	
Change in Net Assets	$ (236,394)
Adjustments to Reconcile Change in Net Assets to Net Cash from Operating Activities:	
Unrealized Gain on Investments	(169)
Bad Debts	4,369
Depreciation	2,907
Change in Assets and Liabilities:	
Decrease in Grants Receivable	281,103
Decrease in Pledge Receivable	5,000
Decrease in Other Receivable	73
Decrease in Prepaid Expenses	191
Increase in Accounts Payable and Accrued Expenses	2,492
Increase in Security Deposit	800
Net Cash Flows from Operating Activities	60,372
Cash Flows from Investing Activities	
Purchase of Property and Equipment	(2,125)
Net Cash Flows from Investing Activities	(2,125)
Cash Flows from Financing Activities	
Payments on Loans Payable	(34,456)
Net Cash Flows from Financing Activities	(34,456)
Net Change in Cash	23,791
Cash, Beginning of Year	26,742
Cash, End of Year	$ 50,533
Supplemental Disclosure of Cash Flow Information:	
Cash Paid During the Year for Interest	$ 571

The accompanying notes are an integral part of these financial statements.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.

Combined Statement of Functional Expenses
For the Year Ended September 30, 2010

	Program Services	General and Administrative	Fundraising	Total
Salaries and Benefits	$ 111,626	$ 67,415	$ 21,005	$ 200,046
Travel and Lodging	34,551	1,494		36,045
Contract Services	36,650			36,650
Office Rent	24,457	8,152		32,609
Professional Services		18,132	13,200	31,332
Website Design and Support	11,201	2,700		13,901
Equipment Rental	6,367	1,557	389	8,313
Supplies and Materials	1,661	3,409	261	5,331
Telecommunications	3,487	930	232	4,649
Bad Debts		4,369		4,369
Advertising and Public Relations		2,188		2,188
Insurance		2,099		2,099
Bank Interest and Fees		1,475	194	1,669
Postage and Delivery	233	493	25	751
	$ 230,233	$ 114,413	$ 35,306	$ 379,952

The accompanying notes are an integral part of these financial statements.

1. NATURE OF ORGANIZATION AND SIGNIFICANT ACCOUNTING PRINCIPLES

Organization: Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc. are non-profit organizations established to organize and support a youth-led movement that promotes civil engagement throughout the world. Together, the entities are hereafter referred to as the "Organization". Youth Crime Watch of America, Inc. operates under the name of Ignitus Worldwide.

Principles of Combination: Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc. are two commonly controlled entities with interrelated economic activities; accordingly, their accounts have been presented on a combined basis. All inter-company transactions and balances have been eliminated.

Basis of Accounting: The financial statements of the Organization have been prepared on the accrual basis of accounting and accordingly reflect all significant receivables, payables, and other liabilities.

Date of Management's Review: In preparing the financial statements, the Organization has evaluated events and transactions for the potential recognition or disclosure through April 26, 2011, the date that the financial statements were issued.

Financial Statement Presentation: Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions as follows:

Unrestricted - Includes amounts which have no external restrictions and which are available for support of current operations and includes amounts already spent for property and equipment acquisitions.

Temporarily Restricted - Includes amounts which have donor-restrictions that can be fulfilled by actions of the Organization pursuant to those restrictions or restrictions that expire by the passage of time.

Permanently Restricted - Includes amounts that are subject to restrictions of the gift instruments requiring that resources be maintained permanently.

Contributions: Contributions are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions. Time-restricted and purpose-restricted contributions are required to be reported as temporarily restricted support. When a restriction expires (that is, when a stipulated time restriction ends or a purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized.

Cash and Cash Equivalents: Cash and cash equivalents include cash in banks and highly liquid investments with original maturity dates of less than three months.

1. NATURE OF ORGANIZATION AND SIGNIFICANT ACCOUNTING PRINCIPLES (continued)

Grants, Pledges and Other Receivables: Receivables are stated at the amount management expects to collect. Management provides for probable uncollectible amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to the receivable. The allowance for doubtful accounts at September 30, 2010 was $5,000.

Investments: Investments in equity securities with readily determinable fair values and all investments in debt securities are stated at fair market value in the statement of financial position. Investment income and gains restricted by donors are reported as increases in unrestricted net assets if the restrictions are met in the reporting period in which the income and gains are recognized.

Property and Equipment: Property and equipment are stated at cost and donated assets are recorded at fair market value on the date of the gift. Depreciation is computed on the straight-line basis over the expected useful lives of the assets. When assets are retired or otherwise disposed of, the cost or donated value and related accumulated depreciation are removed from the statement of financial position and any resulting gain or loss is reflected in the statement of activities. Maintenance expenses are charged to expense as incurred.

Income Taxes: As non-profit corporations, qualified under Section 501(c)(3) of the Internal Revenue Code, the Organizations are exempt from corporate income taxation on income related to their exempt function. Therefore, no provision for income taxes has been made in the accompanying financial statements.

Functional Allocation of Expenses: The cost of providing the various activities have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs have been allocated among the program and supporting services benefited.

Use of Estimates: The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Fair Value of Financial Instruments: Management of the Organization believes the carrying value of financial instruments, which are comprised of cash equivalents, grants, pledge and other receivable, prepaid expenses, accounts payable and accrued expenses, and security deposit approximate fair value due to their short-term nature.

2. INVESTMENTS

At September 30, 2010, investments were comprised of equity securities with a fair market value of $8,035. Net investment income for the year ended September 30, 2010 was as follows:

Dividends and Interest	$ 289
Net Unrealized Gain	169
Fees	(150)
	$ 308

3. PROPERTY AND EQUIPMENT

At September 30, 2010, property and equipment consisted of:

	Cost	Accumulated Depreciation	Net Book Value
Donated Land (See Note 8)	$ 90,000	$	$ 90,000
Donated Building (See Note 8)	70,000	7,933	62,067
Furniture and Equipment	59,170	57,152	2,018
	$ 219,170	$ 65,085	$ 154,085

4. LOANS PAYABLE

Loans payable at September 30, 2010 consisted of a $5,000 non-interest bearing unsecured loan from a director, due on demand.

5. RESTRICTIONS ON ASSETS

Temporarily restricted net assets are available for the following purposes or periods:

Programs	$ 211,559
For Future Periods:	
Pledges	10,000
Donated Property	160,000
Total Temporarily Restricted Net Assets	$ 381,559

Net assets were released from donor restrictions by incurring expenses satisfying their restricted purpose or by occurrence of other events specified by donors as follows:

Programs	$ 253,345
Passage of Time	5,000
Total Restrictions Released	$ 258,345

6. COMMITMENTS AND CONTINGENCIES

Operating Leases: The Organization leases its office space under an operating lease expiring on August 31, 2011. Minimum future lease payments under the arrangements existing at September 30, 2010 are:

Year Ending September 30, 2011	$ 32,133

Office rent was $32,609 for the year ended September 30, 2010.

7. CONCENTRATION OF RISK

During the year ended September 30, 2010, the Organization received approximately sixty percent of its public support and revenues from a governmental agency.

8. DONATED PROPERTY

The Organization received a donation of real property on December 14, 2007. The property was comprised of land and a residential home, located in Palm Beach County, with an appraised value of $160,000. The real estate was donated with the stipulation that the property could not be sold within three years from the date of the donation.

9. FAIR VALUE MEASUREMENTS

Accounting Standards Codification 820 ("ASC 820"), Fair Value Measurements, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurement) and the lowest priority to unobservable inputs (level 3 measurement). The three levels of the fair value hierarchy under ASC 820 are described below:

Level 1 — Inputs to the valuation methodology are unadjusted quoted prices of identical assets or liabilities in active markets that the Organization has the ability to access.

Level 2 — Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 — Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

9. FAIR VALUE MEASUREMENTS (continued)

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value on a recurring basis:

Equity Securities: Valued at the closing price reported on the active market on which the individual securities are traded.

The method described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the Organization believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following table sets forth by level, within the fair value hierarchy, the Organization's assets at fair value as of September 30, 2010:

	Total	Level 1	Level 2	Level 3
Equity Securities	$ 8,035	$ 8,035	$	$
Total Assets at Fair Value	$ 8,035	$ 8,035	$	$

10. PERMANENTLY RESTRICTED ENDOWMENT FUND

The Organization's permanently restricted net assets at September 30, 2010 were $99,274. Prior to fiscal year ended September 30, 2010, the Board of Directors authorized using permanently restricted net assets for unrestricted operations. The balance of the loan due from unrestricted net assets to permanently restricted net assets at September 30, 2010 was $87,346.

The Board of Directors intends to use the equity in donated property (see Note 8) for the repayment of any borrowings from the permanently restricted net assets when it becomes available. The donor's restriction on the property expires during the fiscal year ending September 30, 2011.

11. DONOR-DESIGNATED ENDOWMENTS (UMIFA STATE)

Implementation of ASC 958

Accounting Standards Codification 958 ("ASC 958"), "Endowments of Not-for-Profit Organizations: Net Asset Classification of Funds Subject to an Enacted Version of the Uniform Prudent Management of Institutional Funds Act, and Enhanced Disclosures for All Endowment Funds" provides guidance on the net asset classification of donor-restricted endowment funds for a nonprofit organization that is subject to an enacted version of the Uniform Prudent Management of Institutional Funds Act of 2006 (UPMIFA). ASC 958 also requires additional disclosures about an organization's endowment funds (both donor-restricted endowment funds and board-designated endowment funds), whether or not the organization is subject to UPMIFA.

11. DONOR-DESIGNATED ENDOWMENTS (UMIFA STATE) (continued)

The State of Florida has not enacted UPMIFA. The Organization follows the Uniform Management of Institutional Funds Act of 1974 (UMIFA) and its own governing documents. The Board of Directors has determined that the majority of the Organization's permanently restricted net assets meet the definition of endowment funds under UMIFA.

UMIFA requires the historical dollar amount of a donor-restricted endowment fund to be preserved. In the absence of donor restrictions, the net appreciation on a donor-restricted endowment fund is spendable under UMIFA. The Organization's donors have not placed restrictions on the use of the investment income or net appreciation resulting from the donor-restricted endowment funds.

Endowment Investment and Spending Policies: The Organization has adopted investment and spending policies, approved by the Board of Directors, for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of these endowment assets over the long-term. The Organization's spending and investment policies work together to achieve this objective. The investment policy seeks to establish an achievable return objective. The Organization relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Organization places an emphasis on equity-based investments to achieve its long-term return objectives within prudent risk parameters.

Currently, all investment income (including unrealized gains) is being used to replenish the deficit created from borrowing principal for operations. The spending policy is discretionary since there are no restrictions on the investment income.

Implementation of ASC 958 (continued)

Endowment net asset composition by type of fund as of September 30, 2010 is as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted Endowment Funds	$ (87,346)	$	$ 99,274	$ 11,928
Total Funds	$ (87,346)	$	$ 99,274	$ 11,928

Changes in endowment net assets for the year ended September 30, 2010 are as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total Net Endowment Assets
Endowment net assets, beginning of year	$ (87,614)	$	$ 99,274	$ 11,660
Investment income	249			249
Net unrealized gain	169			169
Fees	(150)			(150)
Net investment income	268			268
Endowment net assets, end of year	$ (87,346)	$	$ 99,274	$ 11,928

11. DONOR-DESIGNATED ENDOWMENTS (UMIFA STATE) (continued)

	Fiscal Years Ended September 30: 2009	2010
Permanently Restricted Net Assets		
The portion of perpetual endowment funds that is required to be retained permanently by explicit donor stipulation	$ 99,274	$ 99,274
Total endowment funds classified as permanently restricted net assets	$ 99,274	$ 99,274
Unrestricted Net Assets		
The portion of unrestricted net assets owed to permanently restricted net assets	$ (87,614)	$ (87,346)
Total endowment funds classified as unrestricted net assets	$ (87,614)	$ (87,346)

Robbins and Landino, P.A.
Certified Public Accountants

Accouting and Auditing
Taxation and Consulting

222 Southeast Tenth Street
Fort Lauderdale, Florida 33316

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
Youth Crime Watch of America, Inc.
Youth Crime Watch of Florida, Inc.

We have audited the financial statements of Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc. as of and for the year ended September 30, 2010 and have issued our report thereon dated April 26, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS (continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

This report is intended solely for the information and use of the audit committee, management, and awarding agencies and is not intended to be and should not be used by anyone other than these specific parties.

ROBBINS and LANDINO, P.A.
Certified Public Accountants

Robbins and Landino, P.A.

Fort Lauderdale, Florida
April 26, 2011

COPYRIGHT MATERIAL

4 pages have been withheld

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Kositzka, Wicks and Company
A Professional Corporation
5270 Shawnee Rd, Suite 250
Alexandria, Virginia 22312

Youth Crime Watch of America, Inc.
Dba Ignitus Worldwide
325 North Henry Street
Alexandria, VA 22314

Youth Crime Watch of America, Inc. dba Ignitus Worldwide:

Enclosed is the organization's 2011 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990-EZ RETURN:

This return has been prepared for electronic filing. If you wish to have it transmitted electronically to the IRS, please sign, date, and return Form 8879-EO to our office. We will then submit the electronic return to the IRS. Do not mail a paper copy of the return to the IRS. Return Form 8879-EO to us as soon as possible.

A copy of the return is enclosed for your files. We suggest that you retain this copy indefinitely.

Very truly yours,

Kositzka, Wicks and Company

Kositzka, Wicks and Company
A Professional Corporation
5270 Shawnee Rd, Suite 250
Alexandria, Virginia 22312

Youth Crime Watch of America, Inc.
Dba Ignitus Worldwide
325 North Henry Street
Alexandria, VA 22314

Youth Crime Watch of America, Inc. dba Ignitus Worldwide:

Enclosed is the 2011 Exempt Organization return, as follows...

2011 FORM 990-EZ

Each original should be dated, signed and filed in accordance with the filing instructions. The copy should be retained for your files.

Very truly yours,

Kositzka, Wicks and Company

Internal Revenue Service - Form 990

13 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.

Attachment F.3. Financial Plan

Foundations Charter School

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Foundations Charter School
Contact Email:	dgreak@sbcglobal.net
Contact Phone:	409-201-2139
Year One Fiscal Year End:	2016
School Days:	180

	A	B	C	D	E
1		**Foundations Charter School**			
3		**Estimate of State Aid Entitlement Input**	3/26/2014 21:55		
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)	249.00		
6		Kindergarten	249.00		
7		1st Grade	249.00		
8		2nd Grade	249.00		
9		3rd Grade	-		
10		4th Grade	-		
11		5th Grade	-		
12		6th Grade	-		
13		7th Grade	-		
14		8th Grade	-		
15		9th Grade	-		
16		10th Grade	-		
17		11th Grade	-		
18		12th Grade	-		
19			**Total - All Grades**		
20		Total Number of Students Enrolled	996.0		
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	10.00	-	
28		Number Enrolled in Resource Room	13.00	-	
29		Number Enrolled in Self-Contained Mild/Mod/Sev	4.00	-	
30		Number Enrolled in Full-Time Early Childhood	-	-	
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	14.00		
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**	199.00		
44		**Number of Pregnancy Related Students Enrolled**	-		
45		**Number Enrolled in Bilingual/ESL**	249.00		
46		**Special Education Error Check**			
47		**Career and Technology Error Check**			
48		Available School Fund ADA	-		
49		Compensatory Education Enrollment	448.00		
50		Regular Program Transportation Allotment	-		
51		Special Education Program Transportation Allotment	-		
52		Career and Technology Program Transportation Allotment	-		
53		**Transportation Total**	$ -		
54					

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Foundations Charter School
ENROLLMENT and STUDENT POPULATION

ENROLLMENT FISCAL YEAR END	2016	Data for following fiscal years must be based on reasonable estimates and projections. 2017	2018	2019	2020
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	249.00	437.00	579.00	692.00	828.00
Kindergarten	249.00	437.00	578.00	692.00	828.00
1st Grade	249.00	436.00	579.00	692.00	828.00
2nd Grade	249.00	436.00	578.00	692.00	821.00
3rd Grade	-	249.00	437.00	560.00	680.00
4th Grade	-	-	249.00	430.00	600.00
5th Grade	-	-	-	241.00	415.00
6th Grade	-	-	-	-	-
7th Grade	-	-	-	-	-
8th Grade	-	-	-	-	-
9th Grade	-	-	-	-	-
10th Grade	-	-	-	-	-
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-
Total Number of High School Students Enrolled	-	-	-	-	-
Total Number of All Students Enrolled (Average Membership)	996.00	1,995.00	3,000.00	3,999.00	5,000.00
Average Daily Attendance (ADA)	796.80	1615.95	2460.00	3319.17	4200.00
Average Daily Attendance %	80%	81%	82%	83%	84%
	Percent change YOY	103%	52%	35%	27%

STUDENT POPULATION

Special Education Data:	2016	EYS 2016	2017	EYS 2017	2018	EYS 2018	2019	EYS 2019	2020	EYS 2020
			Data for following fiscal years must be based on reasonable estimates and projections.							
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	10.00	-	20.00	-	30.00	-	40.00	-	50.00	-
Number Enrolled in Resource Room	13.00	-	26.00	-	39.00	-	52.00	-	65.00	-
Number Enrolled in Self-Contained Mild/Mod/Sev	4.00	-	8.00	-	12.00	-	16.00	-	20.00	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
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	14.00	-	28.00	-	42.00	-	56.00	-	70.00	-
Special Education Student Count (SPED)	41.00	-	82.00	-	123.00	-	164.00	-	205.00	-
Special Education Student Count %	4.12%		4.11%		4.10%		4.10%		4.10%	
	Percent change YOY		100%	0%	50%	0%	33%	0%	25%	0%

Career and Technology (C&T) Data:	2016	Advanced C&T FTE 2016	2017	Advanced C&T FTE 2017	2018	Advanced C&T FTE 2018	2019	Advanced C&T FTE 2019	2020	Advanced C&T FTE 2020
Number Enrolled in One-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Two-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-	-
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
	Percent change YOY		0%	0%	0%	0%	0%	0%	0%	0%

	2016	Data for following fiscal years must be based on reasonable estimates and projections. 2017	2018	2019	2020
Number Gifted and Talented Students Enrolled	199.00	399.00	600.00	799.00	1,000.00
% of Gifted and Talented Students Enrolled	19.98%	20.00%	20.00%	19.98%	20.00%
Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	249.00	-	-	-	-
% of Students Enrolled in Bilingual/ESL	25.00%				
Special Education Error Check					
Career and Technology Error Check					
Available School Fund ADA	-	-	-	-	-
Comensatory Education Enrollment	448.00	-	-	-	-

Transportation

	2016	2017	2018	2019	2020
Regular Program Transportation Allotment	$ -	$ -	$ -	$ -	$ -
Special Education Program Transportation Allotment	$ -	$ -	$ -	$ -	$ -
Career and Technology Program Transportation Allotment	$ -	$ -	$ -	$ -	$ -
Transportation Total	$ -	$ -	$ -	$ -	$ -
	Percent change YOY	0%	0%	0%	0%

Foundations Charter School Estimate of State Aid Entitlement Output Template Date 06/21/2013-Preliminary	TOTAL	Extended Year Service
Refined ADA	796.800	
HS ADA	0.000	
ASF ADA	0.000	
SPECIAL EDUCATION FTE		
Number Enrolled in Homebound	0.000	0.000
Hospital Class	0.000	0.000
Speech Therapy	0.333	0.000
Resource Room	4.956	0.000
Self-Contained Mild/Mod/Sev	1.525	0.000
Full-Time Early Childhood	0.000	0.000
Off-Home Campus	0.000	0.000
VAC	0.000	0.000
State Schools	0.000	0.000
Residential Care & Treatment	0.000	0.000
TOTAL SPECIAL EDUCATION FTE	6.814	0.000
TOTAL SPECIAL EDUCATION WEIGHTED FTE	21.108	0.000
Career & Technology FTEs	0.000	
Advanced Career & Technology FTES	0.000	
Regular Program ADA	789.986	
Mainstream ADA	11.200	
Gifted & Talented Enrollment	39.840	
Compensatory Ed Enrollment	448.000	
Pregnancy-related FTEs	0.000	
Bilingual ADA	199.200	
Adjusted GYA	0.9731	
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)	1,168.352	
FUNDING DATA:		
State Average Basic Allotment	$ 4,805	
State Average Adjusted Basic Allotment	$ 5,078	
State Average Adjusted Allotment	$ 6,152	
State Average DTR- Level II	0.05355	
State Average DTR- Level III	0.04686	
Available School Fund Rate	$ -	
FUNDING BREAKDOWN BY PROGRAM		
Regular Program Block Grant	$ 4,859,996	
Special Education Block Grant (Spend 52% of Amount as proposed)	$ 129,856	
Mainstream Special Education(Spend 52% of Amount as proposed)	$ 75,793	
Residential Care & Treatment (Spend 52% of Amount as proposed)	$ -	
State Schools (Spend 52% of Amount as proposed)	$ -	
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as propos	$ -	
TOTAL SPECIAL EDUCATION	$ 205,648	
Career & Technology Grant (Spend 56% of Amount as proposed)	$ -	
Gifted & Talented Op Grant (Spend 88% of Amount as proposed)	$ 29,411	
Regular Compensatory Ed (Spend 82% of Amount as proposed)	$ 551,219	
Pregnancy Related Services Allocation (Spend 82% of Amount as proposed)	$ -	
Military Allotment	$ -	
Bilingual Education Block Grant (Spend 82% of Amount as proposed)	$ 122,548	
TRANSPORTATION		
Regular Program	$ -	
Special Education	$ -	
Career and Technology	$ -	
TOTAL TRANSPORTATION	$ -	
High School Allotment	$ -	
State Share of Tier I	$ 5,768,822	
Tier II Level 1	$ 375,172	
Tier II Level 2	$ 174,917	
TOTAL TIER II	$ 550,088	
TOTAL FOUNDATION	$ 6,318,911	
OTHER PROGRAMS		
Staff Salary Allotment	$ -	
Additional State Aid for Tax Reduction (ASATR)	$ -	
TOTAL OTHER PROGRAMS	$ -	
TOTAL	$ 6,318,911	
TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)	$ -	
TOTAL FOUNDATION SCHOOL FUND (FSF)	$ 6,318,911	

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Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.

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		1,168.352
4	2013-2014 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	$	5,379,838
5	2013-2014 HB3646 Minimum Increase (Line 3 x $120*0.9263)	$	129,869
6	2013-2014 Minimum Revenue (Line 4 + Line 5)	$	5,509,707
7	Transportation Adjustment	$	-
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)	$	5,509,707
11	2013-2014 Tier I State Aid	$	5,768,822
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)	$	5,768,822
14	2013-2014 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	$	4,938

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Foundations Charter School

Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	Year Count FYE Starting Salary	Number of FTE Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	NOTES	Salary Totals Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020
								Yearly Raise %	0.00%	1.50%	1.50%	1.50%	1.50%
Superintendent	Executive Management	$ 100,000	0.5	0.5	0.5	0.5	0.5	Some duties done by Mgmt Co.	$ 50,000	$ 50,750	$ 51,511	$ 52,284	$ 53,068
Principal	Instructional Management	$ 60,000	3.0	5.3	10.0	13.5	15.3	Based on FTE model in Section 2	$ 180,000	$ 319,725	$ 618,135	$ 846,999	$ 971,148
Core Teachers	Teachers - Regular	$ 47,000	48.0	96.0	145.0	193.0	242.0	Based on FTE model in Section 2	$ 2,256,000	$ 4,579,680	$ 7,020,983	$ 9,485,349	$ 12,071,949
Ancillary Teacher	Specialty Teachers	$ 30,000	9.0	15.8	30.0	40.5	51.0	Based on FTE model in Section 2	$ 270,000	$ 479,588	$ 927,203	$ 1,270,499	$ 1,623,886
SPED Teacher	Teachers - SPED	$ 47,000	2.4	5.3	7.6	9.7	14.0	Based on FTE model in Section 2	$ 112,800	$ 250,451	$ 368,481	$ 475,742	$ 698,377
Administrative Assistants	Administrative Staff	$ 24,000	3.0	7.3	11.7	18.0	23.7	Based on FTE model in Section 2	$ 72,000	$ 176,610	$ 289,287	$ 451,733	$ 602,430
Custodian	Custodian	$ 20,000	3.0	6.3	10.7	17.0	22.7	Based on FTE model in Section 2	$ 60,000	$ 126,875	$ 220,880	$ 355,531	$ 480,798
Nutrition Aide	Other - Non-Instructional	$ 18,700	3.0	6.3	10.7	14.0	19.7	Based on FTE model in Section 2	$ 56,100	$ 118,628	$ 206,523	$ 273,759	$ 390,003
Substitute Teachers	Substitute Teachers	$ 26,730	1.0	2.0	3.0	4.0	5.0	5 days per teacher at $90/day	$ 26,730	$ 54,262	$ 82,614	$ 111,804	$ 141,851
Regional Director	Deans, Directors & Coordinators	$ 75,000			1.0	2.0	3.0		$ -	$ -	$ 77,267	$ 156,852	$ 238,807
		$ -							$ -	$ -	$ -	$ -	$ -
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Total		$ 448,430	72.9	144.5	230.3	312.2	396.7		$ 3,083,630	$ 6,156,569	$ 9,862,884	$ 13,480,551	$ 17,272,317

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Foundations Charter School

REVENUE AND EXPENSE ASSUMPTIONS

		2016	2017	2018	2019	2020	NOTES
		Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab					
REVENUE							
TOTAL STATE REVENUES	6,318,910.67	0.00%	102.43%	52.49%	34.70%	26.54%	
TOTAL FEDERAL REVENUES	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL LOCAL & OTHER REVENUES	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL REVENUE	6,318,910.67						

EXPENSES		For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
PAYROLL TAXES AND BENEFITS							
Social Security		0.06%	0.06%	0.06%	0.06%	0.06%	Only non-TRS receive FICA
Medicare		1.45%	1.45%	1.45%	1.45%	1.45%	Statutory
State Unemployment		0.62%	0.62%	0.62%	0.62%	0.62%	Assume new company state rate
Worker's Compensation Insurance		0.80%	0.80%	0.80%	0.80%	0.80%	Based on estimate from comparable school
Custom Other Tax #1		0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Other Tax #2		0.00%	0.00%	0.00%	0.00%	0.00%	
Health Insurance		7.65%	8.00%	8.15%	8.25%	8.30%	$3,600/yr ER cont, 85% take benefits, inflated
Dental Insurance		0.00%	0.00%	0.00%	0.00%	0.00%	
Vision Insurance		0.00%	0.00%	0.00%	0.00%	0.00%	
Life Insurance		0.28%	0.28%	0.28%	0.28%	0.28%	Based on estimate from comparable school
Retirement Contribution		5.00%	5.00%	5.00%	5.00%	5.00%	All TRS staff at 1.5% + est for new to TRS staff
Custom Fringe #1		0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Fringe #2		0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL PAYROLL TAXES AND BENEFITS							
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES		Enter the % increase below for which the amount entered in column F should increase each year.					
CONTRACTED SERVICES							
Accounting / Audit	27,500	0.00%	18.20%	7.06%	10.63%	10.00%	YR 1 estimate from discussion with CPA firm
Legal	7,000	0.00%	42.86%	0.00%	0.00%	0.00%	Do not estimate substantial legal costs
Management Company Fee	707,160	0.00%	100.30%	50.63%	33.08%	25.03%	$710 per student annually
Nurse Services	-	0.00%	0.00%	0.00%	0.00%	0.00%	Handled by admin staff
Food Service / School Lunch	179,280	0.00%	100.30%	50.63%	33.08%	25.08%	Assumes $1/student/day excess over NSLP funds
Payroll Services	-	0.00%	0.00%	0.00%	0.00%	0.00%	Part of mgmt co duties
Special Ed Services	18,000	0.00%	100.30%	50.63%	33.08%	25.03%	Estimate. Incr proportional to student incr.
Titlement Services (i.e. Title I)	-	0.00%	0.00%	0.00%	0.00%	0.00%	Assume revenue equals exp - not budgeted
GT Consulting	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Contracted Services #2	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Contracted Services #3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL CONTRACTED SERVICES							

SCHOOL OPERATIONS							
Board Expenses	2,000	0.00%	5.00%	5.00%	5.00%	5.00%	Covers minor exp reimbursement and training
Classroom / Teaching Supplies & Materials	99,600	0.00%	100.30%	50.63%	33.08%	25.03%	Per student cost
Special Ed Supplies & Materials	2,000	0.00%	100.30%	50.63%	33.08%	25.03%	Per student cost
Textbooks / Workbooks	39,840	0.00%	100.30%	50.63%	33.08%	25.03%	Per student cost
Supplies & Materials other	5,000	0.00%	100.30%	50.63%	33.08%	25.03%	Per student cost
Equipment / Furniture	5,000	0.00%	74.21%	33.13%	17.78%	21.13%	Increase based on number of new sites
Telephone	36,000	0.00%	74.21%	33.13%	17.78%	21.13%	Increase based on number of new sites
Technology	90,260	0.00%	82.47%	39.83%	25.90%	20.76%	Leased Software. Some fixed fee, some per student.
Student Testing & Assessment	6,960	0.00%	100.30%	50.63%	33.08%	25.03%	Per student cost
Field Trips	9,960	0.00%	100.30%	50.63%	33.08%	25.03%	Per student cost
Transportation (student)	-	0.00%	0.00%	0.00%	0.00%	0.00%	Not offering transportation
Student Services - other	24,000	0.00%	100.30%	50.63%	33.08%	25.03%	Per student cost
Office Expense	31,880	0.00%	94.01%	48.99%	32.36%	24.67%	Mostly per student. Some fixed costs.
Staff Development	237,600	0.00%	97.10%	55.90%	33.20%	26.20%	Based primarily on cost per teacher.
Staff Recruitment	1,200	0.00%	100.00%	17.07%	10.42%	13.21%	Majority fixed job fair fees. Some incr with FTE's.
Student Recruitment / Marketing	2,900	0.00%	100.00%	17.07%	10.42%	13.21%	Mostly flyers. Some cost per site.
School Meals / Lunch	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Travel (Staff)	6,500	0.00%	76.46%	30.72%	23.20%	23.42%	Proportional with Staff Development
Fundraising	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Interest	8,000	0.00%	74.07%	25.70%	2.73%	62.71%	Amortization tables of computer loans. 4 yr. loans.
Bank Fees	1,000	0.00%	1.50%	1.50%	1.50%	1.50%	Inflationary increase
Custom Operations #3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL SCHOOL OPERATIONS							
FACILITY OPERATION & MAINTENANCE							
Insurance	27,500	0.00%	81.82%	20.00%	25.00%	20.00%	Estimate from comparable school Yr 1.
Janitorial Services	48,000	0.00%	75.00%	33.33%	17.86%	21.21%	Proportional to sites in operation
Building and Land Rent / Lease	438,240	0.00%	102.80%	52.23%	34.93%	26.54%	$550 per student
Repairs & Maintenance	84,000	0.00%	75.00%	33.33%	17.86%	21.21%	Proportional to sites in operation
Security Services	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Utilities	78,000	0.00%	74.21%	33.13%	17.78%	21.13%	Mostly cost per site
Office Equipment Lease	41,556	0.00%	75.00%	33.33%	17.86%	21.21%	Proportional to sites in operation
Custom Facilities Operations #2	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL FACILITY OPERATION & MAINTENANCE							
RESERVES / CONTIGENCY	36,000	0.00%	92.86%	40.46%	27.28%	22.49%	Estimate
TOTAL EXPENSES							
NET OPERATING INCOME (before Depreciation)							
DEPRECIATION & AMORTIZATION	48,064	0.00%	101.22%	38.40%	30.07%	6.92%	Based on Cap Ex spend
NET OPERATING INCOME (including Depreciation)							

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Foundations Charter School

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY						
Total Revenue	6,318,911	12,791,529	19,505,310	26,273,867	33,246,336	Description of Assumptions and Variances
Total Expenses	5,874,403	11,634,357	18,104,015	24,393,085	30,978,510	
Net Operating Income (before Depreciation)	444,508	1,157,172	1,401,295	1,880,782	2,267,826	
Revenue Per Pupil	6,344	6,412	6,502	6,570	6,649	
Expenses Per Pupil	5,898	5,832	6,035	6,100	6,196	
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
	2016	2017	2018	2019	2020	
REVENUE						
TOTAL STATE REVENUES	$ 6,318,911	$ 12,791,529	$ 19,505,310	$ 26,273,867	$ 33,246,336	No incr in funding rate, slight annual incr in attendance rate
TOTAL FEDERAL REVENUES	$ -	$ -	$ -	$ -	$ -	Assume spend of federal revenue equals expense
TOTAL LOCAL & OTHER REVENUES	$ -	$ -	$ -	$ -	$ -	Will seek donations but conservatively are not including
TOTAL REVENUE	$ 6,318,911	$ 12,791,529	$ 19,505,310	$ 26,273,867	$ 33,246,336	

EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	50,000	50,750	51,511	52,284	53,068	0.5 FTE, some duties done by mgmt comp
Instructional Management	180,000	319,725	618,135	846,999	971,148	Maintains FTE ratio presented in application
Deans, Directors & Coordinators	-	-	77,267	156,852	238,807	Area regional site director. Not necessary in Yrs 1-2.
CFO / Director of Finance	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	
Administrative Staff	72,000	176,610	289,287	451,733	602,430	Maintains FTE ratio presented in application
Other - Administrative	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 302,000	$ 547,085	$ 1,036,200	$ 1,507,868	$ 1,865,453	
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	2,256,000	4,579,680	7,020,983	9,485,349	12,071,949	Maintains student:teacher ratio near but below 22:1
Teachers - SPED	112,800	250,451	368,481	475,742	698,377	Maintains FTE ratio presented in application
Substitute Teachers	26,730	54,262	82,614	111,804	141,851	5 days at $90/day per FTE of teachers
Teaching Assistants	-	-	-	-	-	
Specialty Teachers	270,000	479,588	927,203	1,270,499	1,623,886	Maintains FTE ratio presented in application
Aides	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	
Other - Instructional	-	-	-	-	-	PT testing coordinator. Time requirement inc. w/ enrollment
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ 2,665,530	$ 5,363,981	$ 8,399,280	$ 11,343,394	$ 14,536,064	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	
Librarian	-	-	-	-	-	
Custodian	60,000	126,875	220,880	355,531	480,798	Maintains FTE ratio presented in application
Security	-	-	-	-	-	
Other - Non-Instructional	56,100	118,628	206,523	273,759	390,003	Maintains FTE ratio presented in application
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ 116,100	$ 245,503	$ 427,403	$ 629,289	$ 870,801	
TOTAL PERSONNEL EXPENSES	$ 3,083,630	$ 6,156,569	$ 9,862,884	$ 13,480,551	$ 17,272,317	
PAYROLL TAXES AND BENEFITS						
Social Security	1,758	3,509	5,622	7,684	9,845	Only non-TRS eligible staff receive FICA
Medicare	44,713	89,270	143,012	195,468	250,449	1.45% of all payroll
State Unemployment	18,964	37,924	60,755	83,579	107,088	2.7% of first $9,000 of wages
Worker's Compensation Insurance	24,669	49,253	78,903	107,844	138,179	Based upon estimate from broker
Custom Other Tax #1	-	-	-	-	-	
Custom Other Tax #2	-	-	-	-	-	
Health Insurance	235,898	492,526	803,825	1,112,145	1,433,602	$3,600 per FTE, assumes 85% of staff take benefits + inflation
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
Life Insurance	8,634	17,238	27,616	37,746	48,362	Estimate based on similar size charter school
Retirement Contribution	154,182	307,828	493,144	674,028	863,616	Includes 1.5% TRS contribution, est of new staff contribution
Custom Fringe #1	-	-	-	-	-	
Custom Fringe #2	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	$ 488,817	$ 997,549	$ 1,612,877	$ 2,218,494	$ 2,851,141	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 3,572,447	$ 7,154,118	$ 11,475,761	$ 15,699,045	$ 20,123,459	
CONTRACTED SERVICES						
Accounting / Audit	27,500	32,505	34,800	38,500	42,350	Estimate based on discussion with CPA firm
Legal	7,000	10,000	10,000	10,000	10,000	Estimate
Management Company Fee	707,160	1,416,450	2,133,550	2,839,290	3,550,000	$710 per student
Nurse Services	-	-	-	-	-	
Food Service / School Lunch	179,280	359,100	540,900	719,820	900,360	$1/student/day additional over NSLP/SBP funding
Payroll Services	-	-	-	-	-	
Special Ed Services	18,000	36,054	54,307	72,271	90,361	Estimate. Incr proportional to student enrollment incr.
Titlement Services (i.e. Title I)	-	-	-	-	-	
GT Consulting	-	-	-	-	-	
Custom Contracted Services #2	-	-	-	-	-	
Custom Contracted Services #3	-	-	-	-	-	
TOTAL CONTRACTED SERVICES	$ 938,940	$ 1,854,109	$ 2,773,557	$ 3,679,881	$ 4,593,072	

SCHOOL OPERATIONS						
Board Expenses	2,000	2,100	2,205	2,315	2,431	Estimate for training costs and minor travel reimb.
Classroom / Teaching Supplies & Materials	99,600	199,500	300,500	399,900	500,000	Approx $100 per student
Special Ed Supplies & Materials	2,000	4,006	6,034	8,030	10,040	Estimate
Textbooks / Workbooks	39,840	79,800	120,200	159,960	200,000	$40/student above EMAT. No rev or exp budgeted for EMAT
Supplies & Materials other	5,000	10,015	15,085	20,075	25,100	Approx. $5 per student
Equipment / Furniture	5,000	8,711	11,596	13,658	16,544	Estimate of minor needs on a per site basis.
Telephone	36,000	62,716	83,495	98,337	119,116	$300/mo per site
Technology	90,260	164,700	230,300	289,940	350,120	Leased software. Some a fixed rate, some per student.
Student Testing & Assessment	6,980	13,981	21,059	28,025	35,040	$5/student plus $2K at central admin
Field Trips	9,960	19,950	30,050	39,990	50,000	$10/student estimate
Transportation (student)	-	-	-	-	-	Not providing student transportation
Student Services - other	24,000	48,072	72,410	96,361	120,482	$24/student for uniforms
Office Expense	31,880	61,850	92,150	121,970	152,060	Approx. $32/student. Some minor fixed costs at Cent Admin.
Staff Development	237,600	468,310	730,095	972,486	1,227,277	Based primarily on cost per FTE ($4K per teacher)
Staff Recruitment	1,200	2,400	2,810	3,102	3,512	Primarily job fair entry fees. Costs do not incr in proportion.
Student Recruitment / Marketing	2,900	5,800	6,790	7,498	8,488	Estimate based on cost/site vs. per student
School Meals / Lunch	-	-	-	-	-	Catered meals - cost included in contracted services
Travel (Staff)	6,500	11,470	14,993	18,471	22,797	Estimate proportional to staff development
Fundraising	-	-	-	-	-	Assume no professional fundraising.
Interest	8,000	13,925	17,505	17,983	29,260	Interest based on amortization of expected Cap Ex loans
Bank Fees	1,000	1,015	1,030	1,046	1,061	
Custom Operations #3	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	$ 609,720	$ 1,178,321	$ 1,758,308	$ 2,299,148	$ 2,873,329	
FACILITY OPERATION & MAINTENANCE						
Insurance	27,500	50,000	60,000	75,000	90,000	Yr 1 estimate based on similar charter school
Janitorial Services	48,000	84,000	112,000	132,000	160,000	Estimate of $4,000 per site annually
Building and Land Rent / Lease	438,240	888,773	1,353,000	1,825,544	2,310,000	$550 per student in attendance
Repairs & Maintenance	84,000	147,000	196,000	231,000	280,000	Estimate of $7,000 per site annually
Security Services	-	-	-	-	-	
Utilities	78,000	135,884	180,905	213,063	258,084	Estimate
Office Equipment Lease	41,556	72,723	96,964	114,279	138,520	Estimate from vendor quote
Custom Facilities Operations #2	-	-	-	-	-	
Custom Facilities Operations #3	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	$ 717,296	$ 1,378,380	$ 1,998,869	$ 2,590,886	$ 3,236,604	
RESERVES / CONTIGENCY	36,000	69,430	97,519	124,125	152,047	
TOTAL EXPENSES	$ 5,874,403	$ 11,634,357	$ 18,104,015	$ 24,393,085	$ 30,978,510	
NET OPERATING INCOME (before Depreciation)	$ 444,508	$ 1,157,172	$ 1,401,295	$ 1,880,782	$ 2,267,826	
DEPRECIATION & AMORTIZATION	48,064	96,713	133,850	174,097	186,140	
NET OPERATING INCOME (including Depreciation)	$ 396,444	$ 1,060,459	$ 1,267,445	$ 1,706,685	$ 2,081,686	

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Foundations Charter School
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	135,000
Total Expenses	134,200
Net Operating Income (before Depreciation)	800

Description of Assumptions and Variances

	Start-Up Period
REVENUE	
TOTAL STATE REVENUES	
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	$ 135,000
TOTAL REVENUE	$ 135,000

EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	Will not take salary until Sept 2015.
Instructional Management	30,000	2 months directors (Jul and Aug 2015).
Deans, Directors & Coordinators	-	School staff will not receive first paycheck until 9/30/15
CFO / Director of Finance	-	Peformed by management company. Fees begin Sept 2015.
Operation / Business Manager	-	Peformed by management company. Fees begin Sept 2015.
Administrative Staff	12,000	2 months admin asst (Jul and Aug 2015).
Other - Administrative	-	School staff will not receive first paycheck until 9/30/15
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 42,000	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	School staff will not receive first paycheck until 9/30/15
Teachers - SPED	-	School staff will not receive first paycheck until 9/30/15
Substitute Teachers	-	School staff will not receive first paycheck until 9/30/15
Teaching Assistants	-	School staff will not receive first paycheck until 9/30/15
Specialty Teachers	-	School staff will not receive first paycheck until 9/30/15
Aides	-	School staff will not receive first paycheck until 9/30/15
Therapists & Counselors	-	School staff will not receive first paycheck until 9/30/15
Other - Instructional	-	School staff will not receive first paycheck until 9/30/15
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ -	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	School staff will not receive first paycheck until 9/30/15
Librarian	-	School staff will not receive first paycheck until 9/30/15
Custodian	-	School staff will not receive first paycheck until 9/30/15
Security	-	School staff will not receive first paycheck until 9/30/15
Other - Non-Instructional	-	School staff will not receive first paycheck until 9/30/15
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	
TOTAL PERSONNEL EXPENSES	$ 42,000	
PAYROLL TAXES AND BENEFITS		
Social Security	-	N/A except for non-TRS eligible staff (substitutes).
Medicare	609	1.45% of Directors and Admin Asst wages.
State Unemployment	810	2.7% of first 9,000 of Directors and Admin Assts.
Worker's Compensation Insurance	4,371	Policy financed through insurance company. 2 estimated mo. pymts.
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	1,800	Coverage begins 9/1/15. First pymt Sept. $300/director/admin for COBRA
Dental Insurance	-	Employee cost
Vision Insurance	-	Employee cost
Life Insurance	-	Coverage begins 10/1/15.
Retirement Contribution	1,410	1.5% of Directors & Admins. Remaining staff TRS due Oct 6, 2015.
Custom Fringe #1	-	
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	$ 9,000	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 51,000	
CONTRACTED SERVICES		
Accounting / Audit	-	No fees until end of school year (audit and Form 990).
Legal	11,000	Legal fees and model board policies
Management Company Fee	-	No fees until end of Sept 2015.
Nurse Services	-	N/A
Food Service / School Lunch	-	Payments structured for first payment at end of Sept. 2015.
Payroll Services	-	Peformed by management company. Fees begin Sept 2015.
Special Ed Services	2,000	Estimate
Titlement Services (i.e. Title I)	-	N/A
GT Consulting	1,000	GT set up consulting estimate
Custom Contracted Services #2	-	
Custom Contracted Services #3	-	
TOTAL CONTRACTED SERVICES	$ 14,000	

SCHOOL OPERATIONS		
Board Expenses	1,000	Board training.
Classroom / Teaching Supplies & Materials	11,500	Estimate (includes reg ed and GT supplies)
Special Ed Supplies & Materials	500	Estimate
Textbooks / Workbooks	-	Expectation is to use EMAT system for major order. Supplement in Sept.
Supplies & Materials other	-	Included in classroom/Teaching supplies.
Equipment / Furniture	-	
Telephone	500	August phones at campus.
Technology	47,000	$35K, Computers for core teachers/directors/admin asst/etc., $7K software
Student Testing & Assessment	-	
Field Trips	-	After school begins
Transportation (student)	-	N/A
Student Services - other	-	Uniforms only supplied if funds can be raised.
Office Expense	2,000	Basic supplies, $1,000 for printing of enrollment and registration forms
Staff Development	-	Negotiated payment terms to pay at end of September 2015
Staff Recruitment	600	
Student Recruitment / Marketing	-	
School Meals / Lunch	-	Under contracted services
Travel (Staff)	-	Paid in September 2015
Fundraising	-	No professional fundraising
Interest	-	Printing of enrollment and registration forms
Bank Fees	500	Banking set up and fees for two months
Custom Operations #3	-	Copier lease August 2015
TOTAL SCHOOL OPERATIONS	$ 63,600	
FACILITY OPERATION & MAINTENANCE		
Insurance	4,600	July and Aug payments on financed D&O, GL and Prop Insurance
Janitorial Services	-	Covered by ECC's for July and August
Building and Land Rent / Lease	-	Negotiated first rent payment to be due 9/30/15
Repairs & Maintenance	-	ECC's cost to make building ready
Security Services	-	N/A
Utilities	-	Covered by ECC's for July and August
Office Equipment Lease	1,000	Minimum needs through Aug. Larger equip in Sep.
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
TOTAL FACILITY OPERATION & MAINTENANCE	$ 5,600	
RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	$ 134,200	
NET OPERATING INCOME (before Depreciation)	$ 800	
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	$ 800	

Total FSP from latest Summary of Finances (SOF)	$	6,318,911
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	$	-
Current Year FSP Payments Year to Date from FSP Ledger	$	-
FSP Remaining Balance	$	6,318,911
Number of Remaining FSP Payments	$	12
Remaining Balance to be Paid this Month		8.3%
Payment	**$**	**524,470**

Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 524,470
October	11	9.1%	$ 527,294
November	10	10.1%	$ 531,982
December	9	11.1%	$ 525,603
January	8	12.4%	$ 521,986
February	7	14.4%	$ 531,011
March	6	16.6%	$ 523,990
April	5	19.9%	$ 523,882
May	4	25.1%	$ 529,282
June	3	33.2%	$ 524,364
July	2	49.7%	$ 524,358
August	1	100.0%	$ 530,688
			$ 6,318,911

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Foundations Charter School

PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY								CHECK vs. Budget (Must Be Zero)	Description of Assumptions and Variances
Total Revenue	-	5,000	-	2,500	40,000	87,500	135,000	-	
Total Expenses	-	1,000	4,500	6,000	34,800	87,900	134,200	-	
Net Operating Income (before Depreciation)	-	4,000	(4,500)	(3,500)	5,200	(400)	800	-	
CASH FLOW ADJUSTMENTS	-	-	-	-	-	-	-	-	
BEGINNING CASH BALANCE (cash and cash equivalents)	-	-	4,000	(500)	(4,000)	1,200			
ENDING CASH BALANCE (cash and cash equivalents)	-	4,000	(500)	(4,000)	1,200	800			
Enter the months period prior to opening day of school.	3/31/2015	4/30/2015	5/31/2015	6/30/2015	7/31/2015	8/31/2015	TOTAL		
REVENUE									
TOTAL STATE REVENUES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-	
TOTAL FEDERAL REVENUES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-	
TOTAL LOCAL & OTHER REVENUES	$ -	$ 5,000	$ -	$ 2,500	$ 40,000	$ 87,500	$ 135,000	-	
TOTAL REVENUE	$ -	$ 5,000	$ -	$ 2,500	$ 40,000	$ 87,500	$ 135,000	-	

EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	-	-	-	-	-	-	-	
Instructional Management	-	-	-	-	15,000	15,000	30,000	Hire principals July 1
Deans, Directors & Coordinators	-	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	-	
Administrative Staff	-	-	-	-	6,000	6,000	12,000	Hire admin assts July 1
Other - Administrative	-	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ -	$ -	$ -	$ -	$ 21,000	$ 21,000	$ 42,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	
Teachers - SPED	-	-	-	-	-	-	-	
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	-	
Other - Instructional	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other - Non-Instructional	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL PERSONNEL EXPENSES	$ -	$ -	$ -	$ -	$ 21,000	$ 21,000	$ 42,000	
PAYROLL TAXES AND BENEFITS								
Social Security	-	-	-	-	-	-	-	
Medicare	-	-	-	-	305	305	609	Taxes on principals and admin assts
State Unemployment	-	-	-	-	405	405	810	Taxes on principals and admin assts
Worker's Compensation Insurance	-	-	-	-	2,186	2,186	4,371	
Custom Other Tax #1	-	-	-	-	-	-	-	
Custom Other Tax #2	-	-	-	-	-	-	-	
Health Insurance	-	-	-	-	900	900	1,800	Pymts support COBRA until benefits begin
Dental Insurance	-	-	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	-	-	
Life Insurance	-	-	-	-	-	-	-	
Retirement Contribution	-	-	-	-	705	705	1,410	TRS on principals and admin assts
Custom Fringe #1	-	-	-	-	-	-	-	
Custom Fringe #2	-	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	$ -	$ -	$ -	$ -	$ 4,500	$ 4,500	$ 9,000	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ -	$ -	$ -	$ -	$ 25,500	$ 25,500	$ 51,000	
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	-	-	-	-	
Legal	-	1,000	4,500	5,000	500	-	11,000	Est. for advice, model policies in Jun
Management Company Fee	-	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	
Payroll Services	-	-	-	-	-	-	-	
Special Ed Services	-	-	-	-	-	2,000	2,000	Outside consulting
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	
GT Consulting	-	-	-	-	1,000	-	1,000	
Custom Contracted Services #2	-	-	-	-	-	-	-	
Custom Contracted Services #3	-	-	-	-	-	-	-	
TOTAL CONTRACTED SERVICES	$ -	$ 1,000	$ 4,500	$ 5,000	$ 1,500	$ 2,000	$ 14,000	

SCHOOL OPERATIONS								
Board Expenses	-	-	-	1,000	-	-	1,000	Est cost of board training
Classroom / Teaching Supplies & Materials	-	-	-	-	-	11,500	11,500	Est of supplies for Aug/Sep 2015
Special Ed Supplies & Materials	-	-	-	-	-	500	500	Est of supplies Aug/Sep 2015
Textbooks / Workbooks	-	-	-	-	-	-	-	
Supplies & Materials other	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	
Telephone	-	-	-	-	-	500	500	One month basic telephone
Technology	-	-	-	-	5,000	42,000	47,000	Technology, software delivered late July with 30
Student Testing & Assessment	-	-	-	-	-	-	-	
Field Trips	-	-	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	-	Uniforms
Office Expense	-	-	-	-	500	1,500	2,000	Est supplies Jul-Sep
Staff Development	-	-	-	-	-	-	-	
Staff Recruitment	-	-	-	-	-	600	600	
Student Recruitment / Marketing	-	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	
Interest	-	-	-	-	-	-	-	
Bank Fees	-	-	-	-	-	500	500	
Custom Operations #3	-	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	$ -	$ -	$ -	$ 1,000	$ 5,500	$ 57,100	$ 61,600	
FACILITY OPERATION & MAINTENANCE								
Insurance	-	-	-	-	2,300	2,300	4,600	Two months broker financed insurance
Janitorial Services	-	-	-	-	-	-	-	
Building and Land Rent / Lease	-	-	-	-	-	-	-	
Repairs & Maintenance	-	-	-	-	-	-	-	
Security Services	-	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	-	
Office Equipment Lease	-	-	-	-	-	1,000	1,000	Lease for minimal office equipment
Custom Facilities Operations #2	-	-	-	-	-	-	-	
Custom Facilities Operations #3	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	$ -	$ -	$ -	$ -	$ 2,300	$ 3,300	$ 5,600	
RESERVES / CONTIGENCY	-	-	-	-	-	-	-	
TOTAL EXPENSES	$ -	$ 1,000	$ 4,500	$ 6,000	$ 34,800	$ 87,900	$ 134,200	
NET OPERATING INCOME (before Depreciation)	$ -	$ 4,000	$ (4,500)	$ (3,500)	$ 5,200	$ (400)	$ 800	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	
NET OPERATING INCOME (including Depreciation)	$ -	$ 4,000	$ (4,500)	$ (3,500)	$ 5,200	$ (400)	$ 800	

Foundations Charter School
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

													CHECK vs. Budget (Must Be Zero)	
525,101	527,250	531,926	525,544	521,942	530,978	523,964	523,838	529,209	524,280	524,280	530,599	6,318,911	-	Description of Assumptions and Variances
495,937	531,938	532,150	484,348	482,007	481,232	485,991	480,975	490,138	425,429	425,801	558,456	5,874,403	-	
29,165	(4,688)	(224)	41,195	39,935	49,746	37,973	42,862	39,071	98,851	98,479	(27,857)	444,508	-	
(3,790)	(3,780)	(3,818)	(3,809)	(3,824)	(3,883)	(3,853)	(3,889)	(3,883)	(3,918)	(3,913)	(3,928)	(46,288)		Principal pymts on computer loan/capital lease
800	26,175	17,706	13,664	51,050	87,161	133,024	167,144	206,118	241,305	336,238	430,804			
26,175	17,706	13,664	51,050	87,161	133,024	167,144	206,118	241,305	336,238	430,804	399,020			

9/30/2015	10/31/2015	11/30/2015	12/31/2015	1/31/2016	2/29/2016	3/31/2016	4/30/2016	5/31/2016	6/30/2016	7/31/2016	8/31/2016	TOTAL	
$ 525,101	$ 527,250	$ 531,926	$ 525,544	$ 521,942	$ 530,978	$ 523,964	$ 523,838	$ 529,209	$ 524,280	$ 524,280	$ 530,599	$ 6,318,911	Based on built in SOF. Used example pymt formula.
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	Expect fed funds to match expenses. Not budgeted.
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	Conservatively not budgeting for donations.
$ 525,101	$ 527,250	$ 531,926	$ 525,544	$ 521,942	$ 530,978	$ 523,964	$ 523,838	$ 529,209	$ 524,280	$ 524,280	$ 530,599	$ 6,318,911	

4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	Agreed to not take salary until Sep 2015
15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	180,000	Staff will be paid beginning 9/30 over 12 months.
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	72,000	Staff will be paid beginning 9/30 over 12 months.
-	-	-	-	-	-	-	-	-	-	-	-	-	
$ 25,167	$ 25,167	$ 25,167	$ 25,167	$ 25,167	$ 25,167	$ 25,167	$ 25,167	$ 25,167	$ 25,167	$ 25,167	$ 25,167	$ 302,000	
188,000	188,000	188,000	188,000	188,000	188,000	188,000	188,000	188,000	188,000	188,000	188,000	2,256,000	Staff will be paid beginning 9/30 over 12 months.
9,400	9,400	9,400	9,400	9,400	9,400	9,400	9,400	9,400	9,400	9,400	9,400	112,800	Staff will be paid beginning 9/30 over 12 months.
2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970	-	-	-	26,730	Subs paid daily rate as used.
-	-	-	-	-	-	-	-	-	-	-	-	-	
22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	270,000	Staff will be paid beginning 9/30 over 12 months.
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
$ 222,870	$ 222,870	$ 222,870	$ 222,870	$ 222,870	$ 222,870	$ 222,870	$ 222,870	$ 222,870	$ 219,900	$ 219,900	$ 219,900	$ 2,665,530	
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000	Staff will be paid beginning 9/30 over 12 months.
-	-	-	-	-	-	-	-	-	-	-	-	-	
4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	56,100	Staff will be paid beginning 9/30 over 12 months.
$ 9,675	$ 9,675	$ 9,675	$ 9,675	$ 9,675	$ 9,675	$ 9,675	$ 9,675	$ 9,675	$ 9,675	$ 9,675	$ 9,675	$ 116,100	
$ 257,712	$ 257,712	$ 257,712	$ 257,712	$ 257,712	$ 257,712	$ 257,712	$ 257,712	$ 257,712	$ 254,742	$ 254,742	$ 254,742	$ 3,083,630	
195	195	195	195	195	195	195	195	195	-	-	-	1,758	Paid 3 days after payroll is processed.
3,726	3,726	3,726	3,726	3,726	3,726	3,726	3,726	3,726	3,726	3,726	3,726	44,713	Paid 3 days after payroll is processed.
1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	18,964	Paid quarterly.
2,056	2,056	2,056	2,056	2,056	2,056	2,056	2,056	2,056	2,056	2,056	2,056	24,669	Financed by insurance company over 12 months.
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
19,658	19,658	19,658	19,658	19,658	19,658	19,658	19,658	19,658	19,658	19,658	19,658	235,898	Due 13th of month of payroll.
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
720	720	720	720	720	720	720	720	720	720	720	720	8,634	Begin plan 10/1/15. First payment due 9/30/15.
12,848	12,848	12,848	12,848	12,848	12,848	12,848	12,848	12,848	12,848	12,848	12,848	154,182	Due to TRS by 6th of month following payment.
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
$ 40,784	$ 40,784	$ 40,784	$ 40,784	$ 40,784	$ 40,784	$ 40,784	$ 40,784	$ 40,784	$ 40,588	$ 40,588	$ 40,588	$ 488,817	
$ 298,495	$ 298,495	$ 298,495	$ 298,495	$ 298,495	$ 298,495	$ 298,495	$ 298,495	$ 298,495	$ 295,330	$ 295,330	$ 295,330	$ 3,572,447	
-	-	-	-	-	-	-	-	-	-	-	27,500	27,500	Audit and 990 will be done at year end.
583	583	583	583	583	583	583	583	583	583	583	583	7,000	Estimate
58,930	58,930	58,930	58,930	58,930	58,930	58,930	58,930	58,930	58,930	58,930	58,930	707,160	Fees begin to accrue 9/1/15 and due at month end.
-	-	-	-	-	-	-	-	-	-	-	-	-	
19,920	19,920	19,920	19,920	19,920	19,920	19,920	19,920	19,920	-	-	-	179,280	Catering fees due at end of month.
-	-	-	-	-	-	-	-	-	-	-	-	-	
2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	-	-	18,000	Estimate
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
$ 81,433	$ 81,433	$ 81,433	$ 81,433	$ 81,433	$ 81,433	$ 81,433	$ 81,433	$ 81,433	$ 59,513	$ 59,513	$ 87,013	$ 938,940	

-	-	250	-	-	250	-	-	1,250	-	-	250	2,000	- Quarterly board meetings and training in May.
9,960	9,960	9,960	9,960	9,960	9,960	9,960	9,960	9,960	-	-	9,960	99,600	- Estimated equal spend over school year
200	200	200	200	200	200	200	200	200	-	-	200	2,000	Estimated equal spend over school year
19,920	2,213	2,213	2,213	2,213	2,213	2,213	2,213	2,213	-	-	2,213	39,840	- Assume 50% pymt due Sep. Else spread over SY.
500	500	500	500	500	500	500	500	500	-	-	500	5,000	- Estimated equal spend over school year
5,000	-	-	-	-	-	-	-	-	-	-	-	5,000	Miscellaneous small needs.
3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	Phones and internet.
7,522	7,522	7,522	7,522	7,522	7,522	7,522	7,522	7,522	7,522	7,522	7,522	90,260	- Software leases over 12 months.
2,327	-	-	2,327	-	-	-	-	2,327	-	-	-	6,980	Assessed at beginning, middle and end of year.
-	-	-	-	-	-	4,980	-	4,980	-	-	-	9,960	Assume March and May field trips
-	-	-	-	-	-	-	-	-	-	-	-	-	School will not provide transportation.
-	-	-	-	-	-	-	-	-	-	-	24,000	24,000	Uniforms for 15-16
3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	-	-	3,188	31,880	Estimated equal spend over school year
-	59,400	59,400	9,900	9,900	9,900	9,900	9,900	9,900	-	-	59,400	237,600	Early training paid Oct and Nov. Aug 15 relates FY '16.
-	-	-	-	-	-	-	-	600	600	-	-	1,200	Recruit staff for 15-16 year
-	-	-	967	967	-	-	-	-	-	967	-	2,900	Done in advance of enrollment period and summer.
-	-	-	-	-	-	-	-	-	-	-	-	-	Included in contracted services. No school emp.
-	1,625	1,625	271	271	271	271	271	271	-	-	1,625	6,500	Staff travel mirrors staff development
-	-	-	-	-	-	-	-	-	-	-	-	-	No professional fundraising
734	744	706	715	700	641	671	635	641	606	611	596	8,000	Per amortization of computer loan/capital lease
83	83	83	83	83	83	83	83	83	83	83	83	1,000	N/A
-	-	-	-	-	-	-	-	-	-	-	-	-	N/A
$ 52,433	$ 88,435	$ 88,647	$ 40,845	$ 38,504	$ 37,729	$ 42,488	$ 37,472	$ 46,635	$ 11,811	$ 12,183	$ 112,538	$ 609,720	

2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	27,500	Financed by insurance comp over the year
4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	-	-	4,800	48,000	Estimated equal spend over school year
36,520	36,520	36,520	36,520	36,520	36,520	36,520	36,520	36,520	36,520	36,520	36,520	438,240	Rent begins Sep 2015. Sep/Oct due 9/30/15.
7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	84,000	Assume equal needs over 12 months.
-	-	-	-	-	-	-	-	-	-	-	-	-	N/A
6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	78,000	Assume equal payments over 12 months.
3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	41,556	Monthly lease payments
-	-	-	-	-	-	-	-	-	-	-	-	-	N/A
-	-	-	-	-	-	-	-	-	-	-	-	-	N/A
$ 60,575	$ 60,575	$ 60,575	$ 60,575	$ 60,575	$ 60,575	$ 60,575	$ 60,575	$ 60,575	$ 55,775	$ 55,775	$ 60,575	$ 717,296	
3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	Contingency spread equally over 12 months.
$ 495,937	$ 531,938	$ 532,150	$ 484,348	$ 482,007	$ 481,232	$ 485,991	$ 480,975	$ 490,138	$ 425,429	$ 425,801	$ 558,456	$ 5,874,403	
$ 29,165	$ (8,688)	$ (224)	$ 41,195	$ 39,935	$ 49,746	$ 37,973	$ 42,862	$ 39,071	$ 98,851	$ 98,479	$ (27,857)	$ 444,508	
4,005	4,005	4,005	4,005	4,005	4,005	4,005	4,005	4,005	4,005	4,005	4,005	48,064	
$ 25,159	$ (8,694)	$ (4,230)	$ 37,190	$ 35,929	$ 45,741	$ 33,968	$ 38,857	$ 35,065	$ 94,846	$ 94,474	$ (31,862)	$ 396,444	

Attachment F.4. Budget Narrative

Attachment F.4

State revenue was budgeted based on the assumptions suggested (e.g. $5,381 per student, 80% attendance rate) for year one. The attendance rate is increased 1% per year thereafter. While this attendance rate would result in all students exceeding the maximum number of days allowed for non-attendance when promoting students to the next grade level, the school recognizes the need to be conservative in budgeting.

To simplify the budgeting process, FCS has elected not to attempt to estimate revenues and expenses for certain items where the two will agree. For example, FCS expects to receive an instructional materials allotment under EMAT and expects to expend all of those funds on textbooks and other instructional materials as the allotment is made known. FCS expects to receive funding from the National School Lunch and Breakfast programs but has budgeted to supplement these funds with $1 per student per day over and above the grant and local payments by students. FCS also expects to be eligible for Title I, Title II, and IDEA B funding but understands that those funds must be used to supplement the educational process and the expenses will equal revenues provided (and only budgeted and expended when the grants have been submitted and the NOGA's have been received detailing the funds to be received). The expenses included in the budget are basic expenses and do not rely on federal funds.

FCS realizes enrollment is the primary driver of state funding. The school has attempted to minimize the number of traditional fixed costs (e.g. rent, facilities operations costs, debt service, central administration costs, furniture and fixtures, etc.). The operations model is designed to allow the school to be flexible in that student enrollment drives those costs. Accordingly, expenses can be controlled/modified based on actual enrollment. Therefore, the financial risk is greatly reduced in relation to over-estimating enrollment figures.

Rent is paid to ECC partners based on students in attendance (ADA, not enrollment). The proposed facilities are already operating as schools and have the furniture and fixtures necessary to operate the sites. The cost of using the furniture and fixtures is included in the rent payment and is therefore variable with enrollment. Teachers, the largest component of wages, are based on student enrollment (ratio of 22:1 for core teachers) and therefore can be reduced from budgeted levels based on actual enrollment. New facilities will not be opened if the demand for students is not apparent. Debt service is related to computers (ratio of 4 students per computer) and staffing (1 computer per instructional staff, administrative assistants and principals). Computer equipment will not be purchased unless enrollment drives the need for additional instructional equipment and staff equipment. School leadership and administrative staff are also based on student ratios. The principals and site administrative staff will be hired based on enrollment. Central administration costs are largely related to the fees paid to the management company. These fees are based on a per student cost and therefore

are variable commensurate with enrollment. Supply costs (both office and instructional supplies) are largely budgeted on a per student basis as well and can be adjusted with enrollment.

Enrollment is open to all students in the geographic area. The ECC partners have been in the community for a number of years and will assist FCS in securing enrollment for grades 1 and 2 in the first year a site opens. FCS and the ECC partners have polled parents of their existing students (children through age 4) and the response from those parents has been strong regarding leaving their students graduating from the ECC early ages to pre-K and kindergarten with FCS. The growth plan starts with pre-K through 2nd grade and expects to rely on keeping those students as the campuses add grade levels in subsequent years.

Of the $2.3 million in non-personnel expenses budgeted in year one, approximately 71% of them are variable with enrollment. These expenses include rent, management company expense (central admin.), instructional and office supplies, textbooks, leased software, student meal catering above NSLP/SBP and local (student payments) funding, and smaller line items. These expenses for years 2-5 are tied directly and proportionally to enrollment increases. The majority of the remaining expenses are driven by the number of sites opened. These expenses include janitorial supply costs, repairs and maintenance, utilities, telephone, and office equipment leasing and represent approximately 13% of the non-personnel expense. These expenses for years 2-5 are increased proportionately with the number of sites expected. Staff development and staff travel make up 11% of the non-personnel expenses (not wages or benefits) and are driven by the number of teaching staff hired in years 2-5. The remaining 6% of the non-personnel expenses include insurance, leased accounting software, board expenses, equipment, accounting and legal fees, student and staff recruiting and marketing and contingent expenses. These expenses increase based upon estimates of growth but do not typically increase exactly proportionately with enrollment or number of sites but are increased due to the general growth of the school.

Similarly, the staffing model is based upon an FTE per student basis with the exception of the superintendent salary ($50,000) in year one. The FTE model is presented in Section Two under the heading Five Year FTE Plan. In general, the FTE's are based on the number of students at a site. The larger the site the higher the number of FTE budgeted. Core course teachers are based on a 22:1 student to teacher ratio. Supplemental teachers (art, music and PE) increase in FTE's as the number of students at a site increases but not on a direct student to teacher ratio. Similarly, principals, administrative assistants, custodians and nutrition aides serve multiple sites and the FTE's increase commensurate with enrollment. Salary and wage rates are based upon the perceived market to hire qualified staff. Leadership has reviewed wage rates at local public schools and set the prevailing budgeted wages to be competitive with

similar sized schools. The staffing model and corresponding costs are consistent with the table presented in Section Two throughout the five year budget.

At no point has the school budgeted for deficit spending and the goal is over the first four to five years to establish a fund balance at least equal to two months of expenditures. Under the existing budget this occurs during year four.

Source of Funds from Banks, Grants, Etc.

FCS will actively fundraise and seek grants within the community to supplement the educational process but believes a quality education can be provided with the state funding received under the summary of finances. Accordingly, other than start-up funding and computer technology, FCS has not budgeted for, nor does it intend to rely upon, variable income. FCS does believe it has adequate contacts with financially secure individuals to raise the start-up funds required through donations. FCS expects to obtain a loan or capital lease from an outside party to purchase computer equipment. In the first year this amount is budgeted for $198,400. FCS expects to be able to obtain the loan or capital lease using the equipment as collateral. The school does not have a commitment letter for the equipment loan at the time of submission of the application.

Contingency Plan if Revenues are Lower Than Estimated

As stated previously, the operations model is designed to make the vast majority of the costs fluctuate directly with enrollment. In the event enrollment is at a level that the few fixed costs cannot be covered the school will adjust salary rates downward and reduce expenses where possible. The number of sites will be adjusted downward should enrollment be substantially less than expected. Ultimately the school will be required to seek outside financing in the event cash flow is insufficient to support operations. FCS believes it has relationships with a sufficient number of financially substantial individuals to obtain short term loans or donations to support any shortfall.

Detailed Year One Cash Flow Contingency

The school has very experienced leadership and believes it can adjust operations to support the schools at any reasonable enrollment level. Leadership believes that enrollment numbers will be very estimable in the spring of 2015 due to the feeder pattern with ECC partners (i.e. enrollment will be clear based on acceptance of the concept by ECC existing parents and enrollment forms received from those parents). In the event enrollment is not at an acceptable level based on the spring enrollment process, that site will not be opened. FCS will not have a fixed rent, any construction costs, minimal to no furniture and fixture costs, and variable central administration costs. Accordingly, any costs that cannot be covered by

anticipated enrollment the school believes it can cover through short term loans, grants received, donations and other public support.

Attachment G.1. Board Policies

Attachment G.1

Foundations Charter School Board Policies

FCS plans to adopt Board Policies from the Texas Charter School Association recommended Module Series that include:

MODULE 100: FINANCIAL OPERATIONS

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100.020. ANNUAL OPERATING BUDGET (LEGAL AUTHORITY)

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B. Online Budget Posting
C. Charter Financial Solvency Review

100.040. USE OF STATE FUNDS

A. Public Funds Held in Trust
B. Use of State Funds for Social Activities
C. Depository Contract
D. Non-Charter Activities & Funds
E. Interested Transactions

100.060. STATE FISCAL COMPLIANCE

A. Fiscal Year
B. Financial Accounting
C. Uniform Grant Management Standards
D. Annual Audit by the Charter
E. Annual Financial Statement
F. Annual Financial Management Report
G. Audit by the Commissioner
H. Attendance Accounting
I. PEIMS Data Standard
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100.080. FEDERAL FISCAL COMPLIANCE

A. Fiscal Requirements under Title I, Part A of the No Child Left Behind Act
B. Allowable Expenditures – Federal Grants
C. Single Audit Act
D. Charter Schools Program, No Child Left Behind Title V, Part B
E. Use of Federal Grant Funds for Procurement
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G. National School Lunch Program

100.100. CASH MANAGEMENT & CREDIT CARD PROCEDURES

100.120. CAPITAL ASSETS

A. Definition of Capital Asset

B. Accounting for Capital Assets

100.140. INVESTMENT OF STATE FUNDS (LEGAL AUTHORITY)

A. Compliance
B. Standards
C. Authorized Investments
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100.160. PAYROLL

A. Texas Payday Act
B. Teacher Retirement System

100.180. PROPERTY

A. Public Property Held in Trust
B. Use of Public Property
C. Accounting for Public Property
D. Purchasing and Selling Real Property

100.200. PURCHASING & CONTRACTING

A. Public Works Contracts
B. Professional Services
C. Cooperative Purchasing Programs
D. Federal Purchasing Requirements
E. State's Travel Services Contracts Program

MODULE 200: CHARTER SCHOOL GOVERNANCE & ORGANIZATION

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A. Articles of Incorporation
B. Bylaws
C. Filing with the State Board Of Education

200.040. BOARD OPERATING PROCEDURES
A. Composition of the Board
B. Board Meetings and Public Records
C. Prohibited Quorum
D. Annual Report of Charter Governance

200.060. BOARD MEMBER DUTIES AND RESPONSIBILITIES
A. Responsibility & Accountability
B. Discharge of Duties
C. Fiduciary Duties
D. Delegation of Duties
E. Initiating Bankruptcy Proceedings

200.080. BOARD MEMBER TRAINING
A. Mandatory Training
B. Course Content
C. Continuing Training

200.100. NEPOTISM
A. Definitions
B. General Applicability of Nepotism Laws
C. Nepotism Prohibitions
D. Nepotism Exceptions
E. Enforcement
F. Reporting Requirements

200.120. CONFLICTS OF INTEREST
A. State Conflict of Interest Standards
B. Federal Conflict of Interest Standards

200.140. RESTRICTIONS ON SERVING AS A BOARD MEMBER OR OFFICER (LEGAL AUTHORITY)

A. Criminal Background Checks
B. Persons Ineligible for the Board
C. Removal

200.160. COMPLIANCE RECORDS ON NEPOTISM, CONFLICTS OF INTEREST, & RESTRICTIONS ON SERVING

200.180. BOARD MEMBER IMMUNITY AND LIABILITY

A. Immunity from Liability
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200.200. CHIEF EXECUTIVE OFFICER POWERS & DUTIES

A. Definition of CEO
B. Non-Delegable Powers & Duties
C. Training
D. Immunity from Liability

200.220. CAMPAIGN CONTRIBUTIONS & POLITICAL ADVERTISING

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300.040. INSTRUCTIONAL FACILITIES
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B. Occupancy Certificate
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300.060. CHARTER AMENDMENTS
A. Non-Substantive Amendments
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300.080. EMERGENCY MANAGEMENT PLAN

300.100. INSTRUCTIONAL MATERIALS
A. Free Textbooks
B. Funding
C. Use of Instructional Materials Allotment
D. Instructional Materials Account
E. Certification of Use of Instructional Materials Allotment
F. Board Action
G. Sample Copies
H. Bilingual Instructional Materials
I. Supplemental Instructional Materials
J. State-Developed Open-Source Instructional Materials
K. Selection Procedures
L. Certification of Provision of Materials & Reports to TEA
M. Instructional Materials Requisitions
N. Physical Inventory
O. Distribution and Handling
P. Sale or Disposal of Instructional Materials and Technological Equipment
Q. Use of Local Funds
R. Accepting Rebates on Textbooks
S. Violation of Free Instructional Materials Law

300.120. GRIEVANCE PROCESS
A. Federal Law
B. Authority of Charter Holder to Hear Complaints
C. Exception to Open-Meeting Requirement: Personnel Matter
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300.140. MEDIA RELATIONS

300.160. ASBESTOS HAZARD EMERGENCY RESPONSE ACT

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300.180. MUNICIPAL ORDINANCES

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300.200. MANAGEMENT COMPANIES

A. Definitions
B. Maintenance of Records
C. Cooperation with Audits
D. Prohibited Management Services Contracts
E. Prohibition on Loans
F. Filing with the Texas Education Agency

300.220. IMMUNITIES & WAIVER (RISK MANAGEMENT POLICY)

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A. Admissions
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400.040. TUITION, ATTENDANCE, & FEES
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C. Requirements for a Student Being Considered Present for Funding Purposes
D. Excused Absences
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400.060. FERPA
A. Applicability
B. Definitions
C. Parents' Access to Student Records
D. Students' Access to Student Records
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400.080. REQUIRED INSTRUCTION & GRADUATION
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B. End-of-Course Assessments
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400.100. IDEA POLICIES & PROCEDURES
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B. Regular Education Teacher IEP Review Request

400.120. HEALTH
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B. Reportable Diseases
C. Administration of Medication
D. Self-Administration of Prescription Asthma or Anaphylaxis Medicine by Students
E. Psychotropic Drugs and Psychiatric Evaluations or Examinations
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400.140. STUDENT SAFETY (LEGAL AUTHORITY)

A. Discipline
B. Transfer Option for Victims of Violent Acts
C. Child Abuse Reporting & Programs
D. School Visitors & Sex Offenders
E. Fireworks
F. Weapons
G. Protective Eye Devices
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J. Prohibition Against Harassment, Intimidation, or Bullying

400.160. MISCELLANEOUS PROVISIONS RELATING TO STUDENTS

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D. Minutes & Recording
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500.040. TEXAS PUBLIC INFORMATION ACT
A. Applicability and Availability
B. Categories of Public Information
C. Information Exempted from Disclosure
D. Officer for Public Information
E. Procedures Related to Access
F. Repetitious Requests
G. Charges for Providing Copies of Public Information
H. Attorney General Decision
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500.060. RECORDS MANAGEMENT
A. Applicability
B. Definitions
C. Destruction of Records
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C. Nondiscrimination Based on Disability
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600.040. DRUG FREE WORK PLACE
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600.060. HIRING PRACTICES & CRIMINAL BACKGROUND CHECKS
A. Verification of Employment Eligibility
B. New Hire Reporting
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E. Prohibition Against Employing Individuals Convicted of Certain Offenses
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600.080. COMPENSATION
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600.100. TRAINING: CAMPUS ADMINISTRATIVE OFFICERS & BUSINESS MANAGERS
A. Campus Administrators
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600.120. IMMUNITIES
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600.140. RETIREMENT & HEALTH BENEFITS (LEGAL AUTHORITY)

A. Retirement Benefits
B. Health Benefits
C. Workers' Compensation Benefits

600.160. TEACHER CREDENTIALS & QUALIFICATIONS

A. State Qualifications
B. Federal Highly Qualified Status

600.180. EMPLOYEE LEAVES & ABSENCES

A. Family Medical Leave
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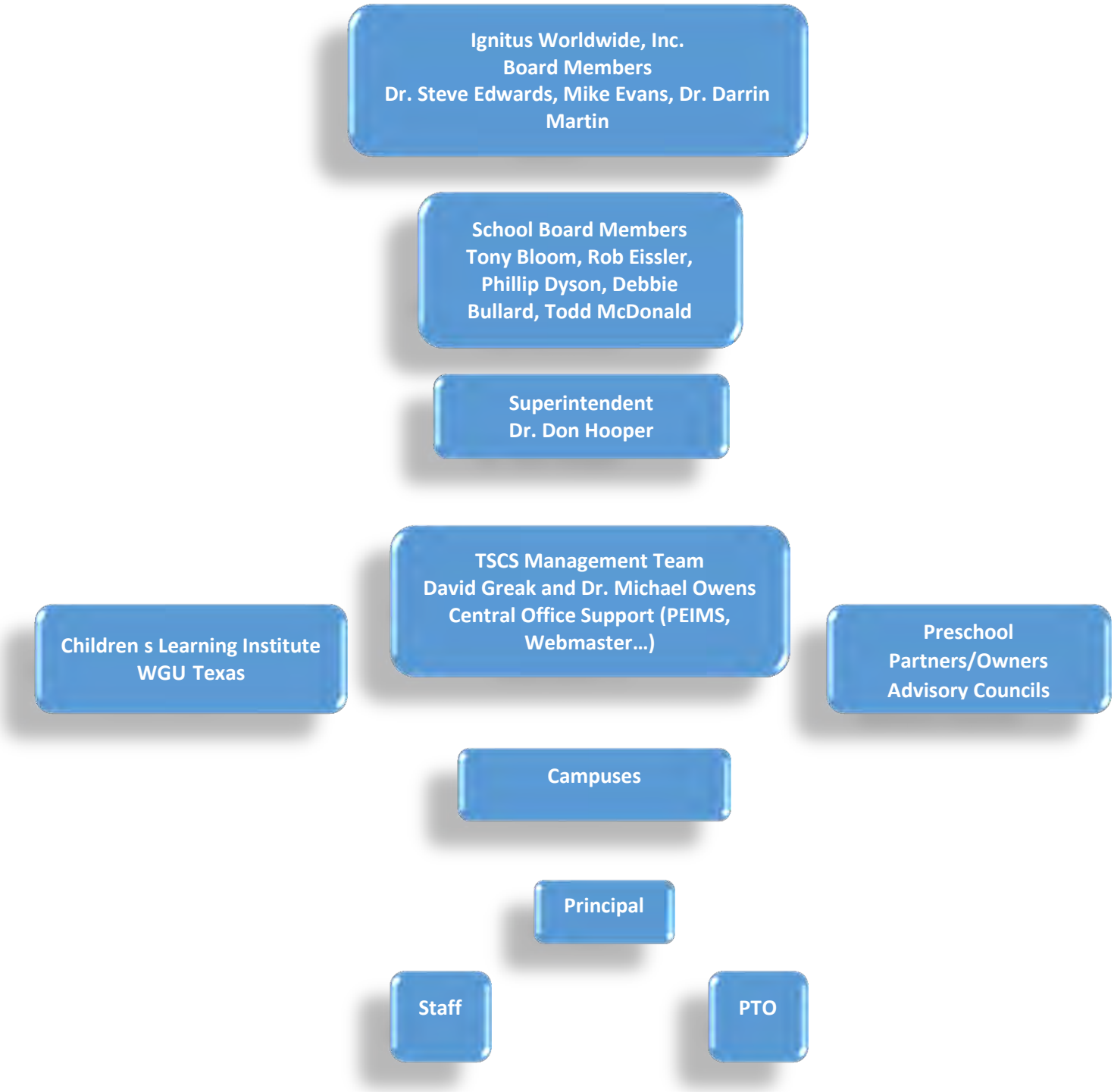
600.200. COMPLAINTS BY SCHOOL EMPLOYEES

(See TCSA Module 300: General School Operations

Attachment G.2. Organization Charts

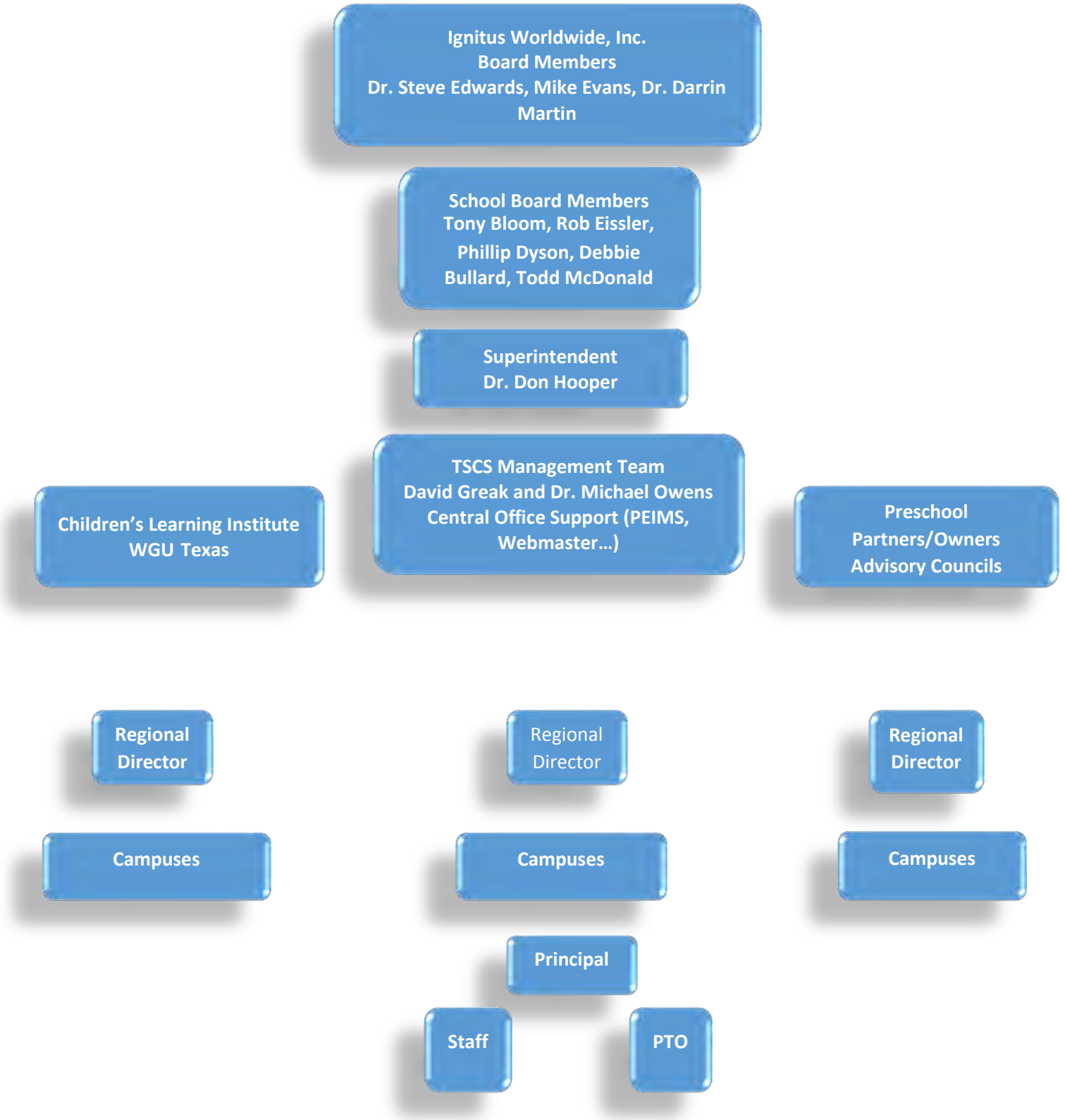
G.2 (A) Attachment

Foundations Charter School Flow Chart



G.2 (B) Attachment

Foundations Charter School Flow Chart



Attachment G.3. Ethics and COI Policies

Attachment G.3

Ethics for School Board Members

As a member of the Board, I shall promote the best interests of the charter as a whole and, to that end, shall adhere to the following ethical standards:

Equity in attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in stewardship

- I will be accountable to the public by representing school policies, programs, priorities and progress accurately.
- I will be responsive to the community by seeking its involvement in school affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of school resources.
- I will make no personal promise or take private action that may compromise my performance of my responsibilities.

Honor in conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of character

- I will refuse to surrender judgment to any individual or group at the expense of the School as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will keep confidential information that is privileged by law or that will needlessly harm the School if disclosed.

Commitment to service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-centered focus

- I will be continuously guided by what is best for all students of the school.

Ignitus Worldwide, Inc.

CONFLICT OF INTEREST POLICY

Article I
Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III
Procedures

1. 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 directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exits

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest if fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V
Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of the Charter School Board, or a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy.

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable 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.

Article VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations confirm to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment MO.1. Contract

Attachment MO.1
Texas Successful Charter Schools
and
Ignitus Worldwide, Inc.

Definition of the parties involved:
The Charter Management Company is Texas Successful Charter Schools - TXSCS or CMO to serve:
Ignitus Worldwide, Inc. - IWI- a non-profit holder of a charter for a
Texas Charter School to be named Foundations Charter School - FCS

THIS SCHOOL MANAGEMENT AGREEMENT (the "Agreement") is executed as of the as of the 1st day of July, 2015, by and between Texas Successful Charter Schools, a for profit corporation ("TXSCS") providing professional services, and Charter holder Ignitus Worldwide, Inc. ("IWI"), a Texas 504 (c) (3) not-for-profit corporation in the operation of their approved Texas Charter School named Foundations Charter School. This Agreement shall be effective as of July 1, 2015.

The IWI and TXSCS also agree to the terms set forth below and in, "Terms and Conditions," attached hereto and incorporated herein.

1. Term.

The term of this Agreement ("Term") shall commence on July 1, 2015 and will be be in effect for the duration of the Charter issued by the Texas Education Agency to IWI for the operation of FCS estimated at five years. The agreement may be extended to coincide with any charter extension authorized by the Texas Education Agency. The annual term begins September 1 and ends August 31 and may be renewed every year without additional notice but may be ended at any time with written notice by either party constant with the termination process in this agreement. Upon termination of this Agreement, TXSCS acknowledges that the IWI or its designee shall be entitled to offer employment to any of the TXSCS's employees without liability to TXSCS.

The Term shall commencing on or about September 1 notwithstanding the foregoing, in no event shall the Term extend beyond the term of the charter granted to the IWI, as it may be extended from time to time.

2. Charter School.

(a) Authorization. The IWI has previously been granted a charter (the "Charter") to organize and operate a charter school in Texas. (each such location may be composed of a number of a "Sites" that may be one or more classrooms) by the State Board of Education (the "State Board") pursuant to the State of Texas Charter Schools Laws.

The IWI and the State Board of Education, through the Texas Education Agency

("TEA") will enter into a Charter School Contract Agreement (the "Charter Agreement") which

(i) sets forth certain terms and conditions of the Charter, and

(ii) may be amended from time to time, subject to the obligation of the IWI to consult with TXSCS before it agrees to any amendment which materially affects TXSCS operations.

The IWI is governed by a Board of Directors (the "Board") which is responsible for overseeing the operations of the IWI and Foundations Charter School Board. TXSCS shall provide the services (the "Services") contemplated by this Agreement to the Board subject to the direction, oversight and policies of the Board, and the requirements of the Charter Agreement, the Charter Schools Law, as either may be amended from time to time, to the extent applicable to such services. TXSCS shall provide the services contemplated by this Agreement at the school's Sites.

(b) Name of Attendance Site. The Foundations Charter School shall have the sole authority to name the School and all other Sites subject to the Charter.

(c) Program. The Sites will open for each academic year on or about August 15, with an expected aggregate enrollment of up to 1000 students in grades PK-4 for the first year. Any additional enrollment and student expansion of this contract during the term will be at the discretion of TEA and the Commissioner's office per the request of IWI and or its agent.

(d) Admissions and Recruitment. Admission to the Sites shall be open to all students residing in the geographic boundary set forth in the charter application and contract with TEA. Admission to the Sites shall be on a nondiscriminatory basis. Foundations Charter School shall be responsible for the recruitment of students for the Sites and subject to the requirements of the TEA Charter Contract and the Charter Schools Law, as either may be amended from time to time. TXSCS may provide assistance and compliance directives with the recruitment process.

3. The Foundations Charter School Responsibilities.

The bylaws of Foundations Charter School shall provide that the Charter School may not enter into any Service contract for comprehensive school management or operations services without first submitting such contract to the Board for review. The Foundations Charter School shall further incorporate within its bylaws, or duly establish pursuant to such bylaws, procedures for the termination of the Service Agreement as provided herein.

The Management Services Agreement shall be submitted to the Board no later than 90 days prior to its effective date. The Board shall not enter into the agreement unless and until the deficiencies noted by the Board have been

remedied to the Board's reasonable satisfaction.

Required Terms of Management Agreement. The Management Services Agreement prepared by TXSCS includes, without limitation, the following Required Terms:

i. The Contract shall be subject to, and shall incorporate by reference, the terms and conditions of the Charter School contract with TEA.

ii. The Management Services Agreement shall clearly delineate the respective roles and responsibilities of the CMO in the management and operation of each center facility for which TXSCS shall provide management or operations services. The Management Services Agreement shall also include acceptable procedures by which the TXSCS may be held accountable to the IWI.

iii. The Management Services Agreement shall be terminable by IWI in accordance with its bylaws or other established termination procedures:

(A) upon default by TXSCS, including without limitation any act or omission of TXSCS that causes a default under the Charter School Agreement or that causes the Foundations Charter School to be in violation of the Charter Schools Law, or

(B) for other good cause or no cause as stated by the Foundations Charter School.

iv. The Management Services Agreement requires that TXSCS furnish the Foundations Charter School with all information deemed necessary by the Board for the proper completion of the budget, quarterly reports, or Financial Audits, required under law. The Management Services Agreement shall provide that all financial reports provided or prepared by TXSCS shall be presented in GAAP/FASB approved nonprofit format.

v. The Management Services Agreement provides that all employees or contractors of TXSCS who have direct, daily contact with students of the School shall be subject to the criminal background check requirements contained in the Texas Education Code to the same extent as employees of the Foundations Charter School.

vii. The Management Services Agreement requires compliance with all requirements, terms and conditions established by any Federal or State funding source.

viii. The Management Services Agreement requires a percentage of revenue amounting to a maximum of 11.2% of total state foundation funding for a charter not to be less than eight hundred dollars per child paid to TXSCS for the management services rendered in this contract.

Financial Reporting.

a. Budget. The budget prepared by TXSCS for Foundations Charter School and

IWI shall be defined by the Foundations Charter School and include, without limitation, the following itemized information:

i. All revenue anticipated to be received from the Board under the Charter School Contract.

ii. All expenses and anticipated expenses associated with the operation and management of the Charter School.

iii. All expenses anticipated and associated with IWI and for the operation of the Foundations Charter School governance costs to run the school, including without limitation personnel, occupancy and travel expenses, if any, and provided that in the event that the expenses in this subsection are not paid out of expenses received from or through the Board, such expenses are not required to be separately itemized hereunder.

iv. All contract payments, lease payments, management fees, administrative fees, licensing fees, expenses and other amounts are to be paid to TXSCS or otherwise paid for the Management Services Agreement by IWI.

b. Quarterly Financial Statements. In the event that quarterly financial statements are required to be furnished by the School such financial statements shall reflect the entire school's financial operations, including an itemized accounting of all amounts paid to TXSCS or otherwise paid for the Management Services Agreement, which amounts shall be itemized in a manner that clearly corresponds with those categories provided in the School's annual budget or the Management Services Agreement.

c. Annual Audit. The Financial Audits of the Charter School shall include review of all fees and payments made by the Charter School to TXSCS.

Nothing in this Section shall be construed to waive of otherwise limit the obligation of the Charter School to provide information otherwise required to be reported by the Charter School under the Charter Schools Law or the Charter School Agreement.

School Facilities.

The Foundations Charter School shall approve the real estate facilities (the "School Facilities") constituting the Sites. The Foundations Charter School shall use its reasonable efforts to ensure that the School Facilities are suitable and appropriate for use as a school by the student population to be served at the Site and will provide a certificate of occupancy for each Site as a school.

Capital Repairs and Improvements.

Capital repairs and Improvements at the Sites shall be managed and paid for by the Foundations Charter School from start up funds, grants, donors or Operating Funds retained by the Foundations Charter School pursuant to Texas law and for

such purpose. The Foundations Charter School shall consult with TXSCS in determining the capital repairs and improvements that will be made out of such funds; provided, that the final decision shall rest with the Foundations Charter School.

The following maintenance, repair, replacement and improvement activities at the School Facilities shall be the Foundations Charter School's responsibility, as managed in the lease agreements for facilities without reimbursement from TXSCS (unless the need for such maintenance, repair, replacement or improvement is due to the negligence or willful misconduct of TXSCS or its agents, employees or contractors) TXSCS will manage the lease agreements for FCS:

1. all maintenance, replacement and repair to the roof, flashing, gutters downspouts, outer walls and structural portions of the School Facilities which shall be necessary to maintain the School Facilities in a safe, dry and tenantable condition and in good order and repair;

2. all maintenance, replacement and repair of underground utility installations and underground electrical conduit and wire, up to the points of connection with the School Facilities and inside the School Facilities;

3. any repair, maintenance or restoration required as a result of the act or neglect of Lessor or its agents, employees or contractors, or resulting from the failure of Lessor to perform in a timely manner its obligations under this Agreement;

4. all major repairs, improvements and alterations and all replacements to: (i) all fixtures attached within the School Facilities, (ii) the parking area(s) adjacent to the School Facilities and (iii) the building systems of the School Facilities and/or any major component thereof, including the electrical, mechanical, sewage and plumbing systems.

Real Estate.

The Foundations Charter School shall make lease agreements and authorize TXSCS to monitor and implement all lease elements and rental payments and other payments to tenants pursuant to leases for the School Facilities from FCS fund sources.

Board Approved Policies

The Foundations Charter School shall establish Board policies to govern the board and set forth terms of conditions for those working under purview of the board that are in the best interest of students, taxpayers and the community resources. The CMO is authorized to develop model policies for approval by FCS.

Board Meetings.

The Foundations Charter School shall provide TXSCS not less than three (3) days' prior written notice of all meetings of its Board of Directors (including, without

limitation, telephonic and similar meetings) including the meeting agenda.

Appeals
The IWI Board shall be the final arbitrator of all conflicts that do not reach resolution within the school and TXSCS management.

TXSCS Performance
The IWI shall define the criteria of performance set forth prior to enacting this contract for the purposes of clear expectations and communication of defined outcomes in designated areas of management (Evaluation document attached).

Employment
The Foundations Charter School shall employ a Superintendent that directly reports to the Board. The superintendent responsibilities will oversee the management of the TXSCS Management Services Agreement in the best interest of the board. Each board meeting the superintendent of Foundations Charter School will provide updates and reports as prescribed by Foundations Charter School about school matters. All teachers and instructional and support staff that are the employees of Foundation Charter School.

4. TXSCS Responsibilities.
(a) School Operations. TXSCS shall assist FCS and its students at the Sites in grades PK-5 with complete educational program based on school management principles previously presented in writing to the Foundations Charter School in the TEA charter school application and approved contingencies, subject to the overall direction, oversight and policies of the Foundations Charter School, and shall meet all requirements of the Charter Contract and the Charter Schools Law, as either may be amended from time to time, except as otherwise specifically required by this Agreement. TXSCS will provide the management and administrative services necessary to implement and operate its educational program at the School Facilities.

(b) School Technology. TXSCS shall be responsible for providing guidance and advice and management in the acquisition and installation of school-based technology equipment integral to the operations of the Sites. School technology equipment provided by TXSCS hereunder out of funds other than Operating Funds shall be the property of TXSCS, provided that any items acquired through the e-Rate program will be the property of the Foundations Charter School.

(c) Curriculum Materials and Other Property. TXSCS shall be responsible for the provision of curriculum materials to be used at the Sites, including without limitation acquisition of curriculum materials from third parties to the extent necessary or appropriate. Curriculum materials and other property provided by

TXSCS hereunder out of funds other than Operating Funds or public funds provided to the school for use at the School shall be the property of TXSCS, provided that any items provided through funds the Foundations Charter School acquires through government or private grants or donation Foundations Charter School grants or other similar receipts, will be the property of the Foundations Charter School.

(d) Cost of Operating the Sites. Except as otherwise provided above, TXSCS shall be responsible for management of the payment of all expenses of operating the Sites consistent with the Charter and all lease agreements.

(e) School Facilities. TXSCS shall assure that School Facilities are in compliance with all federal, state and local fire, safety, and building codes and requirements applicable to the Charter School, including, to the extent applicable to the Charter School, the abatement of environmental hazards and the requirements of the Americans with Disabilities Act; provided that its sources of funds for doing so will be the operating funds FCS receives which are retained by the IWI, grants, landlord agreements and donors. Allocating such funds so received by the IWI (whether retained by the Foundations Charter School or disbursed to TXSCS) shall include and state that TXSCS will be responsible for scheduling maintenance and repairs and processing for payment any costs or expenses incurred.

(f) Furniture and Fixtures. Although the Foundations Charter School shall retain legal possession of and access to the School Facilities at all times, TXSCS may enter the School Facilities to meet its obligations hereunder and may use the desks and other furniture, furnishings and other personal property included with and located at the School Facilities to educate students at the Sites; provided, that TXSCS may not move such personal property valued over $10,000 in the aggregate between Sites without the prior approval of Foundations Charter School. In addition to capital improvements paid for by grants or the Foundations Charter School, TXSCS may manage building adaptations to the School Facilities consistent with the lease agreements if required by or advantageous to its educational objectives; however, TXSCS shall not make significant capital improvements or significant alterations to the School Facilities without prior approval of the Foundations Charter School, which approval may be contingent upon consistency and compliance with normal Charter School standards, Foundations Charter School educational objectives and landlord requirements, but which otherwise may not be unreasonably withheld.

TXSCS shall be responsible for management of lease agreements with the building operators for cleaning, maintenance and operation of the Site facilities. Upon termination of this Agreement, TXSCS shall take steps to insure that the Site Facilities are in substantially the same condition as they were on the date of this

Agreement, except for permitted alterations and improvements, reasonable wear and tear consistent with the number of years that TXSCS has performed services at the School Sites, obsolescence, and fire or other casualties beyond TXSCS's control.

(g) Transportation and Food. TXSCS shall be responsible for developing and managing any transportation or food service agreements and payments for the Sites in accordance with applicable law. TXSCS may subcontract with a certified public or private subcontractor for the provision of transportation or food services. Transportation and Food Service agreements must be approved by FCS.

5. Property Ownership.
(a) Foundations Charter School Property. All property purchased for use at the Sites with Foundations Charter School funds, including purchases made with TXSCS receipts pursuant to the Charter Agreement and the funds the Foundations Charter School acquires through government or private grants or donation, or other similar receipts, shall remain the property of the Foundations Charter School, or be disposed of in accordance with the terms of the applicable grant and state disposal requirements.

(b) Teacher and Other Staff Property. All property owned personally and/or individually by the teachers, administrative and support staff shall remain the property
of such individual teachers and staff. Such property includes, but is not limited to, albums, curriculum manuals, and personal mementos and other materials or apparatus that have been personally financed or personally developed by teachers or staff.

6. Annual Fees.
(a) State Funding. The Foundations Charter School shall use its best efforts, without expenditure of funds other than its share of Operating Funds, to comply with the requirements of the Charter Agreement and the Charter Schools Law, as they may be amended from time to time, for the purpose of receiving or maintaining its eligibility to receive from The State of Texas the per pupil allowance for each student enrolled and in attendance at the Sites. The Foundations Charter School shall also comply, without expenditure of funds other than its share of Operating Funds, with the requirements to receive funds from other external sources, including but not limited to those listed in subsection (c) below.

TXSCS shall provide such assistance to the Foundations Charter School in the preparation or review of applications and reports as the Foundations Charter

School may request. The Foundations Charter School shall permit TXSCS to create and discuss any such applications and reports prior to the Foundations Charter School submission.

(b) Compliance with External Source Funding. The Foundations Charter School and TXSCS shall comply with all terms and conditions of any external source funding (e.g., federal and state funds designated for particular purposes such as Title I and special education) that is received pursuant to this Agreement. Such payments shall be expended by TXSCS solely on behalf of the designated students when so required by the funding source. Upon reasonable advance request, TXSCS shall provide evidence to the Foundations Charter School that the Sites are in compliance with such requirements, and shall provide all reports, data, and information reasonably necessary for the Foundations Charter School to meet any reporting, certification or other requirements for such funding.

(c) Payment Schedule. All funds payable to TXSCS hereunder shall be paid to TXSCS by the Foundations Charter School within thirty (30) business days after its receipt of such funds, except that if the Foundations Charter School has expressed in writing any concerns about the ability of TXSCS to pay its remaining obligations for a particular school year, TXSCS will work together to insure TXSCS's ability to finish the school year, including the ability of the Foundations Charter School to withhold a sufficient amount of funds so that at no time during the school will the withheld funds be insufficient to meet TXSCS's remaining obligations.

8. Budgets and Financial Records.
(a) TXSCS shall provide the IWI Board with an annual projected budget, in reasonable detail, for the FCS prior to the opening of the School. The annual budget for each subsequent year shall be provided to the IWI Board and the FCS board for its approval by the 31st of August annually. TXSCS expenditures on behalf of the Charter School shall not in the aggregate deviate materially from the approved budget without notice to the Foundations Charter School.

(b) Financial and Business Records. TXSCS shall, on behalf of the Foundations Charter School, maintain accurate financial and business records pertaining to the operation of the Sites.

- TXSCS agrees to maintain such records at all times during the Term of this Agreement. Upon the termination or expiration of this Agreement TXSCS agrees to transfer or transfer control of such records to the Foundations Charter School.
- TXSCS also agrees that, consistent with applicable federal and State laws and regulations concerning the maintenance and disclosure of such records, financial records relating to the Sites shall be made available to the Board upon request, or any other appropriate regulatory agency entitled by law to review such records.

TXSCS also acknowledges that all financial statements and records pertaining to each of the Sites are subject to an independent annual audit.

- TXSCS agrees to cooperate fully with the independent auditor selected or retained by the Board and to make available all financial and other records pertaining to the Sites to such independent auditor as requested in a timely manner.
- TXSCS agrees and acknowledges that all student information, data and records, including test results from outside testing services, are the property of the Foundations Charter School.
- TXSCS will cooperate with the Foundations Charter School to insure that the Foundations Charter School has timely access (including the simultaneous receipt of outside information and data) to all information, data and records.
- TXSCS's obligations with regard to such data, information and records will extend beyond the termination of this Management Services Agreement, and at the end of the term of this Management Services Agreement will transfer and deliver to the Foundations Charter School, or dispose of, such information, data and records in such manner as the Foundations Charter School shall request consistent with state law and federal regulations of records retention.

9. Certain Insurance Requirements. TXSCS shall secure and maintain the following insurance and shall add the Foundations Charter School as a co-insured or loss payee, in such manner as the Foundations Charter School shall request, including the right of the Foundations Charter School to receive notices of cancellation at least thirty (30) days in advance of cancellation in the minimum amounts set forth below:

Commercial general liability insurance with limits of one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) aggregate.
Educators legal liability insurance with limits of one million dollars ($1,000,000) for each claim and one million dollars ($1,000,000) aggregate.
Employee practices liability insurance with limits of one million dollars ($1,000,000) for each claim and one million dollars ($1,000,000) aggregate.

Notwithstanding any provision of the Agreement to the contrary, all insurance to be carried by TXSCS for the Foundation Charter School shall be written for not less than limits of liability required by the Charter Agreement, the Charter Schools Law and any and all other applicable federal and state laws and regulations, as they may be amended from time to time.

10. Information Regarding FCS Teachers, Administrators, and Support Staff shall be confidential and for use only by FCS and meeting reporting requirements.

a. Personal information (name, address, age, gender, marital status – if known)

b. Education (highest degree attained, alma mater, certifications, teaching certificates, years of experience in educational systems, etc.)

c. Employment record (occupation, rate of pay, seniority, salaries, benefits, disciplinary actions – if any, commendations, special projects directed, supervisory evaluations, etc.)

11. Recruiting and retention of staff. TXSCS shall be responsible for assisting the District in managing and conducting activities directed toward retention and recruiting of highly qualified staff to work within the school and perform the duties set forth in the job descriptions included in the FCS Charter.

12. Entire Agreement. This Agreement and the Charter Application filed by IWI with andy and all contingencies approved by the Texas Education Agency shall constitute the full and complete agreement between the parties. All prior representations, understandings and agreements are merged herein and are superseded by this Agreement.

13. Notices. All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight
courier, telecopy or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

TXSCS acknowledges this agreement used as a model an adaptation of a Charter Management Organization agreement on file with the Texas Education Agency granted to Texas Charter School Arrow Academy.

Foundations Charter School Quality and Performance Assessment for Charter Management Organization

Name: Texas Successful Charter Schools Management Organization

Date Completed:

Project/Objective: Annual Review

Instructions
Members of Foundations Charter School Board of Directors each indicate a performance rating for each category listed on the form. Complete the form for each project or objective that you wish to assess and include written comments as appropriate.

Rating definitions: **Performance against Expectation**

5 Exceeds
Performs exceptionally, significantly and positively impacts projects. Demonstrates future thinking; promotes organizational strategic objectives. Identifies and resolves issues before they become problems.

4 Above
Performs above expectations. Has an important and positive impact on organizational performance. Promotes organizational objectives. Solves problems efficiently and effectively.

3 Meets
Meets expectations for performance. Competent, dependable performance; meets basic fundamental needs of organization.

2 Below
Results are below expectation. Organizational goals are compromised. Improved performance is required.

1 Fails
Organizational goals are not met. Results are significantly below expectation. Performance improvement is mandatory.

Quality of Service

Comprehensiveness	**5**	**4**	**3**	**2**	**1**
Provides relevant and timely information for decision making					
Inclusive, thorough in reviewing and presenting alternatives for decisions					
Deals with appropriate details					
Documentation is appropriate of the task					

Accuracy	**5**	**4**	**3**	**2**	**1**
Free from errors and omissions					

Usefulness	**5**	**4**	**3**	**2**	**1**
Practical, beneficial, functional, pertinent information and services					

Quality of Service Comments:

Performance

Management	**5**	**4**	**3**	**2**	**1**
Deals with complexity in the environment of competing needs for all sites					
Exercises planning, organization, direction, coordination, flexibility and priority identification					

Performs role in an adept and highly skilled manner in dealing with staff and subcontractors					
Acknowledges the needs and motivation of others and provides flexible responses					

Management Comments:

Teamwork and Communication

Teamwork and Communication	**5**	**4**	**3**	**2**	**1**
Practices full disclosure by understanding and using appropriate communication methods, identifying target audiences, delivering effective presentations, useful reports, and listens to learn.					
Consistently shares information and resources in a manner that aids and					

assists others in accomplishing the goals of the School					

Teamwork and Communication Comments:

Analysis and Decision Making

Analysis and Decision Making	**5**	**4**	**3**	**2**	**1**
Seeks to identify and define problems, develops facts, formulates alternative solutions, and offers appropriate conclusions and recommendations.					
Searches for and assesses many different kinds of information before arriving at an understanding of an event, problem, or opportunity.					
Demonstrates creative approaches to addressing issues.					

Analysis and Decision Making Comments:

Leadership

Leadership	**5**	**4**	**3**	**2**	**1**
Copes with change, focuses on objectives, develops strategies and inspires the entire organization to move in the same direction.					
Demonstrates a positive and encouraging attitude toward the organization, staff, subcontractors and constituents.					

Staff and employees serve as a positive role model in the community.					

Leadership Comments:

Use of Resources

Use of Resources	**5**	**4**	**3**	**2**	**1**
Effectively manages financial and human resources to stay within budget.					
Establishes priorities and schedules activities to accomplish goals in a timely and thorough manner.					
Exercises care in utilizing organizational resources to achieve results.					

Use of Resources Comments:

Relations with Others

Relations with Others	**5**	**4**	**3**	**2**	**1**
Works effectively and cooperatively with others at all levels of the organization.					
Seeks out other's opinions. Listens to and acknowledges concerns, and complies with recommendation of Board and auditors.					
Modifies courses of action, as appropriate, based on legal opinions and					

concerns expressed by the Board in writing.					
Is able to receive input and create a synthesis of issues, and ideas.					
Maintains confidentiality and objectivity.					

Relations with Others Comments:

Technical Performance

Technical Performance	**5**	**4**	**3**	**2**	**1**
Demonstrates expertise and effectiveness both technically and professionally.					
Keeps current in recent developments of law and TEA regulations and research in all areas of responsiblity.					
Meets all of the performance objectives describe in agreements and contracts with subcontractors.					
Completes projects/tasks within the required time while meeting quality requirements for accuracy and thoroughness.					

Technical Performance Comments:

Period of Performance Review:

Reviewed for FCS by:

Reviewed for TXSCS by:

Date completed:

Comments:

Narrative for Project/Objective:

Describe in detail the company's performance for each provision in a management agreement or contract that details work to be performed by the company.

1. CMO- Texas Successful Charter Schools (TXSCS)responsibilities are directed to providing back office operational assistance for FCS to operate. TXSCS services include providing documents and guidance so all operations are in compliance with Federal and State regulations as they deal with the Texas Education Code, Fair Labor Standards Act, Teacher Retirement System of Texas, the Public Education Information Management System of Texas, Highly Qualified educator employment practices. Services to be provided include but are not limited to: Providing all services needed for the successful operation of an approved Texas Charter School. We will provide models and documents for approval by the Board in areas including Development/adaptation of job descriptions, Development of a model for employee evaluation including teachers, Time and Effort Reporting, Developing model job offer documents, Developing an employee handbook, Developing a discipline management plan, Developing financial accounting and cash flow management practices, Developing a policies manual for financial and student record keeping and other school operation policies, Providing board member training, Providing charter administrator training, Supervising the development of a campus plan, Employee retention plan, Compensation management systems, Staffing pattern analysis, Facilities utilization plans, Library and Textbook management, Fiscal inventory processes, Purchase order management systems, Records retention strategies and processes at the instructional Center site and for the District Wide organization, Depository

contract review, Assist in the set of and determination of the basic school supplies for a campus and a classroom.

Sub-contract management as defined by the charter holder in areas determined by the charter holder. Currently, no services are provided, but they could include but not limited to technology connectivity operations, business management software, PEIMS management software, curriculum management systems, instructional strategies monitoring, web based content management systems selection and operational strategies, food service operations, transportation operations, facilities agreements for HVAC maintenance, electrical utilities, water, sanitary sewer and trash removal and facilities maintenance as specified by the board.

2. The CMO scope of services include administrative operations staff and assistance as well as frameworks and documents consistent with the goals of the charter holder. The cost of services is proposed at a the greater of a maximum of eleven and two tenths percent (11.2%) of all Foundation School Funds received from TEA or eight hundred dollars per student in average daily attendance as identified on the PEIMS reporting date. The charter holder may reduce or expand the level of services at any time and see a subsequent reduction or increase in fees.

3. The Governing Board will receive with each board meeting document written or electronic reports by the CMO and a Spreadsheet of progress points and milestones for the services provided. Annually, the governing board will receive a written summary report of services and costs by category. The agreement for management services is an annual contract for the life of the Charter and extensions if any that allows either party to terminate with notice as described in the Agreement.

4. Supervisory staff for the CMO will be by the school superintendent CEO who is an employee of the school. The CMO is committed to assisting the school in any way possible approved by the charter holder. The board is the evaluator of the CMO and the auditor of the school will provide input to the board on the effectiveness of the CMO. The board may terminate services with thirty days notice in writing to the CMO after formal action by the FCS board. TxSCS will provide a business manager and ancillary staff as required to provide structure and guidance to the school sites and other staff as needed for financial processes, payroll and PEIMS functions.

5. The CMO is paid monthly by billing the school a pro rata share for a twelve month agreement. Payment for services rendered in at startup throughout October of the first year are an estimate of the number of students serviced and will be 80% of what is expected for the October attendance date. In November there will be a onetime adjustment to catch up for under funding and in November and forward there will be an equal amount due the CMO.

6. The IWI board is responsible for operating and capital expenditures. The CMO will not have spending authority beyond what is authorized by the board. The board will have a budget and the CMO will operate within the authority of the

budget. A school staff person will initiate and sign off on all purchases for the school. The CMO will provide for each board meeting a summary of services provided and payments billed and paid by the school for each month.

7. TXSCS is committed to being a responsive and competent partner with the charter hold and so we are providing a management agreement that meets the needs of CFS. The contract may be terminated at any time by the charter holder with written notice consistent with theAgreement after formal action by the board at a duly held board meeting. If the CMO is not providing a service level that satisfies the charter holder the CMO should be removed and conversely if the charter holder acts in such a way that the CMO believes is in conflict with statute or compliance with state and federal laws the CMO can sever ties with the charter holder. TxSCS is primarily focused on supporting the actions of the school that support the successful teaching learning environment.

8. The CFS will provide employees of the district or another CMO provider in the event of termination of the management agreement for the purpose of transition not to exceed sixty days.

Attachment MO.2. CMO Organization Charts

MO.2 Attachment

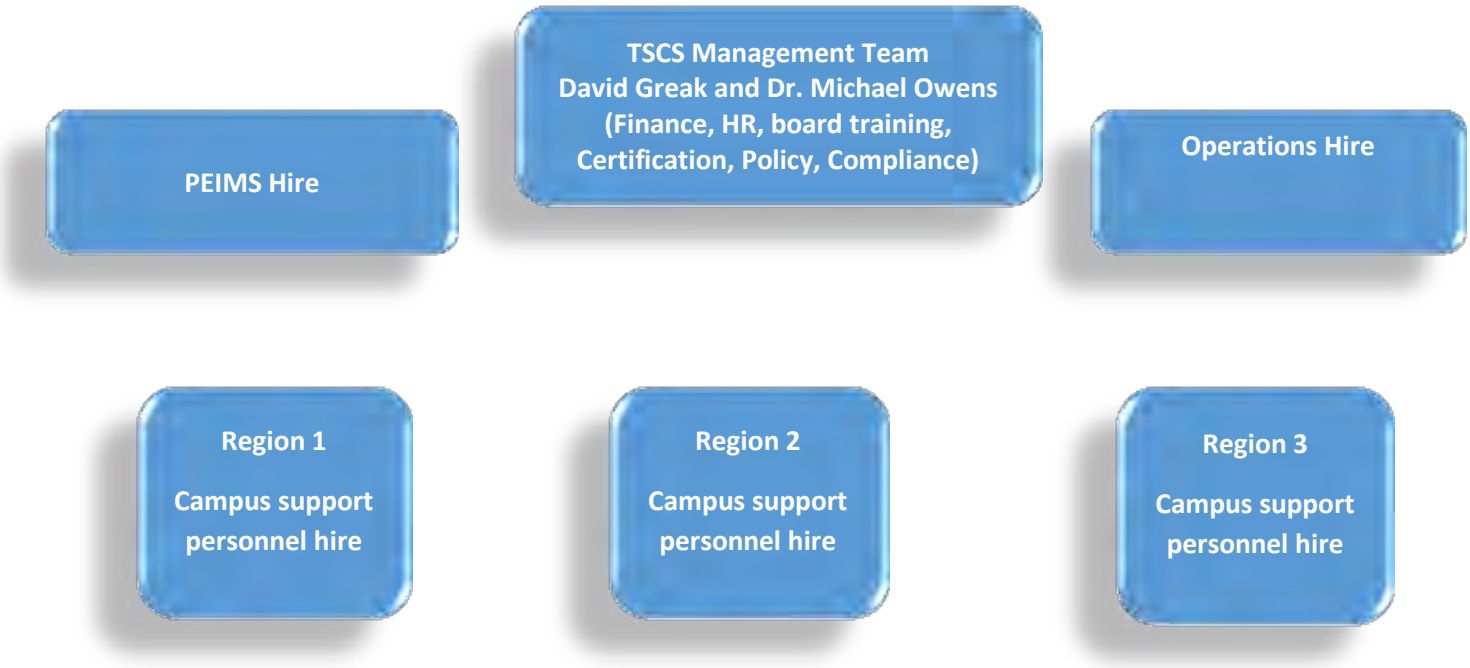
TXSCS Organization Chart

Year 1

MO.2 Attachment

TXSCS Organization Chart

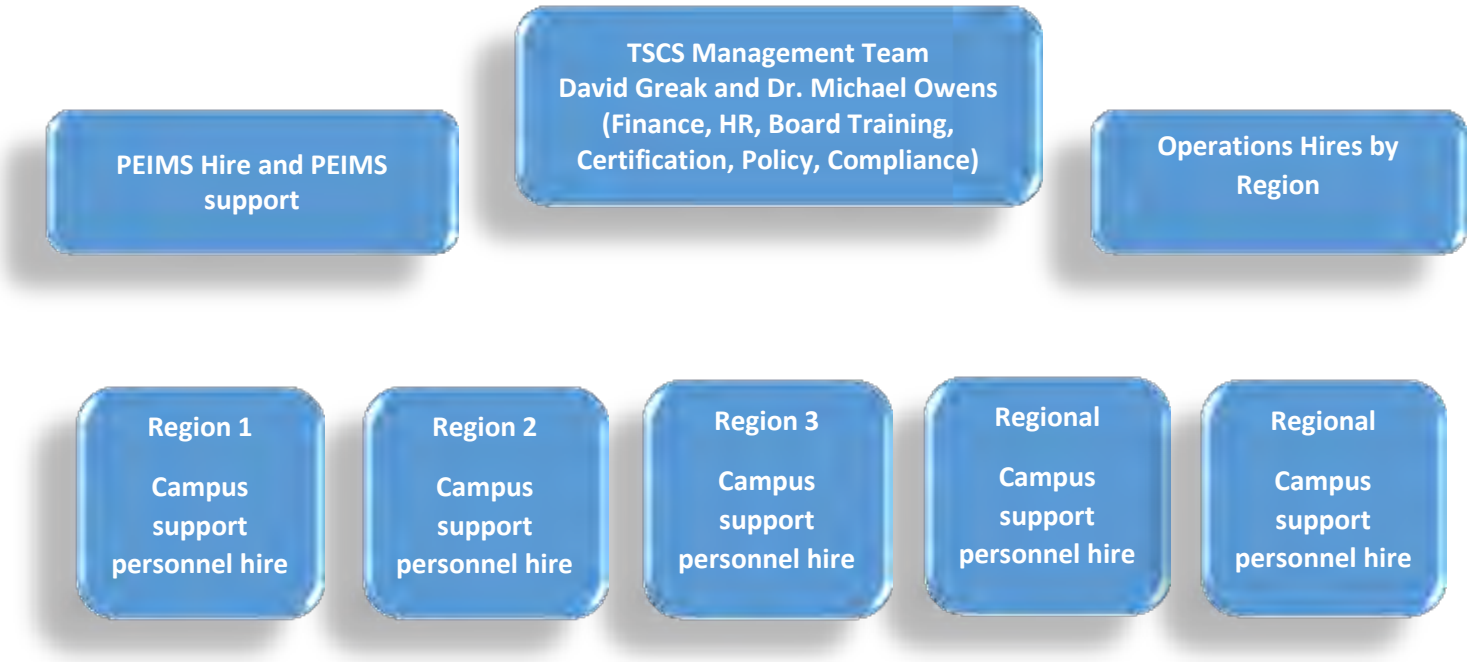
Year 3



MO.2 Attachment

TXSCS Organization Chart

Year 5



Attachment MO.3. Litigation Documents

Attachment MO.3
Litigation

Texas Successful Charter Schools has not been involved in any litigation or arbitration proceedings.

Attachment MO.4. CMO Financials

Attachment MO.4
CMO Financials

LONG TERM LIABILITIES	Q1	Q2	Q3	Q4
Long Term Debt				
Deferred Income Taxes				
Other Long Term Liabilities				
TOTAL LONG TERM LIABILITIES	$0	$0	$0	$0

SHAREHOLDERS' EQUITY	Q1	Q2	Q3	Q4
Capital Stock				
Additional Paid in Capital				
Retained Earnings	$19,800	$12,800	$1,275	$9,800
TOTAL SHAREHOLDERS' EQUITY	**$19,800**	**$12,800**	**$1,275**	**$9,800**
TOTAL LIABILITIES AND EQUITY	**$19,800**	**$12,800**	**$1,275**	**$9,800**

Texas Successful Charter Schools Balance Sheet 2013

US-GAAP

FISCAL YEAR END 12/31 (IN THOUSANDS)	2014	2013	2012
Revenues	$20,350	$43,675	$78,000
Cost of Goods Sold			
GROSS PROFIT	**$20,350**	**$43,675**	**$78,000**

	2014	2013	2012
Operating Expenses	$3,200	$11,400	$21,400
Selling, General, and Administrative Expenses	$1,300	$2,900	$4,400
Depreciation and Amortization			
Other Expenses	$800	$1,200	$1,600
OPERATING PROFIT	**$15,050**	**$28,175**	**$50,600**

	2014	2013	2012
Interest Expense			
Other Revenues or Gains			
Other Expenses or Losses			
EARNINGS BEFORE TAXES	$15,050	$28,175	$50,600

	2014	2013	2012
Income Taxes			
NET INCOME	**$15,050**	**$28,175**	**$50,600**

	2014	2013	2012
Common Shares Outstanding			
Earnings Per Share			
Dividends Per Share			

Cash Flow from Operating Activities

FISCAL YEAR END 12/31 (IN THOUSANDS)	2014	2013	2012
Net Income			
Adjustments			
Depreciation Expense			
Amortization Expense			
Gain on Sale of Equipment			
Increase in Accounts Receivable			
Decrease in Unearned Rent Revenue			
Decrease in Inventories			
Increase in Accounts Payable			
Increase in Prepaid Expenses			
Increase in Income Taxes Payable			
NET CASH PROVIDED BY OPERATING ACTIVITIES	$0	$0	$0

Cash Flow from Investing Activities

	2014	2013	2012
Purchase of Available for Sale Securities			
Sale of Equipment			
Purchase of Buildings			
NET CASH USED IN INVESTING ACTIVITIES	**$0**	**$0**	**$0**

Cash Flow from Financing Activities

	2014	2013	2012
Repayment of Debts			
Issuance of Debts			
Payment of Cash Dividends			
Issuance of Common Stock			
Repurchase of Common Stock			
NET CASH USED IN FINANCING ACTIVITIES	**$0**	**$0**	**$0**

Cash and Equivalents, End of Year

	2014	2013	2012
Net Increase/Decrease in Cash and Equivalents			
Cash and Equivalents, Beginning of Year			
CASH AND EQUIVALENTS, END OF YEAR	**$0**	**$0**	**$0**

Attachment O.1. Calendar and Schedule

Foundation Charter 2015-2016

Academic Year Calendar

July 15

Su	M	Tu	W	Th	F	Sa
			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	

August 15

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 15

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 15

Su	M	Tu	W	Th	F	Sa
				1		3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 15

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 15

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 16

Su	M	Tu	W	Th	F	Sa
					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						

February 16

Su	M	Tu	W	Th	F	Sa
	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					

March 16

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 16

Su	M	Tu	W	Th	F	Sa
					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

May 16

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 16

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 16

Su	M	Tu	W	Th	F	Sa
					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						

August 16

Su	M	Tu	W	Th	F	Sa
	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			

Notes

July 13 – Start of School
Sept 11 – End 9 Weeks
Oct 5 – Start 2nd 9 Weeks
Dec 11 – End 2nd 9 Weeks
Jan 4 – Start 3rd 9 Weeks
March 4 – End 3rd 9 Weeks
March 28 – Start 4th 9 Weeks
June 2 – End 4th 9 Weekds

Staff Development Days
July 6-10, 2015
Oct 1-2
Dec 14
March 7
June 3

○ Intercession

☼ Holiday

⊗ Staff Development

\ = 1/2 day students

	Kinder	First	Second	Third	Fourth	Fifth	Ancillary
8:15 - 8:30	8:15 - 8:30 Engage						8:30 - 9:15 Fourth
8:30 - 9:00	8:30 - 10:30 LiteracyBlock	8:30 - 10:30 Literacy/SS Block	8:30 - 10:30 Literacy/SS Block	8:30-9:15 Ancillary	8:30 - 10:30 Literacy/SS Block	8:30 - 10:30 Literacy/SS Block	9:20 - 10:05 Fifth Ancillary
9:00 - 9:30							
9:30 - 10:00							
10:00 - 10:30	10:30 - 10:50 Technology	10:30 - 11:00 LUNCH	10:30-10:40 Math/Sci Block		10:30 - 11:15 Social Studies/Science	10:30 - 11:15 Social Studies/Science	10:05 - 10:55 Ancillary Planning
10:30 - 11:00	10:50 - 11:20 LUNCH		11:00 -11:30 LUNCH	9:15-11:15 Literacy/SS block			10:55-11:25 Ancillary Lunch
11:00 - 11:30	11:20 - 12:15 Social Studies		11:30 - 12:15 Ancillary	11:15 - 11:30 Math/Sci Block	11:20 - 11:50 Lunch	11:20 - 11:50 Lunch	11:30 - 12:15 Third Ancillary
11:30 - 12:00				11:30 - 12:00 LUNCH			
12:00 - 12:30	12:15 - 1:00 Ancillary	11:00 - 1:00 Math/Science Block	12:15 - 1:45 Math/Science Block	12:00 - 1: 45 Math/Science Block	11:50 - 1:50 Math/Science Block	11:50 - 1:50 Math/Science Block	12:15 -1:00 Kinder Ancillary
12:30 - 1:00							
1:00 - 1:30	1:00 - 2:30 Math Block	1:00 - 2:45 SS/Science /Literacy Block					1:05 - 1:50 Ancillary
1:30 - 2:00			1:45 -3:30 Literacy/SS/ Science Bloc	1:45 - 3:30 Literacy/SS/ Science Bloc	1:55 - 2:40 Ancillary	1:55 - 2:40 Ancillary	1:55 - 2:40 Fifth Ancillary
2:00 - 2:30							
2:30 - 3:00	2:30 - 3:30 Science	2:45 - 3:30 Ancillary			2:45 - 3:30 Literacy/Social Studies	2:45 - 3:30 Literacy/Social Studies	2:45 - 3:30 First Ancillary
3:00 - 3:30							
3:30 - 3:45	3:30 - 3:45 Character Launch						

Vertical Planning	
Wednesday 8:00 - 8:45	All content, Sped Lead, Lead Interventionist
Wednesday 8:00 - 8:45	Ancillary, Sped, Interv. will monitor students in Morning

Four's Preschool Schedule

30	**Learning Centers**	**Art, Reading, Blocks, Dramatic Play, Manipulatives, Breakfast**
7:45	**Bathroom**	
8:00	**Circle Time**	**Attendance, Pledge of Allegiance, Calendar Activities, Weather, Life Skills, Plan for the Day**
8:30	**Small Group Time** **Learning Centers**	**Reading Readiness, Art** **Reading, Computers/Library, Dramatic Play, Listening, Writing**
9:20	**Music, Dance**	
9:45	**Morning Snack**	
10:15	**Math, Science, Social Studies, Cooking** **Learning Centers**	**Writing, Blocks, Reading, Manipulatives**
11:00	**Outside Play**	
11:45	**Hand Washing, Bathroom**	
12:00	**Lunch**	
12:30	**Hand Washing Bathroom**	
12:45	**Quiet Time**	
2:00	**Bathroom**	
2:15	**Outside**	
3:00	**Hand Washing, Water**	
3:15	**Afternoon Snack**	
3:45	**Circle Time**	
4:10	**Art**	
4:30	**Learning Centers**	
5:15	**Story Time**	
5:25	**Music, Dance**	
5:45	**Centers**	
6:15	**Clean Up, Dismissal**	

Detailed Foundations Charter School Daily Schedule
Attachment O.1

TEACHERS	STUDENTS
8:00 Teachers report to duty in cafeteria/gym to supervise students	7:45 – 8:15 students may enter the cafeteria/gym for breakfast
Morning Engagement (8:15 – 8:30) – All staff and students participate in Morning Engagement which is a motivational start to the day which includes music, self-affirmation chants, the pledge, recitation of SAT college words, dancing and Good Things to share. This is when about 5 students are selected to come and share something good that they are excited about (ex: their birthday, getting a new game or getting to see their dad)	
Classes transition to their rooms **ELA Block 8:15 – 11:10**	
• Greeting – done at the classroom door as students enter • Students are greeted at the door with a handshake. This is a quick touch time where teachers can engage one on one with each student and intervene if a problem is detected	• Students greet the teacher at the door and begin their morning routine of getting their planners and homework from their backpacks, getting their learning tools ready and taking their seats

• Good Things
  • Teacher selects 3-5 students to share good things with their classmates. The teacher always reminds students to listen and focus on the speaker and asks follow up questions, this supports active listening
	• Good Things
	  • 3-5 students are selected to share good things they are excited about with their classmates. The classmates are encouraged to ask follow up questions about what their classmate shared.

• Character Lesson – Approximately 15 min
  • Teachers begin the day by reviewing a monthly social skill. Each month students are introduced to a new principle, with a story and activities for each week for a total of 9 lessons.
	• Character Lesson – Approximately 15 min
	  • Students participate in the discussion of the monthly principle and discuss how that looks in their classroom and in their school. They may also have an activity to complete

• Restroom Break – Approximately 10 – 15 min
  • Teachers assist the student restroom monitors by monitoring the hallway and moving students
	• Restroom break – Approximately 10 – 15 min
	  • Student restroom monitors assist with monitoring inside the restrooms. Students are always

efficiently in and out of the restrooms. They also guide the sponge activities that are taking place in the hallway.	exposed to some type of activity while they are in the hallway such as math fact flash cards, interactive bulletin boards or simply bringing a book to read while they are waiting.

• Whole Group – instruction is approximately 20 minutes
  • Teacher introduces (routes) a new skill or objective or the teacher may use this time to review (re-expose) a skill or objective previously taught that assessments has indicated review is necessary. During this time academic or content vocabulary is reviewed as well as a Thinking Map is created to anchor the students learning for extension activities and future learning. This may done through shared or guided reading or writing.
	• Whole Group – instruction is approximately 20 minutes
	  • Students participate in the whole group activity, engage in meaningful discussions and participate in creating non-linguistic representations of their new learning (Thinking Maps). Students also participate in shared and guided reading and writing activities.

• Small Group – Students rotate through these groups every 15 - 20 minutes
  • Teacher pulls a group of 4-6 students to the teacher table to address specific skill deficits as defined through MAP's RIT range, technology, Unit Assessments or Running Records.
  ▪ ELA – teacher will take a running record on a student then follow a lesson cycle. This lesson cycle incorporates word study, sight words, vocabulary, comprehension work, fluency and guided writing
	• Students work independently on activities that relate to the objective or skill taught in whole group or a skill which the students need additional practice.
	  ▪ ELA – students may independently or in a group work together to complete an activity based on the day's lesson. They may create a Thinking Map based upon the text that was read in class or a text that they read on their own or in a group and create their map based upon their own learning. Other activities may include work from their basal, a Reading A-Z activity or writer's workshop. Usually these

	activities are shared during the closure of the lesson. • Another group utilize their technology software
• Closure – Approximately 5-7 min • Teacher and students wrap up the lesson by reviewing the objectives or skills that they worked on that day. They discuss new learning as well as misconceptions. This allows for review and gives the teacher the opportunity for a quick assessment to determine the direction for further instruction	
• Launch – up to 3 minutes • All students and teachers participate in a launch activity which is a meaningful end and send. Ending the day by sending them off to their next class or home on a positive note. Examples include self-affirmation chants, a poem, a short inspirational passage from a book such as Chicken Soup for the Soul.	
Lunch 10:30 – 11:00	
• Teachers transition their students to the cafeteria and take a 30 minute duty free lunch	• Students eat and socialize in the cafeteria and are monitored by cafeteria staff
Classes transition to their rooms **Math Block 11:10 – 1:00**	
• Greeting – done at the classroom door as students enter • Students are greeted at the door with a handshake. This is a quick touch time where teachers can engage one on one with each student and intervene if a problem is detected	• Students greet the teacher at the door and begin their routine of getting their planners and homework turned in, getting their learning tools ready and taking their seats
• Good Things • Teacher selects 3-5 students to share good things with their classmates. The teacher always reminds students to listen and focus on the speaker and asks follow up questions, this supports active listening	• Good Things • 3-5 students are selected to share good things they are excited about with their classmates. The classmates are encouraged to ask follow up questions about what their classmate shared.
• Restroom Break – Approximately 10 – 15 min • Teachers assist the student restroom monitors by	• Restroom break – Approximately 10 – 15 min • Student restroom monitors assist with monitoring

monitoring the hallway and moving students efficiently in and out of the restrooms. They also guide the sponge activities that are taking place in the hallway.	inside the restrooms. Students are always exposed to some type of activity while they are in the hallway such as math fact flash cards, interactive bulletin boards or simply bringing a book to read while they are waiting.

• Whole Group – instruction is approximately 20 minutes
  • Teacher introduces (routes) a new skill or objective or the teacher may use this time to review (re-expose) a skill or objective previously taught that assessments has indicated review is necessary. During this time academic or content vocabulary is reviewed as well as Thinking Maps are created to anchor the students learning for extension activities and future learning
	• Whole Group – instruction is approximately 20 minutes
	  • Students participate in the whole group activity, engage in meaningful discussions and participate in creating non-linguistic representations of their new learning which may be a foldable for their interactive student notebook

• Small Group – Students rotate through these groups every 15 - 20 minutes
  • Teacher pulls a group of 4-6 students to the teacher table to address specific skill deficits as defined through MAP's RIT range, technology, Unit Assessments
  ▪ Math – teachers begin with a quick math fact review then move onto instruction based upon specific skill deficits. Instruction will begin with concrete examples with the use of manipulatives and explicit vocabulary instruction then move on to the more abstract problem solving.
	• Students work independently on activities that relate to the objective or skill taught in whole group or a skill that they need more practice with.
	  ▪ Math – students may have a "Do Now" activity which is a spiraling review of skills and objectives previously taught then they may complete activities from their math textbook, other resources or a teacher created activity based upon the lesson.
	• Another group utilize their technology

• Closure – Approximately 5-7 min	

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- Teacher and students wrap up the lesson by reviewing the objectives or skills that they worked on that day. They discuss new learning as well as misconceptions. This allows for review and gives the teacher the opportunity for a quick assessment to determine the direction for further instruction

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- Launch – up to 3 minutes
  - All students and teachers participate in a launch activity which is a meaningful end and send. Ending the day by sending them off to their next class or home on a positive note. Examples include self-affirmation chants, a poem, a short inspirational passage from a book such as Chicken Soup for the Soul.

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<tr><td colspan="2">Classes transition to their rooms
Science / Social Studies Block 1:00 – 3:45</td></tr>
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- Greeting – done at the classroom door as students enter
  - Students are greeted at the door with a handshake. This is a quick touch time where teachers can engage one on one with each student and intervene if a problem is detected

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- Students greet the teacher at the door and begin their routine of getting their planners and homework to turn in, getting their learning tools ready and taking their seats

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<tr><td colspan="2">Transition to Ancillary 1:05 – 1:50</td></tr>
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- Classroom teacher transitions students to their 45 minute ancillary class which is Music, Art or PE. The teacher uses this time for parent conferences, touch time with the principal, planning with colleagues or personal planning. Classroom teachers pick up students from ancillary to transition back to class

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- Students participate in a 45 minute instructional block that incorporates activities designed by the ancillary staff which is guided by the TEKS.

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- Greeting – done at the classroom door as students enter
  - Students are greeted at the door with a handshake. This is a quick touch time where teachers can engage one on one with each student and intervene if a problem is detected

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- Students greet the teacher at the door and begin their routine of getting their learning tools ready and taking their seats

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- Ancillary provides instruction in Music, Art or PE based on the grade level TEKS. Teacher will integrate technology

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- Students participate in activities such as fitness assessments, learning about different types of games,

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by showing power points, videos or playing music. Vocabulary instruction is also a key piece to instruction and it is based upon the particular unit of instruction.	artists or musicians; create art projects using different types of art mediums such as clay, oils, paper machete, wood, etc. Students also learn the basics of reading and writing music, regional music and finally students create backdrops, props, learn songs and dances for performances.
• Closure – Approximately 5-7 min • Teacher and students wrap up the lesson by reviewing the objectives or skills that they worked on that day. They discuss new learning as well as misconceptions. This allows for review and gives the teacher the opportunity for a quick assessment to determine the direction for further instruction	
• Launch – up to 3 minutes • All students and teachers participate in a launch activity which is a meaningful end and send. Ending the day by sending them off to their next class or home on a positive note. Examples include self-affirmation chants, a poem, a short inspirational passage from a book such as Chicken Soup for the Soul.	
Transition back to Science / Social Studies class	

• Good Things
  • Teacher selects 3-5 students to share good things with their classmates. The teacher always reminds students to listen and focus on the speaker and asks follow up questions, this supports active listening
	• Good Things
	  • 3-5 students are selected to share good things they are excited about with their classmates. The classmates are encouraged to ask follow up questions about what their classmate shared.

• Restroom Break – Approximately 10 – 15 min
  • Teachers assist the student restroom monitors by monitoring the hallway and moving students efficiently in and out of the restrooms. They also guide the sponge activities that are taking place in the hallway.
	• Restroom break – Approximately 10 – 15 min
	  • Student restroom monitors assist with monitoring inside the restrooms. Students are always exposed to some type of activity while they are in the hallway such as math fact flash cards, interactive bulletin boards or simply bringing a book to read while they are waiting.

• Whole Group – instruction is approximately 20 minutes.	• Whole Group – instruction is approximately 20 minutes

Social Studies is taught 2 days per week and Science is taught for 3 days which includes Lab work • Teacher introduces (routs) a new objective or the teacher may use this time to review (re-expose) an objective previously taught that assessments have indicated review is necessary. During this time academic or content vocabulary is reviewed as well as a Thinking Map is created to anchor the students learning for extension activities and future learning. During this time the teacher may use a pre-selected fiction or non-fiction text, Social Studies weekly, Science text book, current periodicals or websites as instructional resources.	• Students participate in the whole group activity, engage in meaningful discussions and participate in creating non-linguistic representations of their new learning such as Thinking Maps or foldable for their interactive student notebook
• Independent Work – approximately 60 minutes • Teacher monitors students as they work on projects or lab work. This time is used to clarify any misunderstandings, pose questions which guide their critical thinking and support students through their problem solving.	• Independent Work – approximately 60 minutes • Students work independently on activities that relate to the objective or skill taught in whole group. These activities can be lab work, projects or teacher selected activities • Another group utilize their technology or on-line research
• Closure – Approximately 5-7 min • Teacher and students wrap up the lesson by reviewing the objectives or skills that they worked on that day. They discuss new learning as well as misconceptions. This allows for review and gives the teacher the opportunity for a quick assessment to determine the direction for further instruction	
• Launch – up to 3 minutes • All students and teachers participate in a launch activity which is a meaningful end and send. Ending the day by sending them off to their next class or home on a positive note. Examples include self-affirmation chants, a poem, a short inspirational passage from a book such as Chicken Soup for the Soul.	
• Teacher dismisses students by location (3:45 – 4:00) • Walkers	• Students dismiss according to how they go home • Walkers

• Afterschool program • Car and bus riders • Teacher take the car riders outside to the pickup location and monitors all students until 4:15 pm at that time all remaining students are brought to the front office and their parents are contacted	• Afterschool program • Car and bus riders • Students must remain with the staff member who is assigned to their dismissal until released.

Attachment O.2. Admission and Enrollment

Attachment O.2

Foundations Charter School
Admission and Enrollment

Foundations Charter School (FCS) will have a designate window for applications that will be February 1 through April 15. All applications received through April 15 will be accepted. If there are more spaces than applications, all students, if they reside in the approved geographic boundaries, will be accepted for the upcoming school year's enrollment. If, however, there are not enough spaces for the number of applications submitted, a lottery will be conducted to determine who is admitted into the school.

The application process will consists of a parent or guardian completing a form in the language spoken by the parents. The form will be available in electronic or hard copy to all interested parties. The form will seek the following information: student name, grade, gender, date of birth and age. It will request parent information that includes name, address and contact information.

Each child will have the same opportunity to enroll in the school through the lottery process. A lottery will be conducted on the first Friday after April 15. After FCS has drawn and filled all the available spaces in the school, it will continue to draw the remaining names, listing them in the order drawn on a waiting list. Should space become available during the year, the school will call the next name on the waiting list. When the vacancy occurs, and there is an applicant on the waiting list, admission will be offered to that child.

A student that withdraws from FCS will give up that slot for future placement in FCS and will re-apply in the same manner as a new student seeking to enroll in the school. A child that seeks to transfer from one FCS campus to another will be granted if the receiving campus has an open position available. Any transfer from a school not a part of FCS will apply in the same manner as all new applications and follow the same lottery process. Foundations Charter School will exempt returning students, siblings of returning students and staff as long as they constitute a small percentage of the total enrollment.

The disclosure on all communication in applications, enrollment forms and official school documents by all staff members including email will state: The Foundations Charter School is a free, nonsectarian, open enrollment charter school and an equal opportunity educational provider and employer, that does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age in educational programs or activities that it operates or in employment decisions.

Foundations Charter School will not enroll students who have a documented history of criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. All grievances to the school that are not rectified by the administration will end at the level of the charter school board's decision.

When a child is selected to enroll in FCS the following forms are given to the parent for completion:

Registration form
Ethnicity and Race Data Questionnaire
Internet Acceptable Use Policy form
Student Medical Information form

Student/Parent handbook (is given)
Parent Portal Access form
Lunch application (if available)
Birth Certificate
Immunization Record
Social Security Card
Student Image confidentiality agreement

FCS accepts this information before and during the first week of school if a parent has some reasonable need to have not completed the required forms for processing.

Attachment O.3. Discipline Policy

Attachment O.3

Code of Conduct and Discipline

Student Rights and Responsibilities

FCS believes that most students will self-manage their behavior if given the right methods and procedures to participate and learn from embedded in the school and classroom routines. FCS desires to extend our appreciation to students who behave well, make responsible decisions and work hard; these students comprise the high majority of learners in school.

Each student has the opportunity and the right to use school as a means for self-improvement and individual growth. In so doing, he/she is expected to conduct him or herself in a manner compatible with the school's function and in accordance with policies and regulations concerning student conduct and discipline, including but not limited to the grounds for suspension, expulsion and classroom removal. Conduct that disrupts or threatens to disrupt the operation of a school, that interferes in any way with the public or private rights of other students or citizens, that threatens or endangers the health or safety of any person, or that damages property, will result in disciplinary action.

FCS will use a level system to define in clear terms the infraction status of the poor behavior. Consequences can ascend or descend depending on the individual situation and habitual activity of that individual. Some offenses are specific and direct due to the behavior. The toolbox of discipline techniques will be aligned to the classroom, principal and board authorization status.

levels of Disciplinary Action:

Custodial Level- Offenses that represent behaviors that occur outside the school environment and almost exclusively are related to truancy.

Principal Authorization

Level I offenses generally occur in the classroom and can be corrected by the teacher, ie. excessive talking, being rude to other students or any other disruptive act which violates the social contract agreement.

Teacher authorization

Level II offenses are more serious than Level I and/or represent the student's inability to control Level I misconduct. Level II offenses call for administrative intervention, ie. disrespect of faculty/staff members or using vulgarity or profanity.

Principal authorization

Level III offenses seriously disrupt the educational process in the classroom, the school, and/or at school-related activities, or are a continuance of repeated Level I or Level II offenses. Level III misconduct may result in student suspension, i.e. stealing, persistent bullying, harassment, drugs and alcohol, tobacco, and deliberate destruction of school property.

Principal authorization

Level IV misconduct involves more serious criminal offenses. This includes any felony for which expulsion is required.

Board authorization

Discipline Management Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct and/or prohibited by campus or classroom rules:

- Truancy warning letter
- Verbal correction
- Cooling-off time or "time-out"
- Seating changes within the classroom
- Temporary confiscation of items that disrupt the educational process (Items will be returned to either the student or parent at the end of the day, the next school day, end of the semester, or end of the school year as outlined in district procedures.)
- Rewards or demerits
- Behavioral contracts
- Counseling by teachers, counselors, or administrative personnel
- Parent contact
- Parent-teacher conferences
- Student conferences
- Detention (A.M., Lunch, and/or P.M.)
- Assignment of school duties *other than class tasks*, such as cleaning or picking up litter
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, membership in school-sponsored clubs and/or organizations, or participation in academy programs
- Penalties identified in individual student organizations' extracurricular standards of behavior
- School-assessed and school-administered probation or strategies within school guidelines

- Student referral to the office or other assigned area (i.e., another teacher's classroom)
- In-school suspension (ISS)
- Out-of-school suspension (OSS)
- Placement and/or expulsion in an alternative educational setting (***Placement*** and/or ***Expulsion*** for certain serious offenses.)
- Expulsion
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the school
- Other strategies and consequences as determined by school officials within district/state/federal guidelines

<u>Definitions and Terminology</u>

1. "Suspension" means the exclusion of a student from attending school and participating in school activities for a specified and limited period of time.
2. "Expulsion" means the exclusion of a student from attending school and participating in school activities for a specified period of time beyond that provided for suspension but not to exceed one calendar year, unless student contact is otherwise authorized by the school administration.
3. "In-school suspension" means a suspension in which the student is suspended from participation in regular school activities, but receives continuous educational instruction, supervision, and discipline.
4. "Classroom removal" means the exclusion of a student from the classroom by a teacher for causing a material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the student.
5. "Student with disabilities" means a student for whom a determination of disability has been made by a duly convened staffing committee in accordance with state and federal laws governing the education of children with disabilities.
6. "Informal hearing" means an opportunity for a student to be informed of the evidence and consequences, and to explain his or her position, regarding the incident constituting grounds for discipline. An informal hearing does not include representation by counsel, the ability to confront and cross-examine witnesses, or to call witnesses to verify the student's version of the incident.
7. "At-Risk Students" means students who are at risk of suspension or expulsion. An at-risk student includes, but is not limited to, any student who is likely to be declared habitually truant or is likely to be declared habitually disruptive. The school shall work with the students' parents or guardians and appropriate local and state agencies, community-based organizations, and institutions of higher education to provide at-risk students with support services to help them avoid expulsion.

Suspension Authority and Procedures

1. Any student who is suspended for three days or less is entitled to hear the charges and to be given an opportunity to present his or her position in a conference. The

conference should occur prior to removal from the school, unless the student's presence constitutes a continuing danger to that student, other persons or property, or a continuing threat of disrupting the academic process. In the latter case, a conference should be held as soon as practicable after the student's removal from school.

2. As an alternative to suspension, the suspending authority may, acting in his or her discretion, allow the student to remain in school if the student's parent, guardian, or legal custodian, with the consent of the student's teacher(s), attends school with the student for a specified period of time. If a parent, guardian, or legal custodian does not agree, or fails to attend school with the student, the suspending authority shall suspend the student in accordance with this policy. This alternative shall not be considered if expulsion proceedings are to be initiated or if the conduct giving rise to disciplinary action involved a threat to the welfare or safety of other students or school personnel.
3. A suspending authority may also order in-school suspension.
4. Students with disabilities are subject to suspension on the same grounds as students without disabilities, except that such students are subject to the special considerations and procedures.

Expulsion Authority and Procedures

1. The power to expel students has been delegated to the Board.
2. Expulsion can occur only after the accused student and his or her parents have been given the opportunity for a hearing.
3. Re-admittance. No student shall be readmitted to school until a meeting has taken place between the director or designee and the student's parents, guardian, or legal custodian to review the suspension, or until, in the discretion of the director or designee, a parent, guardian, or legal custodian of the suspended student has substantially agreed to review the suspension with the director or designee.
4. Students with disabilities are subject to expulsion on the same grounds as students without disabilities, except that such students are subject to the special considerations and procedures.
5. Students with Disabilities. Students with disabilities are subject to suspension on the same grounds as students without disabilities, except that such students are subject to the special considerations and procedures outlined in this regulation and current law. Students with disabilities who engage in misconduct may be removed from their current placement and be suspended, placed in an appropriate interim alternative educational setting, or placed in another setting for not more than 10 consecutive school days, and for additional periods of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under applicable law). In addition, a student with an IEP may be removed from his or her current placement and placed in an interim alternative setting chosen by the IEP team for not more than 45 consecutive school days if a hearing officer so orders, or if the student, while at school or at a school function: (1) carried or possessed a weapon; (2) knowingly possessed or used illegal drugs, or sold or solicited a controlled substance; or (3) inflicted serious bodily injury upon another person. Section

504 students may be disciplined for the use or possession of illegal drugs or alcohol to the same extent as students without disabilities.

If school personnel seek to remove a student with disabilities from his or her current placement for more than 10 consecutive school days (except as provided in the preceding paragraph), then the school must, no later than by the date the decision to take such disciplinary action is made, notify the parent of that decision and of all procedural safeguards accorded under applicable law, and, no later than 10 school days after the disciplinary decision is made, meet with the parent and relevant members of the student's IEP or § 504 team (as determined by the school and the parent), to determine in accordance with applicable law if the student's conduct was a manifestation of his or her disability.

If the IEP or § 504 team determines that the student's conduct was not a manifestation of the student's disability, then the school may proceed with discipline in the same manner as with a student without disabilities, except that a student with an IEP must continue to receive educational services as determined by the IEP team. In addition, as deemed appropriate by the IEP team, the student may receive a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior for which the student was suspended, or, if behavioral intervention services and modifications are already in place, have them reviewed and modified as the IEP team deems necessary.

If the IEP or § 504 team determines that the student's conduct was a manifestation of the student's disability, then the school must discontinue the suspension proceedings and return the student to the placement from which he or she was removed, unless otherwise agreed to by the parent. In addition, for students with IEPs, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student, or, if a behavioral intervention plan was already in place, review and modify it as the team deems necessary.

Procedure for Expulsion

In the event that the school contemplates action expelling any student, the following procedures shall be followed:

1. Notice. Not less than ten days prior to the date of contemplated action, the director shall cause written notice of such proposed action to be delivered to the student and his or her parents, guardian, or legal custodian. Such delivery may be by United States mail or by personal delivery. If mailed, delivery shall be deemed to be completed at such time as the notice is deposited in the United States mail addressed to the last known address of the student or his or her parents, guardian, or legal custodian.
2. Emergency Notice. In the event the Board determines that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened to the extent the Board may direct, provided that the student or his or her parents, guardian, or legal custodian have actual notice of the hearing prior to the time it is held.

3. Contents of Notice. The notice shall contain the following:
    a. A statement of the rule or regulation which the student is alleged to have violated.
    b. A statement that a hearing on the question of expulsion will be held within the period of suspension applicable to the student if requested by the student or his or her parents, guardian, or legal custodian.
    c. A statement of the date, time, and place of the hearing in the event one is requested.
    d. A statement that the student may be present at the hearing and hear all information against him or her; that the student will have an opportunity to present such information as is relevant; and that the student may be accompanied and represented by his or her parents, guardian, or legal custodian and an attorney.
    e. A statement that failure to request a hearing within five calendar days or failure to participate in such a hearing constitutes a waiver of further rights in the matter.
    f. A statement of the effective date and duration of the contemplated expulsion.

4. Students with Disabilities. Students with disabilities are subject to expulsion on the same grounds as students without disabilities, except that such students are subject to the special considerations and procedures outlined by the law. Before expelling a student with disabilities, the school must, no later than by the date the decision to take such disciplinary action is made, notify the parent of that decision and of all procedural safeguards accorded under applicable law, and, no later than 10 school days after the disciplinary decision is made, meet with the parent and relevant members of the student's IEP or § 504 team (as determined by the school and the parent), to determine in accordance with applicable law if the student's conduct was a manifestation of his or her disability.

    If the IEP or § 504 team determines that the student's conduct was not a manifestation of the student's disability, then the school may proceed with expulsion in the same manner as with a student without disabilities, except that a student with an IEP must continue to receive educational services as determined by the IEP team. In addition, as deemed appropriate by the IEP team, the student may receive a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior for which the student was expelled, or, if behavioral intervention services and modifications are already in place, have them reviewed and modified as the IEP team deems necessary.

    If the IEP or § 504 team determines that the student's conduct was a manifestation of the student's disability, then the school must discontinue the expulsion proceedings and return the student to the placement from which the student was removed, unless otherwise agreed to by the parent. In addition, for students with IEPs, the IEP team must conduct a functional behavioral assessment and implement a behavioral

intervention plan for the student, or, if a behavioral intervention plan was already in place, review and modify it as the IEP team deems necessary.

5. Re-admittance. A re-admittance conference of the procedures for suspension section of this policy shall be held prior to an expelled student being readmitted to school.

Procedure for Classroom Removal

The following procedures shall be followed with respect to any disciplinary removal of a student from the classroom.

1. A teacher may remove a student from the teacher's classroom for one day for causing a material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the student.
2. The teacher initiating the disciplinary removal of a student from the classroom shall provide the front office with assignments and other coursework to be completed by the student during the period of removal, and shall contact the parent or legal guardian of the student as soon as possible after the removal to request the parent's or legal guardian's attendance at a conference with the teacher concerning the removal.
3. The teacher may develop a behavior plan approved by the director designee after a student's first one-day removal from the classroom during any grading term (quarter, trimester, or semester) and shall develop a behavior plan after a student's second one-day removal from the classroom during any grading term. The behavior plan shall indicate that the third incident during a grading period (of material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the student) after classroom removals for the first two incidents will result in the student's removal from the classroom for the remainder of the grading term. The teacher shall provide a copy of the behavior plan, as well as a copy of each revision thereto, to the student and the parent or legal guardian of the student.

Corporal Punishment

No corporal punishment shall be allowed in the school.

Attachment O.4. Personnel Policies

Attachment O.4 (In Progress)
Personnel Policies

At-will Employment

Employment and compensation are at-will and therefore can be terminated, with or without cause, at any time without prior notice, at the option of the employee or the School's option. This at-will employment relationship will remain in effect throughout the employment of any employee within Foundations Charter School. All potential employees will be told during the hiring process that the at-will employment relationship may not be modified by any oral or implied agreement, and that any course of conduct, practice, policy, award, promotion, performance evaluation, transfer, or length of service can modify the at-will relationship.

Resignation of Employment

We ask that an employee resigning his or her position notify the school in a timely manner. Texas is an at-will employee state and a two-week notice is expected, but we prefer at least a four week notice to find a suitable replacement. A resignation needs to be submitted by letter to the employee's immediate supervisor.

Equal Employment Opportunity (EEO)

Respect for the dignity and worth of each individual is paramount in all policies issued by the Board and in the administration of those policies. We prohibit unlawful discrimination against applicants or employees based on age, race, gender, color, religion, national origin, disability, or any other applicable status protected by state or local law.

Americans with Disabilities Act (ADA)

The school will make reasonable accommodation for qualified individuals with known disabilities. Employees needing such accommodation should contact their supervisor.

Employee Sexual Abuse Policy

Sexual abuse in the workplace or in any related activity is criminal behavior and is not tolerated. It is the policy of the school that sexual abuse of or by an employee, faculty, student, volunteer, family member, board member, patient, or other non-employees with a business association with the school, is prohibited. A violation of this policy will be subject to criminal penalties and school sanctions. No individual, no matter his or her title or position has the authority to commit or allow sexual abuse.

Sexual abuse includes sexual molestation, sexual assault, sexual exploitation, or sexual injury, but does not include sexual harassment. Any incidents of sexual abuse reasonably believed to have occurred will be reportable to appropriate law enforcement agencies and regulatory agencies.

Physical Evidence of Abuse

- Difficulty in walking
- Torn, stained or bloody underwear
- Pain or itching in genital area
- Bruises or bleeding of the external genitalia

- Sexually transmitted diseases

Behavior Signs of Sexual Abuse

- Reluctance to be left alone with a particular person
- Wearing lots of clothing, especially in bed
- Fear of touch
- Nightmares or fear of night
- Apprehension when sex is brought up

Harassment

FCS strives to maintain a work environment free of unlawful harassment. The School prohibits unlawful harassment because of age, race, gender, color, religion, national origin, disability, or sexual orientation.

Unlawful harassment includes verbal or physical conduct that has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment. Prohibited behavior may include but is not limited to the following:

- Written form such as cartoons, e-mail, posters, drawings, or photographs
- Verbal statements such as epithets, derogatory comments, slurs, or jokes
- Physical conduct such as assault, or blocking an individual's movements

This policy applies to all employees. Investigations occur promptly. If the school determines an employee's behavior is in violation of this policy, disciplinary action will occur, up to and including termination of employment.

Sexual Harassment

Sexual harassment is not tolerated between any parties including staff, students and visitors. Sexual harassment is unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature, when:

- Submission to such conduct is made explicitly or implicitly a term or condition of employment
- Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment
- Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

The expectation is that all employees conduct themselves in a professional and businesslike manner at all times.

Conduct which may violate this expectation includes, but is not limited to, sexually implicit or explicit communications whether in:

- Written form, such as cartoons, posters, calendars, notes, letters, e-mail
- Verbal form, such as comments, jokes, foul or obscene language of a sexual nature, gossiping, questions about another's sex life, or repeated unwanted requests for dates
- Physical gestures and other nonverbal behavior, such as unwelcome touching, grabbing, fondling, kissing, massaging, or brushing up against another's body.

This policy applies to all employees. Investigations occur promptly and if the school determines an employee's behavior is in violation of this policy, disciplinary action may occur, up to and including termination of employment.

Reporting/Complaint Procedure

Any member of the FCS staff, student body and others who believes he/she has been the victim, or who is aware of or suspects sexual abuse taking place, is encouraged to immediately report the incident to the Superintendent, Dr. Don Hooper.

Complaint Procedure

It is the school's desire that procedures for settling differences provide for prompt and equitable resolution and that each employee be assured an opportunity for orderly presentation and review of complaints without fear of reprisal. A "grievance" is an alleged violation of the IGNITUS Board of Education policies. All grievances should begin with the site principal unless the grievance includes a principal or personnel not at the site. This grievance process should begin by contacting Superintendent Dr. Don Hooper.

Employee Discipline Process

FCS supports a process of open communication when behavior or actions are not in the best interest of the organization. A supervisor should report concerns to the employee in a reasonable time to ensure correction of inappropriate actions. A supervisor should seek to rectify issues through verbal communication. However, at times offenses require written notice of reprimand or letter of direction due to repetitive conduct, insubordination or actions of a serious nature.

The employee should correct the behavior upon verbal and or written notice. When the reasonable request is not corrected, an employee is subject to termination of the work agreement immediately.

Any major violation of conduct or insubordination deemed by the principal as serious to the learning organization may constitute immediate termination of employment.

EMPLOYEE STATUS DEFINITIONS

Full time employee - an employee scheduled to work 40 hours or more per week. Full-time employees are eligible for benefits.

Part time employee - an employee scheduled to work more than 20 and less than 40 hours per week. Part-time employees are eligible for some benefits.

Temporary employee - an employee hired in a job established for a temporary period or for a specific assignment. Temporary employees are not eligible for benefits. Employees working less than 20 hours per week are also not eligible for benefits.

Exempt employee - an employee who is not eligible for overtime pay per standards set by Fair Standard Labor Act (FSLA).

Non-exempt employee – employee is eligible for paid overtime at one and one-half times their regular rate of pay for all hours worked in excess of 40 hours per workweek.

Classified Employee – Employees who are not required to obtain a license through the Texas Education Agency to work within a school.

Certified Employee – Employees who are required to obtain a certificate through the Texas Education Agency to work within a school.

EMPLOYEE BENEFITS

Employees with 20+ hours/week are eligible to participate in the state health insurance and other programs. Supplemental Insurance is effective the first of the month following the first 30 days of employment. For the Medical Insurance effective date, the employee may choose between their actively-at-work-date or the first of the month following their actively-at-work-date. Employees who are TRS covered receive TRS Active Care health insurance.

The following benefits are presented to full time employees of Foundations Charter School:

- Pre-tax medical benefits with TRS Active Care
- TRS Active Care health insurance
- Employer paid life insurance policy
- Employer paid long-term disability insurance
- Voluntary pre-tax dental care with Principal
- Voluntary life insurance available from Unum up to 5 times annual salary with a maximum of $250,000
- Voluntary life insurance available for spouse and children
- Voluntary accidental death and dismemberment insurance
- Voluntary short-term disability insurance

Review of Benefits

Medical Insurance Premiums

Foundations Charter School will pay a portion of an eligible employee's premiums if the employee enrolls in a qualifying TRS Medical Insurance Plan.

Full Time Employee (31-40 hours)

Part Time Employees (20-30 hours)

Insurance Eligibility

Full Time Employees (31-40 hours)

Eligible for Employer Paid Benefits listed above

Eligible to enroll in all supplemental benefits

Eligible to enroll in a TRS Medical Insurance Plan

Part Time Employees (20-30 hours)

Eligible to enroll in all supplemental benefits

Eligible to enroll in a TRS Medical Insurance Plan

Employees working less than 20 hours

Ineligible for insurance benefits

Retirement

Employees who are TRS eligible and can access the TRS website for information.

Holidays

Holidays are defined within the school calendar for FCS. Any employee of the school, wishing to observe religious days other than holidays established, may use his/her personal leave days in accordance with personal leave guidelines. If additional days are needed, Superintendent approval is required.

Personal Leave

FCS honors the 5 state personal leave days for TRS eligible employees.

Bereavement

An employee may use up to 5 days of bereavement leave for immediate family members. Immediate family includes spouse, son, daughter, parent, sibling, grandparent, and respective in-laws. Written requests for bereavement leave are submitted to the immediate supervisor. Bereavement leave is not counted against personal days.

Newborn Child

FCS provides 20 work days of leave after the birth of a child to support the family and wellness of the mother of the child. The daily rate of pay less the substitute rate (rate in effect at the time leave is taken for a Texas certified teacher substitute) is the employee's earned income during the absence. Newborn Child leave will begin after all earned personal days have been used. (i.e. If the employee daily rate of pay is $200 and the sub rate of pay is $80, then

the employee will have $80 deducted from the $200 and receive $120 per day rate during this time of leave.)

Jury Duty

FCS recognizes jury duty as a civic responsibility of everyone. Employees receive regular pay for jury duty if he or she was scheduled to work and submits a juror service certificate. Jury fees paid to the employee by the court must be surrendered to the school except travel allowances. When summoned for jury duty, employees automatically receive time-off to perform their duty as a juror. If jury duty ends during regular work hours, he or she must report to work promptly.

Family Leave Act (FMLA)

FMLA is a **non-paid** Federal required benefit for employees that qualify as eligible for the following reasons and may use up to 12 weeks of unpaid leave upon meeting the criteria:

Medical Leave

- Employee's serious health condition or pregnancy-related disability

Family Leave

- Father's attendance at birth of child
- Parent's care of newborn, if completed within 12 months following birth of child
- Placement of a child with employee for adoption or foster care
- Serious health condition of employee's child under 18 years, or older child if disabled
- Serious health condition of employee's spouse or parent
- Any qualifying circumstance if the employee's spouse, son, daughter, or parent is on active duty or been notified of an impending call or order to active duty in the Armed Forces. The Act grants up to 26 weeks of leave to an eligible employee who is the spouse, son, daughter, parent or next of kin of a covered service member to care for that person while he or she is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness.

Military Leave

FCS follows the federal guidelines regarding military leave. Employees granted a military leave of absence are reinstated and paid in accordance with the laws governing veteran's re-employment rights.

Parental Leave

FCS allows certain full and part-time employees who are parents or legal guardians of children enrolled in public or private school, unpaid, job-protected time off to attend academic activities with prior approval.

Personal Business Leave (Unpaid)

If, on a rare occasion, the board or its designee may deem the circumstances warrant an approval for an unpaid leave for non-medical reasons.

Professional Development Leave

Employees may be allowed to attend training at ’s request and are provided excused leave.

Voting

Voting is an important responsibility of all citizens. We encourage employees to exercise their voting rights in all municipal, state, and federal elections. Under most circumstances, it is possible for employees to vote either before or after work and by mail. If it is necessary for employees to arrive late or leave work early to vote in any election, employees should arrange with their supervisor/manager no later than the day prior to Election Day.

Attachment O.5. Leadership Evaluation

Attachment O.5

A. Diagnosis and Planning

	4	**3**	**2**	**1**
	Highly Effective	**Effective**	**Improvement Necessary**	**Does Not Meet Standards**
Team	Recruits a strong leadership team and develops its skills and commitment to a high level	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support	Works solo with little or no support from colleagues.
Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data. Bemoans students' low achievement and shows fatalism about bringing about significant change.
Mission	Wins staff and student buy-in	Produces a memorable,	Distributes a boiler-plate	Does not share a

	for a succinct, inspiring, results-oriented mission statement.	succinct, results-oriented mission statement that's known by all staff.	mission statement that few colleagues remember.	mission statement.
Target	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target. **f.**
Theory	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made
Strategy	Collaboratively crafts a lean, comprehensive, resultsoriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, nonaccountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or

				support.
Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data. Is too caught up in daily crises to focus on emerging data.

Overall rating:____ Comments:

B. Priority Management and Communication

	4	**3**	**2**	**1**
	Highly Effective	**Effective**	**Improvement Necessary**	**Does Not Meet Standards**
Planning	Plans for the year, month, week, and day, relentlessly	Plans for the year, month, week, and day, keeping the	Comes to work with a list of tasks that need to be	Has a list in his or her head of tasks to be accomplished

	getting the highest-leverage activities done.	highest-leverage activities front and center	accomplished that day but is often distracted from them.	each day, but often loses track.
Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals	Is not an effective communicator, and others are often left guessing about policies and direction.
Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
Expectations	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
Delegation	Has highly competent people	Delegates appropriate tasks to	Doesn't delegate some tasks that should be	Does almost everything him or

	in all key roles and is able to entrust them with maximum responsibility	competent staff members and checks on progress.	done by others.	herself
Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
Prevention	almost always prevented or deflected.	Takes the initiative so that time-wasting activities and crises are Is effective at preventing and/or deflecting many timewasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
Efficiency	Deals quickly and decisively with the highest-priority email and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores. Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
Balance	Remains sharp and fresh by tending to family, friends,	Is healthy and focused by balancing work demands with	Is sometimes unfocused and inattentive because of	Is unproductive and irritable because of fatigue and

	fun, exercise, nutrition, sleep, and vacations.	healthy habits.	fatigue and stress.	stress.

Overall rating:____ Comments:

C. Curriculum and Data

	4	**3**	**2**	**1**
	Highly Effective	**Effective**	**Improvement Necessary**	**Does Not Meet Standards**
Expectations	Gets all teachers to buy into clear, manageable, standards aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
Targets	Gets each grade-level/subject team invested in	Works with grade-level and subject-area teams to set	Urges grade-level/subject teams to set measurable	Urges teachers to improve student achievement,

	reaching measurable, results-oriented year-end goals.	measurable student goals for the current year.	student learning goals for the current year.	but without measurable outcome goals.
Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
Interims	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
Analysis	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year
Causes	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-	Asks that data meetings go beyond *what* students got wrong and delve into *why.*	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.

	testing.			
Follow-Up	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

Overall rating:____ Comments:

D. Supervision, Evaluation, and Professional Development

	4	3	2	1
	Highly Effective	**Effective**	**Improvement Necessary**	**Does Not Meet Standards**
Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
Ideas	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
Development	Orchestrates aligned, high quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
Empowerment	Gets teams to take ownership	Orchestrates regular teacher	Suggests that teacher teams	Does not emphasize

	for using data and student work to drive constant refinement of teaching.	team meetings as the prime locus for professional learning.	work together to address students' learning problems.	teamwork and teachers work mostly in isolation from colleagues.
Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
Units	Ensures that teachers backwards-design high quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
Evaluation	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits
Criticism	Courageously engages in difficult conversations with	Provides redirection and support to teachers who are	Criticizes struggling teachers but does not give them	Shies away from giving honest feedback and redirection to

	below-proficient teachers, helping them improve.	less than proficient	much help improving their performance.	teachers who are not performing well.
Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective
Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

Overall rating:____ Comments:

E. Discipline and Family Involvement

Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
Effectiveness	Deals effectively	Deals quickly	Deals firmly with	Tries to deal with

	with any disruptions to teaching and learning, analyzes patterns, and works on prevention	with disruptions to learning and looks for underlying causes.	students who are disruptive in classrooms, but doesn't get to the root causes.	disruptive students but is swamped by the number of problems.
Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
Support	Is highly effective getting counseling, mentoring, and other supports for high-need students	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students
Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns

	the school.			
Curriculum	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.
Conferences	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/ teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
Communication	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
Safety-net	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

Overall rating:____ Comments:

F. Management and External Relations

	4	**3**	**2**	**1**
	Highly Effective	**Effective**	**Improvement Necessary**	**Does Not Meet Standards**
Strategies	Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.	Explores macro strategies that might improve achievement.	Plays it safe and sticks with the status quo.
Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems
Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.

Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
Relationships	Builds strong relationships with key district	Builds relationships with	Is correct and professional with district and	Neglects relationship-building

	and external personnel and gets them excited about the school's mission.	district and external staffers so they will be helpful with paperwork and process.	external staff but does not enlist their active support.	with district and external staff and doesn't have their support to get things done.
Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Overall rating:____ Comments:

Attachment O.6. Teacher Evaluation

Attachment O.6

							Below	Acceptable	Proficient	Highly Effective	Total		
Domain 1: Relationship Classroom environment Pre-requisite							**Rare**	**some**	**often**	**always**	**100**	**score**	**Total**
	EXCEL Model						0%	60%	80%	100%			**72/100**
		Engage						x			**10**	6	
		Explore							x		**10**	8	
		Communicate						x			**10**	6	
		Empower							x		**10**	8	
		Launch					x				**10**	0	
	Look fors:	(checks)											
		Social Contract								x	**5**	5	
		Shaking Hands at Door								x	**5**	5	
		Good things						x			**5**	5	
		Open-ended Questions						x			**5**	5	
		Affirmations							x		**5**	4	
		non-verbal cues							x		**5**	4	
		Self managing classrooms							x		**5**	4	
		Growing Groups							x		**5**	4	
		Discipline procedures							x		**5**	4	
		Four questions in discipline model							x		**5**	4	
Domain 2: Pre-lesson Rigor							**0%**	**60%**	**80%**	**100%**	**20**		**20/20**
	Access and use of exemplar lessons									x		20	
Domain 3: Lesson-Relevance							**0%**	**60%**	**80%**	**100%**	**50**		**42/50**
	Teaching concept												
		Student learning objectives are visible								x	**10**	10	
		Personalizing the objective of the lesson (whole)							x		**10**	8	
	Instructional Strategies								x		**10**	8	
		Metaphors											
		Analogy											
		Non-linguistic								x	**10**	10	
		Technology						x			**10**	6	
Domain 4: Retrieving							**0%**	**60%**	**80%**	**100%**	**30**	**22/30**	
	Teaching Concept-Accessing prior knowledge												
	Instructional Strategies								x		**10**	8	
		Questions targeting description											
		Non-linguistic Tool							x		**10**	8	
		Technology						x			**10**	6	
Domain 5: Routing							**0%**	**60%**	**80%**	**100%**	**100**		**68/100**
	Teaching concept												
		Cues							x		**10**	8	
		Transitions								x	**10**	10	
		Modeling							x		**20**	8	
		Questions											
		Application							x		**10**	8	

	Analysis		x			**10**	6	
	Instructional Strategies							
	Similarities and Differences		x			**10**	6	
	Compare and Contrast			x		**10**	8	
	Non-linguistic tool			x		**10**	8	
	Technology		x	x		**10**	6	
Domain 6:	**Retaining**	**0%**	**60%**	**80%**	**100%**	**100**		**52/70**
	Teaching concept							
	Reinforcement-whole to parts relationships of skill							
	Checking for understanding			x		**20**	16	
	Questions			x		**20**	16	
	Synthesis							
	Instructional Strategies							
	Generate and Test Hypothesis (cause and effect)							
	system analysis							
	problem solving							
	experimental							
	Non-linguistic Tool			x		**10**	8	
	Brace and Multi-flow map							
	Technology		x			**20**	12	
Domain 7:	**Re-exposing**	**0%**	**60%**	**80%**	**100%**			**86/100**
	Teaching concept							
	Summarizing				x	**20**	20	
	Questions							
	Judgment			x		**20**	16	
	Instructional Strategies							
	Rule-based			x		**10**	8	
	narrative frame			x		**10**	8	
	definition frame				x	**10**	10	
	agrumentation frame		x			**10**	6	
	Non-linguistic tool			x		**10**	8	
	Technology				x	**10**	10	
Domain 8:	**Rehearsing**	**0%**	**60%**	**80%**	**100%**			**24/30**
	Teaching concept							
	Appropriate level of Independent practice			x		**10**	8	
	Appropriate amount of Independent practice			x		**10**	8	
	Appraisal criteria is defined			x		**10**	8	
Domain 9:	**Post-lesson Reflection**	**0%**	**60%**	**80%**	**100%**			**48/50**
	Teaching concept							
	Mastery learning practices				x	**20**	20	
	Tracking Student progress and data validation				x	**10**	10	
	adjusts needs according to students' skill			x		**5**	4	
	Feedback on assignments				x	**5**	5	

	corrective opportunities				x	**5**	5	
	flexible learning time			x		**5**	4	
Domain 10: Professionalism		**0%**	**60%**	**80%**	**100%**			**41/50**
	Appropriate communcaiton with all constituents				x	**10**	10	
	Team player and advocate of school				x	**5**	5	
	Complies with policies and procedures				x	**5**	5	
	Complies with social contract				x	**5**	5	
	Addresses conflit in appropriate manner				x	**5**	5	
	Meets all deadlines for reporting			x		**5**	4	
	Comes to work prepared and for teaching			x		**10**	4	
	Utilizes technology, relationships and pacing		x			**5**	3	
								479/600

under 349	**Below:** Teacher is not at the level of implementation that is acceptable at this time. Thi is an area of concern and must improve.	
350-459	**Acceptable:** Teacher is progressing and implementing expectations as desired, but continuous progress is expected over time.	
460-540	**Proficient:** Teacher is doing a very good job of implementing expectations and impact of practices is clearly observed in student learning progress	**X**
541-600	**Highly Effective:** Teacher can serve as a coaching model for the center in how to implement expectations with high level of success.	

Attachment O.7. Supplemental HR Forms

Attachment O.7
Supplemental HR

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: CEO/Superintendent Reports to: Charter Holder Board of Directors

Salary Range: 75,000-115,000

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): 11118 Hwy 6 South, Sugar Land, TX 77498

Number of Students anticipated in year one: 1,000 In year five: 5,000

Minimum Qualifications Required:

Education Required: Hold a Master's degree or greater from an accredited college/university

Experience Required: N/A

Certification Required: Must hold a current valid Texas Superintendent Certificate

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Hitchcock ISD	084908	Hitchcock	1,406	92,000-110,000
Hardin ISD	146904	Hardin	1,282	85,000 -110,000
Danbury ISD	020904	Danbury	782	85,000-95,000

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: CEO/Superintendent Reports to: Charter Holder Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Comply with all elements in Charter Application
2. Comply with all board policies and appropriate handbook
3. Responsible for delegating and reviewing the work of all delegated tasks of the operation of the region
4. Provide guidance for records management, retention, fiscal management and all other duties as assigned
5. Provide leadership in the long range plan for the district in instruction and physical plant issues
6. Lead in creating the framework for site-based decision making, instructional planning, regular appraisal of staff
7. Review and report school performance data
8. Delegate specific tasks to staff to improve student performance
9. Provide budget recommendations, comply to budget guidelines, establish campus rules for fiscal operation
10. Approve campus expenditures

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Regional Director Reports to: Superintendent

Salary Range: 60,000-80,000

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): 11118 Hwy 6 South, Sugar Land, TX 77498

Number of Students anticipated in year one: 1,000 In year five: 5,000

Minimum Qualifications Required:

Education Required: Hold a 4 year college degree

Experience Required: N/A

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. 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
Hitchcock ISD	084908	Hitchcock	1,406	45,000-60,000
Hardin ISD	146904	Hardin	1,282	40,000-55,000
Danbury ISD	020904	Danbury	782	40,000-60,000

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Regional Director Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Comply with all elements in Charter Application
2. Provide the overall vision and operational guidance of the region
3. Comply with all board policies and appropriate employee handbook
4. Be responsible for delegating and reviewing the work of all delegated tasks
5. Provide supervision and direction to programs for special education, food service, transportation and human resources
6. Provide supervision and direction to staff involved in the instructional services to all students
7. Provide a safe environment for all staff, students and visitors
8. Learn and apply Texas Education Code
9. Participate in site-based decision making, instructional planning and regular appraisal of staff
10. Provide budget recommendations, comply with budget guidelines, establish campus rules and approve campus expenditures

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Principal Reports to: Superintendent

Salary Range: 45,000-65,000

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): 11118 Hwy 6 South, Sugar Land, TX 77498

Number of Students anticipated in year one: 1,000 In year five: 5,000

Minimum Qualifications Required:

Education Required: Hold an undergraduate degree from an accredited college/university

Experience Required: N/A

Certification Required: Must be pursuing a current valid Texas Principal Certificate

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Hitchcock ISD	084908	Hitchcock	1,406	41,000-54,000
Hardin ISD	146904	Hardin	1,282	38,500-52,700
Danbury ISD	020904	Danbury	782	41,100-54,000

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Principal Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Comply with all elements in Charter Application
2. Provide the overall vision and operational guidance of the school
3. Comply with all board policies and appropriate employee handbook
4. Be responsible for delegating and reviewing the work of all delegated tasks
5. Provide supervision and direction to programs for special education, food service, transportation and human resources
6. Provide supervision and direction to staff involved in the instructional services to all students
7. Provide a safe environment for all staff, students and visitors
8. Learn and apply Texas Education Code
9. Participate in site-based decision making, instructional planning and regular appraisal of staff
10. Provide budget recommendations, comply with budget guidelines, establish campus rules and approve campus expenditures

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Core Reports to: Principal/Supervisor

Salary Range: 40,000-54,000

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): 11118 Hwy 6 South, Sugar Land, TX 77498

Number of Students anticipated in year one: 1,000 In year five: 5,000

Minimum Qualifications Required:

Education Required: Hold an undergraduate degree from an accredited college/university

Experience Required: N/A

Certification Required: Hold or eligible for a current valid Texas Teaching Certificate appropriate to assignment or Certification in another state appropriate to assignment or meet HOUSE criteria

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
Hitchcock ISD	084908	Hitchcock	1,406	41,000-54,000
Hardin ISD	146904	Hardin	1,282	38,500-52,700
Danbury ISD	020904	Danbury	782	41,100-54,000

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Core Reports to: Principal/Supervisor

Job Duties: List up to 10 key duties this individual will perform.

1. Screen students with state mandated reading assessments
2. Assist in administration of State assessment, national assessments as requested
3. Provide instructional assessment of student performance in core academic areas
4. Provide instructional assessment of student performance in assigned areas
5. Evaluate student performance for appropriate level of assignment
6. Provide daily lesson plans for all instructional days each school year
7. Provide lesson plans for substitute teachers in the classroom
8. Cooperate with grade level and school wide planning committees
9. Deliver daily instruction to students assigned
10. Maintain classroom discipline conductive to a learning environment

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Ancillary Teacher Reports to: Principal/Supervisor

Salary Range: 40,000-54,000

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): 11118 Hwy 6 South, Sugar Land, TX 77498

Number of Students anticipated in year one: 1,000 In year five: 5,000

Minimum Qualifications Required:

Education Required: Minimum: Four year college degree

Experience Required: N/A

Certification Required: Pass content exam for a PK Teaching Certificate in Texas

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
Hitchcock ISD	084908	Hitchcock	1,406	41,000-54,000
Hardin ISD	146904	Hardin	1,282	38,500-52,700
Danbury ISD	020904	Danbury	782	41,100-54,000

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Ancillary Teacher Reports to: Principal/Supervisor

Job Duties: List up to 10 key duties this individual will perform.

1. Assist in the creation of a classroom environment
2. Perform duties as planned under the leadership of the principal
3. Assist in the screening and preparation of children to fully participate in curriculum
4. Implement the curriculum that is planned
5. Interact with the children in a way which conveys respect and nurturing
6. Support the social and emotional development of children
7. Interact with the children, which may include getting down on the floor
8. Provide activities and opportunities that encourage age appropriate curiosity, exploration and problem solving
9. Comply with TEKS delivery
10. Maintain a safe environment based on safety standards of the school

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Special Education Teacher Reports to: Principal/Supervisor

Salary Range: 40,000-54,000

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): 11118 Hwy 6 South, Sugar Land, TX 77498

Number of Students anticipated in year one: 1,000 In year five: 5,000

Minimum Qualifications Required:

Education Required: Hold an undergraduate degree from an accredited college/university

Experience Required: N/A

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. 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
Hitchcock ISD	084908	Hitchcock	1,406	41,000-54,000
Hardin ISD	146904	Hardin	1,282	38,500-52,700
Danbury ISD	020904	Danbury	782	41,100-54,000

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Special Education Teacher Reports to: Principal/Supervisor

Job Duties: List up to 10 key duties this individual will perform.

1. Screen students with state mandated reading assessments
2. Assist in administration of State assessments, national assessments as requested
3. Provide instructional assessment of student performance in core academic areas
4. Provide instructional assessment of student performance in assigned areas
5. Evaluate student performance for appropriate level of assignment
6. Provide daily lesson plans for all instructional days each school year
7. Provide lesson plans for substitute teachers in the classroom
8. Cooperate with grade level and school wide planning committees
9. Deliver daily instructions to students assigned
10. Maintain classroom discipline conductive to a learning environment

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Administrative Assistant Reports to: Principal/Supervisor

Salary Range: 12-15 hourly

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): 11118 Hwy 6 South, Sugar Land, TX 77498

Number of Students anticipated in year one: 1,000 In year five: 5,000

Minimum Qualifications Required:

Education Required: Graduate from a high school; prefer staff with 10 or more college hours toward an Associate Arts degree or undergraduate coursework; must have 60 college hours to be assigned to students

Experience Required: N/A

Certification Required: Hold or be willing to secure a current valid Texas Teaching Aide Certificate IF assigned to Title I students

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
Hitchcock ISD	084908	Hitchcock	1,406	9-15 hourly
Hardin ISD	146904	Hardin	1,282	10-14 hourly
Danbury ISD	020904	Danbury	782	9-15 hourly

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Administrative Assistant Reports to: Principal/Supervisor

Job Duties: List up to 10 key duties this individual will perform.

1. Work independently under the guidance of staff
2. Communicate directions to others
3. Maintains records in offices, collects funds, enters purchase orders and other clerical functions
4. Supervise students between classes, at playground, assist in re-teaching as needed and assist in all actions of the school
5. Keep records according to the rules for PEIMS documents
6. Perform general clerical and office record keeping tasks
7. Comply with the employee handbook and the duties assigned
8. Provide a safe environment
9. Report any concerns to the principal/superintendent
10. Treat all parents, students and staff in a considerate and respectful manner

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: Ignitus Worldwide, Inc.

Enter the name of the proposed charter school: Foundations Charter School

Position: Custodian Reports to: Director/Principal/Supervisor

Salary Range: $12.00-$15.00 hourly

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): 11118 Hwy 6 South, Sugar Land, TX 77498

Number of Students anticipated in year one: 1,000 In year five: 5,000

Minimum Qualifications Required:

Education Required: Graduate from a high school

Experience Required: N/A

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. 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
Hitchcock ISD	084908	Hitchcock	1,406	$9.00-$15.00
Hardin ISD	146904	Hardin	1,282	$10.00-$14.00
Danbury ISD	020904	Danbury	782	$9.00-$14.00

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: Ignitus Worldwide, Inc.

Enter the name of the proposed charter school: Foundations Charter School

Position: Custodian Reports to: Director/Principal/Supervisor

Job Duties: List up to 10 key duties this individual will perform.

1. Be responsible for cleaning of assigned school space
2. Provide floor care daily to include sweeping, vacuuming, mopping, spray buffing, scrubbing etc.
3. Keep housekeeping closets clean and supplied with cleaning materials
4. Know the opening and closing procedures of the campus
5. Replace light bulbs, ceiling tiles and other building supplies
6. Participate in team activities and special projects
7. Perform other duties as assigned
8. Be able to lift up to fifty pounds twenty five feet
9. Be able to carry up to fifty pounds twenty feet
10. Ability to stand for at least one hour

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: Ignitus Worldwide, Inc.

Enter the name of the proposed charter school: Foundations Charter School

Position: Nutrition Aide Reports to: Principal/Supervisor

Salary Range: $12.00-$15.00 hourly

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): 11118 Hwy 6 South, Sugar Land, TX 77498

Number of Students anticipated in year one: 1,000 In year five: 5,000

Minimum Qualifications Required:

Education Required: Graduate from a high school or a GED program desired

Experience Required: N/A

Certification Required: May be required to provide a health certificate

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Hitchcock ISD	084908	Hitchcock	1,406	$9.00-$15.00
Hardin ISD	146904	Hardin	1,282	$10.00-$14.00
Danbury ISD	020904	Danbury	782	$9.00-$14.00

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: Ignitus Worldwide, Inc.

Enter the name of the proposed charter school: Foundations Charter School

Position: Nutrition Aide Reports to: Principal/Supervisor

Job Duties: List up to 10 key duties this individual will perform.

1. Comply with the employee handbook and the duties assigned
2. Provide a safe environment
3. Report any concerns to the Principal/Superintendent
4. Treat all parents, students and staff in a considerate and respectful manner
5. Manage collections of data from staff about student attendance, grades & transcripts
6. Manage operations of a campus office
7. Take directions of managing workflow of records assigned
8. Business office operations, accounts payable, purchase orders
9. Assist teachers as directed at the school and off site
10. Assist as directed to deliver all food service needs to students

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Substitute Teacher Reports to: Principal/Supervisor

Salary Range: 80-100 per day

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): 11118 Hwy 6 South, Sugar Land, TX 77498

Number of Students anticipated in year one: 1,000 In year five: 5,000

Minimum Qualifications Required:

Education Required: Minimum of 40 college hours with a background in Math or Reading

Experience Required: N/A

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. 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
Hitchcock ISD	084908	Hitchcock	1,406	9-15 hourly
Hardin ISD	146904	Hardin	1,282	10-14 hourly
Danbury ISD	020904	Danbury	782	9-15 hourly

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: Ignitus Worldwide, Inc

Enter the name of the proposed charter school: Foundations Charter School

Position: Substitute Teacher Reports to: Principal/Supervisor

Job Duties: List up to 10 key duties this individual will perform.

1. Screen students with state mandated reading assessments
2. Assist in administration of State assessment, national assessments as requested
3. Provide instructional assessment of student performance in core academic areas
4. Provide instructional assessment of student performance in assigned areas
5. Evaluate student performance for appropriate level of assignment
6. Provide daily lesson plans for all instructional days each school year
7. Provide a safe environment
8. Maintain classroom discipline
9. Deliver daily instruction to students assigned
10. Treat all parents, students and staff in a considerate and respectful manner

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.

Attachment O.8. Community Support

20817 Westheimer Pkwy
Katy, Texas 77450
Phone: 281-599-1200
Fax: 281-944-3987

To: Whom it may concern:

Fr: Chad Hutson, Owner/Manager- Foundations Academy

Re: MOU

3/21/2014

To whom it may concern:

The purpose of this MOU is to acknowledge an agreement between both Bowser Properties Co, LLC and FATL, LLC dba Foundations Academy at Towne Lake with Foundations Charter School for the lease of facilities/assets to Foundations Charter School. The facilities are located at 20817 Westheimer Pkwy, Katy, TX 77477 and 17721 Lakecrest View Dr. Cypress, TX 77433. The lease covers all facility/assets controlled by the above named entities and required for normal operations of the charter.

Chad Hutson
Owner/Manager
Bowser Properties Co, LLC
FATL, LLC
20817 Westheimer Pkwy
Katy, TX 77477
979.229.6619

12475 Sugardale Dr.
Stafford, TX 77477
P: 281-240-1111
F: 281-491-5710

Memorandum of Understanding

To: Whom it may concern

From: 12475 Sugardale Inc. / Dan Bertoni

cc: Michael Gonzalez

Date: March 23, 2014

Re: Foundations Charter School

The purpose of this MOU is to acknowledge an agreement between 12475 Sugardale Inc. and Foundations Charter School for the lease of facilities to Foundations Charter School to the following address...

12475 Sugardale Dr.
Stafford, TX 77477
(281) 240 - 1111

Owner: Dan Bertoni Signature: Date: 3/25/14

Witness: Michael Gonzalez Signature: Date: 3/25/14

time to grow, explore, discover, play
time to be a child

COTTON MILL LEARNING CENTER
5413 Chiesa Rd.
Rowlett, TX. 75088
Tel. (972) 412-6864

Memorandum of Understanding

March 21, 2014

To Whom It May Concern:

The purpose of this MOU is to acknowledge an agreement between Cotton Mill Learning Center, Inc. and Foundations Charter School for the lease of facilities/assets to Foundations Charter School. The facility is located at 5413 Chiesa Road, Rowlett, TX 75088 and the lease covers all facility/assets controlled by Cotton Mill Learning Center and required for normal operations of the charter.

David L. Fincher

David L. Fincher
Owner, Cotton Mill Learning Center
Email: cottonmilltx@yahoo.com
Phone: 214-251-7376

March 21, 2014

To whom it may concern:

The purpose of this MOU is to acknowledge an agreement between 4 Hut Enterprises, LLC dba Kids R Kids #48 Texas and Foundations Charter School for the lease of facilities/assets to Foundations Charter School. The facility is located at 7410 Fry Road and the lease covers all facility/assets controlled by 4 Hut Enterprises and required for normal operations of the charter.

Joe Hutson
Owner
Kids R Kids #48 Texas
7410 Fry Road
Cypress, Texas 77448

281-463-3700

151 West Texas Ave
Webster, TX 77598
P: 281-557-0062
F: 281-557-0067

Memorandum of Understanding

To: Whom it may concern

From: Tex3kids

Owner: Ky Adams

Date: March 23, 2014

Re: Foundations Charter School

The purpose of this MOU is to acknowledge an agreement between Tex3kids and Foundations Charter School for the lease of facilities to Foundations Charter School to the following address...

151 West Texas Ave
Webster, TX 77598
281-557-0062

Owner: Ky Adams Signature:_____ Date: 3/25/14

KIDS UNLIMITED

Early Care and Education

620 W. Brown

Wylie, Tx 75098

(972) 442-4407 (972) 429-9008 fax

www.kidsunlimitedwylie.com

Memorandum of Understanding

3/21/2014

To whom it may concern:

The purpose of this MOU is to acknowledge an agreement between [Big Top Inc, doing business as Kids Unlimited Early Care and Education, Wylie, TX.] and Foundations Charter School for the lease of facilities/assets to Foundations Charter School. The facility is located at [620 w. Brown, Wylie, TX. 75098] and the lease covers all facility/assets controlled by [Big Top Inc.] and required for normal operations of the charter.

Larry Gray

Owner/director

972-442-4407

Memorandum of Understanding

3/21/2014

To whom it may concern:

The purpose of this MOU is to acknowledge an agreement between Hutson Investments LLC, doing business as Kids R Kids #24 Katy Tx., and Foundations Charter School for the lease of facilities/assets to Foundations Charter School. The facility is located at 19814 Keith Harrow Blvd. Katy, Tx. 77449 and the lease covers all facility/assets controlled by Hutson Investments LLC and required for normal operations of the charter.

Ronnie Hutson
Owner, Kids R Kids #24 Katy TX
281 859-7300 office
214 336-2032 cell

Kids R Kids Learning Academy

Lakes on Eldridge

Memorandum of Understanding

3/21/2014

To whom it may concern:

The purpose of this MOU is to acknowledge an agreement between TDNguyen Inc., doing business as Kids R Kids #32TX and Foundations Charter School for the lease of facilities/assets to Foundations Charter School.

The facility is located at 6020 North Eldridge Pkwy, Houston, Texas 77041 and the lease covers all facility/assets controlled by TDNguyen Inc. and required for normal operations of the charter.

Trung Nguyen,

President, TDNguyen Inc.

6020 North Eldridge PKWY, Houston TX, 77041 713-466-3310, Fax 713-466-5455;
www.krknortheldridge.com; info@krknortheldridge.com

Circle Creek Children's Center
2544 Clay Mathis
Mesquite, Texas 75181
Phone (972) 288-3381 ★ Fax (972) 288-4568
www.circlecreekcc.com

Memorandum of Understanding

3/21/2014

To whom it may concern:

The purpose of this MOU is to acknowledge an agreement between [Sweet Angels Inc, doing business as Circle Creek Children's Center, Mesquite, Tx.] and Foundations Charter School for the lease of facilities/assets to Foundations Charter School. The facility is located at [2544 Clay Mathis, Mesquite, Tx. 75181] and the lease covers all facility/assets controlled by [Sweet Angels Inc.] and required for normal operations of the charter.

Kim Gray
Owner/director
972-288-3381

11118 Hwy. 6 South Sugar Land, TX 77498
(281) 575-0011 Fax (281) 575-7818

Memorandum of Understanding

3/21/2014

To whom it may concern:

The purpose of this MOU is to acknowledge an agreement between CMK Inc. dba Kids R Kids #25 TX and Foundations Charter School for the lease of facilities/assets to Foundations Charter School. The facility is located at 11118 Hwy 6 South and 11120 Hwy 6 South, Sugar Land, TX 77498 and the lease covers all facility/assets controlled by CMK Inc. and required for normal operations of the charter.

Lonnie Hutson

Owner, CMK Inc.

11118 Hwy 6 South
Sugar Land, TX 77498

10740 Barker Cypress

Cypress TX 77433

281-304-6004

Memorandum of Understanding

3/21/2014

To Whom It May Concern:

The purpose of this MOU is to acknowledge an agreement between We4Freds Inc., doing business as Kids R Kids #30 Barker Cypress and Foundations Charter School for the lease of facilities/assets to Foundations Charter School. The facility is located at 10740 Barker Cypress, Cypress TX 77433 and the lease covers all facility/assets controlled by We4Freds Inc. and required for normal operations of the charter.

Wendy Frederick

Wendy Frederick

Owner

W-281-304-6004

C-713-775-7002

Attachment O.9. Startup Plan

FCS Start-Up List of Tasks and Costs

	FCS Start-up expense	Task Name	Time Frame	Start	Finish	Site has in place
1		Set up campus model	30 days	Aug 2013	Sept 2013	C
2		Establish campus/site location(s)	45 days	Sept 2013	Nov 2013	C
3		Academic calendar	3 days	Jan 2014	Jan 2014	C
4	5,000	Board: Minutes, training, policies	6 days	Jan 2014		Y
5		Central administrative office where, who, set up	3 days	Jan 2014	Jan 2014	O
6		Calendar of activities	ongoing	Jan 2014		O
7	51,000	Staffing model & Job Description for each site and district wide	5 days	Feb 2014	Feb 2014	Y
8		Curriculum: yearly plans, course description, etc	20 days	Feb 2014	Mar 2014	C
9		Define community partners	days	Sept 2013	Nov 2013	C
10		Adm flow chart - who reports to who	3 days	Feb 2014	Feb 2014	C
11		Define locations and which services delivered from each: instruction, support, technology, business functions	45 days	Mar 2014		X
12		Delivery between sites, support areas, product orders, textbooks,	1 day	June 2015		O
13		Record collection and depository arrangements: Students, human resources, correspondences, etc	3 days	June 2015		O
14	35,000	Technology plan connectivity, hardware, repair vendor	3 days	June 2015		Y
15		Communication tools to public	3 days	Feb 2015		X
16		Record keeping: Student, staff, parents, correspondences, etc	1 day	May 2015		O
17		Research study development for student data collection	5 days	Mar 2015		O
18		Vendor for special education	4 days	March 2015		O
19		Security review for sites fire-intruder-burglary	2 days	Nov 2013	Nov 2013	C
20		Vendor for business services	5 days	Dec 2013	Dec 2014	O
21		Payroll model	2 days	Dec 2013	Jan 2014	O
22		Selection of administrative office	2 days	Aug 2014		X
23		PEIMS process and staffing	20 days	April 2015		O
24		Staff Evaluation processes	3 days	Jan 2014	Jan 2014	C
25		Furniture audit in each site	5 days	Nov 2014		O
26		Certificate of Occupancy	10 days	Mar 2015		C
27		Food service equipment audit	5 days	Dec 2013	Dec 2013	C
28		Technology infrastructure audit	10 days	Nov 2013	Dec 2013	C

FCS Start-Up List of Tasks and Costs

	FCS start-up Expense	Task	Time frame	Start	Finish	Site has in place
29		Start-up grant review process	2 days	Jan 2015		O
30		Computer purchase RFP	30 days	April 2015		X
31		Lease agreement	30 days	Dec 2014		X
32	Above	Staffing for each site	45 days	June 2015		Y
33		Budget set up	5 days	July 2015		O
34	500	Banking set up	2 days	June 2015		Y
35	5,000	Legal services	2 days	Mar 2015		Y
36		Audit Selection	2 days	Aug 2015		O
37		Food service process how and who	15 days	May 2015		O
38		Transportation how and who	10 days	May 2015		O
39		Professional Development	10 days	May 2015		X
40	1,000	Handbooks and forms	20 days	Apr 2015		Y
41		Marketing	120 days	Jan 2015		O
42		Partnership planning	20 days	Jan 2014	Feb 2014	O
43	2,000	CMO agreement	10 days	Mar 2014	Mar 2014	Y
44		Charter Board	30 days	Dec 2013	Feb 2014	O
45		Superintendent role defined	45 days	Nov 2013	Dec 2013	O
46	500	Enrollment forms	5 days	Jan 2015		Y
47	500	Registration forms	5 days	May 2015		Y
48	500	Phones one month	5 days	Jan 2015		Y
49	2,000	Nutrition Software status	4 days	Apr 2015		Y
50	5,000	Nutrition Terminals status	4 days	Apr 2015		Y
51		Asbestos check in sites	5 days	Feb 2015		O
52	1,000	Copier Lease status	30 days	May 2015		Y
53		Internet lease agreement with site	2 days	Dec 2014		X
54		Defibrillator Review	2 days	May 2015		O
55	600	Staff recruiting and hiring	150 days	Feb 2015	June 2015	Y
56		Staff Employee information	5 days	Feb 2015		O
57	5,000	Technology software review	5 days	Dec 2014		Y
58		OAC development	5 days	Mar 2014	Mar 2014	O
59		PTO development	15 days	Aug 2015		O
60		TEAL	20 days	June 2015		O
61		Campus number from TEA	15 days	Mar 2015		O
62	2,000	ESL/504 and Dyslexia services	20 days	June 2015		Y
63	1,000	GT services	10 days	July 2015		Y
64	12,000	Student/school supplies	20 days	July 2015		Y
65	4,600	Obtain D&O, GL, PL and P&C insurance	30 days	May 2015	June 2015	Y
	134,200	TOTAL				

C-Completed assignment with no further expected cost
O-Still to do, but no cost to FCS to complete
X-Future Expense after start-up
Y-Start-up Expense

Attachment O.10. Superintendent Documents

Attachment O.10
Superintendent Qualifications

DON W. HOOPER
1902 Kingsmill Lane
Richmond, TX 77406
281-232-4051 (Home)
713-870-8777 (Office)
dhooper@CQL.net

Birth Date: August 16, 1948
Place: Borger, Texas
Marital Status: Married 2-15-69
Children: Five
(Ages 41, 39, 37, 33, 30)
Grandchildren: Nineteen

I. EDUCATIONAL BACKGROUND

University of North Texas Ph.D. 1984 – Administrative Leadership/Management

West Texas A & M University M.Ed. Math 1973 – B.S. Math 1970

Frank Phillips College – A.A. 1968 – Liberal Arts

II. ADDITIONAL EDUCATIONAL BACKGROUND

Harvard University – 1988, 1998, 1999, 2000, 2001

Institute on Critical and Creative Thinking
John F. Kennedy School of Government Executive Leadership Program
Harvard Law School/Center for Management Research Program on Negotiations

Lamar University - 1994

Superintendent Academy 1993-94

III. PROFESSIONAL EXPERIENCE

2008-2009	Fort Worth Christian School	Interim President	
1995-2002	Fort Bend	Superintendent	63,546
1987-1995	Galena Park	Superintendent	16,841
1985-1987	Gainesville	Superintendent	2,800
1980-1985	Springtown	Superintendent	1,900
1977-1980	Darrouzett	Superintendent	110
1975-1977	Perryton	Ass't H.S. Prin.	1,800
1974-1975	Hereford	Ass't Elem. Prin.	5,600
1969-1974	Hereford	Sec. Math teacher	5,600

IV. OTHER WORK RELATED EXPERIENCE

University Teaching

University of North Texas
Adjunct Professor, Department of School Administration/Supervision,
Summer 1986
Course: Facilities Administration

University Teaching (continued)

University of Houston System
Adjunct Professor, Department of Educational Leadership and Cultural Studies
Spring, Summer, Fall, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997 1998, 1999, 2000, 2001, 2002
Courses:
- School Finance
- Administrative Internship
- Instructional Supervision
- Instructional Leadership
- Curriculum and Administration of Programs
- School Law
- Advanced Legal Seminar: Hearings and Grievances
- Legal Problems in Education
- Public Relations and Community Affairs
- The Superintendency

University of Texas
Adjunct Professor Department of Educational Administration 2000-2004

San Jacinto College 1994
Course: College Algebra

State Training
Certified Trainer, Texas Teacher Appraisal System--
Trained several hundred administrators and teachers in the use of the state wide Texas Teacher Appraisal System,1986.

Publications

Hooper, Don W., "Implementing the Term Contract School Administrators' Legal Digest, Volume 1, Number 4, May-June, 1985, 10-11.

Hooper, Don W., "Term Contract Nonrenewal: Is There a Formula for Success?" Texas School Business, Volume 31, Number 1, October, 1985, 4, 12.

Hooper, Don W., "Success Depends on Leaders' Whole-Brain' Thinking" The School Administrator, Volume 49, Number 6, June, 1992, 14-17.

Hooper, Don W.,"Planning and Budgeting for a Quality Education", Texas School Business, Volume 39, Number 7, April 1993, 6-7.

Hooper, Don W., Aaron,Kathy, Dale,Holly and Domb, Ellen, "TRIZ in School District Administration", The TRIZ Journal, February, 1998

Hooper, Don W. and Hughes, Larry W., Public Relations for School Leaders Boston: Allyn and Bacon. (2000).

Publications Continued)

Hooper, Don W., Leadership: Shaping the Future One Child at a Time Staffordshire England: Trentham Books Limited (2002).

Hooper, Don W., et al, Leadership Defined: In-Depth Interviews with America's Top Leadership Experts, Insight Publishing (2004).

Additional Publication Activities include:
President's Column in The School Administrator – AASA – 2001-2002
President's Column in Insight – TASA - 1995
Fort Bend ISD Community Newsletter - Bimonthly
Monographs -1995:
Writing an Effective Educational Plan

V. PROFESSIONAL MEMBERSHIPS

Phi Delta Kappa Educational Fraternity 1976-Present
American Management Association 1982-Present
American Association of School Administrators 1977-Present
Texas Association of School Administrators 1977-Present
Association of Supervision and Curriculum Development 1976-2002
Texas State Teachers Association - Life Member
International Society of Educational Planners, 1990-1993

VI. PROFESSIONAL ACTIVITIES

National Associations Activities
American Association of School Administrators ***President*** 2001-2002
American Association of School Administrators
Texas Delegate to AASA 1993, 1995, 1997 National Delegate Assembly
American Association of School Administrators*Executive Committee 1997-*
National Staff Development Council
Reviewer of Manuscripts for "Journal of Staff Development" 1992-1994

State Associations Activities
Texas Association of School Administrators***President*** *1994-1995*
Texas Association of School Administrators
Executive Committee Member - 1990-1992
District Membership Chairman 1985, State Chariman 1992-93.
Texas Business and Education Coalition - Co-Chair Board of Directors 1997
Texas Academic Decathlon
Region 7 Director 1993-95
Director-at-Large 1995-2001
Texas Association of School Boards
Board of Trustees for Unemployment Compensation 1989-1995
Board of Trustees for Texas School Cash Management Program 1995-2001
Board of Trustees for Lone Star Investment Pool 1995-2001

Local Activities

Region IV
TASA Study Group Membership Chairman - 1989
TASA Legislative Chairman - 1990
TASA State Executive Committee Member 1991
Site Based Decision Making Advisory Committee

International Presentations

British Society of Education Officers – Cambridge University, England
The Lord Alexander Memorial Lecture: Shaping the Future One Child at a Time – July 2001
Canadian Association of School Administrators – Prince Edward Island
Convention – Leadership in Changing Times – October 2002
Association of Directors of Education of Scotland – Stirling Council, Scotland
Raising Student Performance in a High Stakes Accountability Environment – April 2003

National Presentations/Participations

Keynote Address for Alaska Association of School Administrators
October 2002
The White House Conference on Preparing Tomorrow's Teachers,
Washington DC – March 2002
The White House Summit on Early Childhood Cognitive Development,
Washington DC – July 2001
School Research and Services Applied Technology Center
Team of Eight: Improving Board/Superintendent Relationships - 1998
Restructuring Educational Entities for Effectiveness – 1999
Rewards of Leadership - 2000
National Center for Education Research and Technology
Executive Stewardship: The Balance Between Leadership and Management for Student Success - 1998
Fort Bend ISD Character Education: A Foundation for the Future - 1999
National Computing Services East and West Coast User Group Conferences
Education: America's Secret Ingredient for Success 2000
Educational Users Advisory Committee Report - 2001
National School Conference Institute - Effective Schools Conference
Managing Effective Media Relationships – 2001
Learning First Alliance
Texas Perspective of the George W. Bush Education Plan – 2001
American Association of School Administrators Executive Committee
Texas Perspective of Secretary of Education Rod Paige Agenda - 2001

State Presentations

TASB/TASA Convention
Strategic Implementation of the Curriculum Audit - 2000

Texas Elementary Principals and Supervisors Association
ProgramPresenter - "Time Management for Administrators: Implementing the Teacher Appraisal System" - 1986

Texas Association of School Boards/Texas Association of School Administrators
Program Presenter - "Time Management for Administrators: Implementing the Teacher Appraisal System" - 1986

Texas Association of School Boards/Texas Association of School Administrators
Program Presenter - "The Term Contract Nonrenewal Act: Issues and Concerns" -1986

Texas Association of School Administrators
Superintendent Advisor to the College Advisory Committee - TASA - 1985-1986

Texas Association of School Administrators
Chairman of Discussion Group - "School Mathematics Program" -Mid-Winter Conference – 1986

University of Houston Metro-Houston Administrator Assessment Center
Management Seminar: Campus Based Planning - 1989

North Texas School Law Conference
Presenter : Implementing the Texas Term Contract Nonrenewal Act- 1985

Texas Association of School Boards/Texas Association of School Administrators
Program Presenter: "How to Write an Effective Educational Plan" - 1987

Texas Association of School Boards
Program Presenter: "Managing Conflict With a Split Board" - President's Workshop - May, 1987

Texas Association of School Boards
Program Presenter:"Surviving the Crisis of a Tax Rollback" President's Workshop - May, 1987

Texas Association of School Boards
Program Presenter:"The Good-Old-Boy Network is Gone: New Strategies for Selecting Administrators" – 1991

Texas Association of School Administrators
Member of State Board of Education Network - 1987

Texas Association of School Administrators
Committee Chairman Texas Public Schools Week - joint project with Texas Schools Public Relations Association -1987-1988

Texas Association of School Boards/Texas Association of School Administrators
Convention Program Presenter: "Planning for Effective Schools" – 1988

Conference for the Advancement of Mathematics Teaching
Program Presentation:"Quality Mathematics Teaching…The Left/Right Brain Way – 1994

State Presentations (continued)

University of Houston Principals Institute
Superintendents Panel for Instructional Leaders – 1994
Texas Association of School Administrators First Time Superintendent Academy 1994
Program Presentation: "Mental Toughness – Surviving the Superintendency"
Texas Association of School Boards/Texas Association of School Administrators
Joint Annual Convention -Co-chairman State Board of Education Forum - 1988
University of Houston College of Education Dean's
Superintendent's Consortium and Advisory Council -1988-1993
University of Houston Metro-Houston Administrator Assessment Center -
Management Seminar: "Campus Based Planning" - April, 1989, 1990
Texas Association of School Boards/Texas School Services Foundation
Unemployment Compensation Group Account Board of Trustees - 1988-1994
TASB/TASA Joint Annual Convention 1995
Restructuring the Central Office for Effectiveness

TASB/TASA Joint Annual Convention 1996
Program Presentation: The Curriculum Management Audit: Improving School Quality
Texas A&M School Board Leadership Academy 1996
Program Presentation: The Board's Policy Making, Planning, and Evaluation Role – A Team Approach

Local Presentations

State of the District Address
Shaping our Future One Child at a Time – 2001
Guiding Ft Bend ISD into the Next Millenium – 2000
Board Presentation
Report on World Class Standards for Student Success - 1999
Civic Organizations
Offering Students a World Class Education - 1999
Understanding Your School Board – 1999
Can America's Schools Compete in the Next Millenium? - 1999
Leadership to the Next Level: Performance Excellence for Student Success – 2000
Administrative Leadership Team
Five Elements of Effective Educational Planning – 1996
Developing a System of Profound Knowledge - 1997
Accountability Report: Instructional Management – 1998
Ten Essentials of Teamwork - 1999
Campus Accountability Review - 2000

VII. COMMUNITY SERVICE

Youth Services Organizations

District Nominating Committee - Sam Houston Area Council - Boy Scouts of America – 1989, 1998, 2000
Longhorn Council Advisory Board - Boy Scouts of America - 1987
District Advancement Chairman - Eagle Scout Board of Review 1986-87
Executive Board Member - Longhorn Council - Boy Scouts of America - 1986
Boy Scouts - Scoutmaster - Springtown - 1983-1985
Little League Baseball Coach - Springtown - 1981
Cub Scouts - Assistant Cubmaster - Darrouzett - 1978-79
Explorer Scouts - Coordinator - Darrouzett -1977-1979
Key Club Advisor - Hereford - 1971-1975

Civic Associations

Columbia Fort Bend Medical Center - Board of Trustees 1997-2000
Child Advocates of Ft. Bend County - Advisory Board Member 1997-2000
Sugar Land Rotary Club 1995 – 2002
Board of Directors - North Channel Area Chamber ofCommerce - 1988-1995
North Shore Rotary Club 1987- 1995
Board of Directors - Rotary Club - Gainesville – 1986
United Way Drive - Board of Directors
Educational Chairman Gainesville - 1985
Springtown Optimist Club - President 1983-1984
Springtown Chamber of Commerce - President 1984; Vice President 1983
Board of Directors - Springtown Public Library 1983-1985
Industrial Development Board - Springtown - 1982-1985
United Fund Drive Chairman - Darrouzett - 1978-1979
Village Improvement Program - Darrouzett - 1977-1978
Kiwanis Club - Hereford – 1971-1975
Child Welfare Board - Lipscomb County - 1979

Faith Based Activities

Elder in Church
Deacon in Church
Lay Preacher
Church Building Committee
Sunday School Teacher
Small Group Leader

VIII. AWARDS AND HONORS

National

Distinguished Service Award for Exemplary Leadership, Service and Commitment to Education 2003 – American Association of School Administrators.
Excellence in Educational Leadership Award 1999 – The University Council for Educational Administration
Outstanding Leader in Elementary and Secondary Education 1976 - Perryton
Rotary International - Paul Harris Fellow - 1992
Honorary Life Membership, The National Congress of Parents and Teachers 1990 - Galena Park
George Washington Honor Medal - Valley Forge Freedoms Foundation 1964
National Honor Society - Stinnett High School

State

Distinguished Mentor Recognition 2000 – The University of Texas at Austin Cooperative Superintendency Program
Texas Superintendent of the Year 1995 - AASA/TASA
Honorary Life Membership, The Texas PTA 1987 - Gainesville

Local

Friend of Youth Award - North Shore Optimist - 1987
Distinguished Graduate Award 1986 - Frank Phillips College
Friend of Youth Award 1985 - Springtown
Man of the Year 1985 - Springtown
Selected as "Favorite Teacher" 1974 - Hereford

Addendum

Training Vitae

Don W. Hooper, Ph.D.

Total Quality Management

1. Instituting Dr. Deming's Methods for Management of Productivity and Quality, Washington, D.C., October 1991; presented by Quality Enhancement Seminars, Inc. Presenters included Dr. W. Edwards Deming; Dr. Edward M. Baker, Director of Quality Strategy and Operations for Ford Motor Company; Heero Hacquebord, Management Consultant, Dr. Brian L. Joiner, Joiner and Associates; William W. Scherkenbach, Director of Statistical and Process Improvement Methods for General Motors; Peter R. Scholtes, Senior Management Consultant, Joiner and Associates.

2. Enhancing Quality in Schools, Houston, TX, September 1992, presented by Holland & Davis, Inc.

3. TQM: A Nation's Strategy, Boston, MA, October 1992; presented by GOAL/QPC, presenters included CEO's of Malcom Baldridge winners, Stephen Covey, and a host of nationally recognized authorities in Quality Initiatives.

4. Variation and Managerial Action: Insights to Managing for Quality, Dallas, TX, November 1992, presented by Brian L. Joiner of Joiner Associates Inc.

5. Quality & Education: Critical Linkages, Houston, TX, November 1992, hosted by Governor Ann Richards, presenters included nationally recognized practitioners of Quality Initiatives.

6. TQM: Creating Lasting Transformation, Boston, MA, November 1993, presented by GOAL/QPC, presenters included CEO's of Malcom Baldridge winners, Russell Ackoff, Peter Senge, and a host of nationally recognized authorities in Quality Initiatives.

7. Total Quality Management and Advanced TQM, courses taught by myself at the University of Houston, through the department of ELCS, College of Education.

8. The Last Word: Lessons of a Lifetime in Managing for Quality, presented by the Juran Institute, personally taught by Dr. Joseph M. Juran.

RESUME

DR. DON W. HOOPER

SUPERINTENDENT OF SCHOOLS
(RETIRED 2002)

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Richmond, TEXAS 77406

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EMAIL

dhooper@CQL.net

Attachment OS.2. Litigation Documents

Attachment OS.2
Litigation

Ignitus Worldwide, Inc. has not been involved in any litigation or arbitration proceedings.

Attachment OS.3. Annual Reports

Attachment OS.3
Annual Report

Please note that the organization is not currently, nor has it previously, operated a charter school (either directly managed or under a contract with an independent governing body) in Texas or any other state.

Please note that Ignitus Worldwide has had a significant reduction in operational activity since the preparation of the last annual report. Included in Attachment OS.3 is the most recent annual report which is for 2010-2011 and which includes financial information for the year ended September 30, 2010. Due to the much smaller operational activities since that time, the organization has not had the need for preparation of an annual report nor for the preparation of a formal business plan.

Youth-Powered Solutions for a Better Tomorrow

Annual Report 2010-2011

9200 S Dadeland Blvd.
Suite 417
Miami, FL 33156
305 670 2409
www.ignitusworldwide.org

Letter from the Chairman

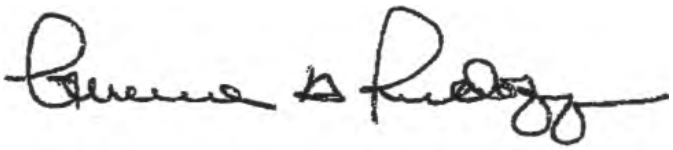
Dear Friends of Ignitus:

This has been a year of exciting renewal and constructive change. I would like to take a moment to thank all those donors and sponsors that have helped us to become the organization that we are today. And I want to give special recognition to the real stars here—the youth; without them, we would not have our new name and our new drive to give young people everywhere the tools they need to make an impact on their communities and a difference in this world.

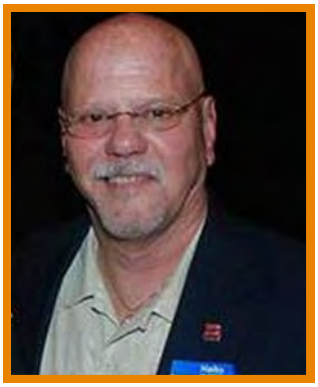
This year, we underwent an exciting rebranding and restructuring sparked by the innovation of young people across the nation and around the world. We have implemented the Next Generation Board, a board of youth that have a say in the direction of the organization. We piloted our proprietary outcome measures in our national affiliate sites in Ohio, Kentucky, and Florida. And we shifted from national affiliate conferences to more focused regional ones.

In addition to all this great news, our President and CEO, Christopher DiCarlo, traveled to Europe and Africa to meet with our affiliates there in person and catch everyone up to speed on our new goals and programs. Most importantly, I want to give recognition to the grassroots efforts of each affiliate on the ground. Without your tireless efforts and raw man hours, who would do the work for these youth? Looking to the horizon, this coming year is filled with many promising opportunities and further change. Let's look forward and continue our youth-led movement until it truly becomes worldwide.

Sincerely,



Lt. (Ret.) Gerald Rudoff,
Chairman of the Ignitus Board of Directors



Our Mission

Originally launched in 1986 as Youth Crime Watch of America, our organization has since become Ignitus Worldwide. We organize and support a youth led movement that promotes civic engagement through out the world through programming at affiliate sites that allow youth to become empowered with knowledge and be able to make a positive impact on their communities.

Shifting Focus and Scope

As times change, youth's interests and needs do, too. Those needs, coupled with the fact that YCWA had grown into more than thirty countries on five continents, required that the organization take a second look at its mission and branding. YCW crime prevention and safety efforts will remain as key programs offered to youth. But we are working on several brand new programs including leadership development, substance abuse prevention, peer mentoring, green and civic engagement efforts. We are confident that our evolution into Ignitus Worldwide will allow us to achieve even greater heights as we apply our youth-led programming to even more areas across the service learning spectrum.

Tried and True: Here To Stay

Crime Reporting and Youth Patrols. We hold that youth have the ability to prevent crime and we have created a very successful crime reporting program to improve community morale and give youth a voice. Young people understand the importance of reporting crime and value safe neighborhoods and schools. They can help encourage peers to report crime and change the way others think about crime. The youth patrols concept is simple: young people work together in a formal structure, with help from adults, to patrol the campus of the school in pairs or small groups. Enlisting young people as active partners in building a safer school increases their commitment to prevention, provides additional help in spotting trouble, and reduces fear and crime.

Conflict Resolution and Mediation. Conflict resolution is a process of settling problems in a way that allows respect and dignity for both parties involved. Even when conflict resolution techniques don't yield the ideal outcomes, they tend to improve the situation; at the very least, they help keep a bad situation from becoming worse.

Bullying. Unfortunately, bullying has become a prevalent problem over recent years, especially with the dawn of the Internet and a new form of "cyberbullying." Luckily, Ignitus is on the job, implementing programs to help stop bullying and empower youth to overcome this phenomenon.

New Goals and Programs

Next Generation Board. Here at Ignitus, we believe the youth are the voice of the organization: they're the brains behind our new name and they are the creators of their own Action Projects at schools. This is why we have implemented the Next Generation Board, comprised of leaders from our national and international affiliates. The board will serve as a catalyst for youth; to engage, support, and educate their peers about the most pressing issues facing our planet. They will be able to create a social network capable of promoting the message that youth can make a difference if they work together towards a common goal. The chair of the NGB also sits on the Board of Directors for Ignitus Worldwide to give them the youth perspective on the workings of the organization.

International Peace Building. With our new broadened scope comes a new program effort. Many youth across the developing world are seeking opportunities to make a difference in their home communities. Ignitus affiliates work in 34 countries across the globe. They are united in the belief that youth can actively build peaceful environments. Whether it is crime prevention in Jamaica, disarming youth militia in Liberia or fighting for fair and open elections in Nigeria, affiliates across the world work to enhance civic engagement, build civil societies, as well as nurture prosperity.

Environmental Advocacy. One of the programs we will have up and running once the new year begins is a partnership with an environmental advocacy group to test schools for their levels of environmental consciousness and then implement programs to help out the green efforts of the community at large and attempt to reduce the population's steadily increasing carbon footprint.

Becoming Evidence Based

Over the last two years, Ignitus affiliates were asked to collect pre and post tests from their designated middle school and high school partner sites. Data was received from a total of 73 sites. Students were asked to respond to 20 questions in a Likert scale format. The pre and post test questions were aligned to the six ap proved YCW Program objectives: Enhanced levels of self confidence, self worth, and self esteem increased ability to detect potential problems, prioritize them, and identify and implement preventative solutions knowledge of how to report a crime; avoidance of personal use of alcohol and drugs; demonstration of enhanced leadership skills; and the school becoming a safer place. Due to aggregate student positive responses, the resulting data suggests across the board increases to all objectives as measured by the question clusters. These data indicate a positive trend and suggest that our programs are doing their job.

We would like to thank the following schools and community centers for participating in our pilot data collection program!

Rhode Island Schools
AS Feinstein Middle School
Birchwood Middle School
Blackstone Academy
Burrillville High School
Burrillville Middle School
C. Shea High School
Cranston High School West
Cunningham School
Esek Hopkins Middle School
Falion Elementary School
Goff Jr. High School
Hugh B. Bain Middle School
Immaculate Conception
Jenks Jr. High School
Lincoln High School
Lincoln Middle School
McCourt Middle School
Middletown High School
Mt. Pleasant High School Alums
Mt. Pleasant High School
N.A. Ferri Middle School
Ponaganset High School
Ponaganset Middle School
Slater Jr. High School
Tiverton Middle School
Tolman High School
Winman Jr. High School
Woonsocket ABE
Woonsocket Hamlet Middle School
Woonsocket High School
Woonsocket Villanova Middle School

Florida Schools
Attucks Middle School
Boyd Anderson High School
Chiefland Middle School
Coral Springs High School
Davidson Middle School
DW Waters Career Center
Eisenhower Middle School
Glades Middle School
Johnson Middle School
Lafayette High School
Lauderhill Community School
Luis Benito Middle School
Manatee Crime Stoppers
Millennium Middle School
Monroe Middle School
Morgan Fitzgerald Middle School
Mt. Pleasant Middle School
New River Middle School
Nova Middle School
Pioneer Middle School
Riverview High School
Rodgers Middle School
Sawgrass Springs Middle School
South County Career Center
Stewart Middle School
Tomlin Middle School
Van Buren Middle School
Webb Middle School
West Glades Middle School

Ohio Schools
Chillicothe High School
Huntington Local Middle School
Youth Crime Watch of Chillicothe

Kentucky Schools
Beechwood High School
Campbell City Middle School #1
Campbell City Middle School #2
Clay Elementary School
Clay Middle School
East Jessamine Middle School
Providence Elementary School
Tichenor Middle School
Turkeyfoot Middle School
West Jessamine Middle School

Wicked

Last year, Ignitus hosted a landmark fundraising event for our YCW programs. There were over 200 family and friends of Ignitus in attendance and $60,000 were raised for YCW programming. Everyone had orchestra-side seats for the acclaimed Broadway hit, Wicked, at the Adrienne Arsht Center. At the end of the evening, an awards ceremony was held and Louis Wolfson received the Marilyn Morris Lifetime Achievement Award.

Regional Meetings

This year, a series of Regional Youth Summits replaced YCW's National Youth Crime Prevention Conference, taking the 20 year tradition of our National Conferences to a local level. Over 700 students attended the regional youth summits this spring in Florida and Rhode Island alone.

Broward. We coordinated our Regional Youth Summit in Broward County in March this year. The theme was "Turning Ideas Into Action". This year's event focused on three subjects: drugs and alcohol (with a focus on underage drinking), bullying, and internet issues such as safety and cyberbullying. The final workshop session was designed for the group to plan and organize an Action Project to be completed in the following school year.

Rhode Island. Over 500 students were in attendance for the Rhode Island "April Friends Day" Conference. The conference was a great success, with performances from Mastery Martial Arts, Mount Pleasant High School alongside singer Genesis Morales, and live games from Bain Middle School. However, the feature of the conference was the 1st Anti-Bullying Rally to the State House. More than 500 students and advisors marched to end bullying in Rhode Island. We drew so much attention that the local news media and radio station came out for interviews and coverage.

Kentucky. Rounding off the year was our Regional Summit in Kentucky. This two-day symposium featured keynote speaker Dr. Steve Sroka with his "Teaching to a T" presentation. Symposium topics included the relatively new concepts of cyberbullying and "sexting," the choking game, dating violence, and prescription drug abuse.

Affiliate Director's Meeting

During the summer, a meeting was held for the Affiliate Directors in Orlando, FL to officially unveil the transition of YCWA to Ignitus Worldwide. Directors from 15 of our sites were in attendance for talks about the new business and logic models, marketing and fundraising initiatives, and the new responsibilities and expectations being made of them. This opportunity was also used to discuss the forward direction of the affiliates with carefully drawn strategic plans in light of the new scope and focus of the organization. In addition, it was the first meeting of the Next Generation Board, who laid out their plan for social media and marketing via text, video, and the Web. They will be working closely with the youth to determine what directions we should be taking into the future.

Successes Abroad

Guinea-Bissau. Our affiliate joined other youth associations in a march from Chapa de Bissau to Praca dos Herois Nacionais on the morning of August 1, 2010. The event culminated in a meeting to talk about the Convention on Cluster Munitions which went into force on that day.

South Africa. Our affiliate in partnership with SANCA (The South African National Council on Alcoholism and Drug Dependence), hosted a program of Substance Abuse and Counseling training. The topics of discussion were the different classifications of drugs, how different communities relate to different kinds of drugs, and how to assist the youth in overcoming or staying away from dangerous substances.

Branching Out

Our President and CEO, Christopher DiCarlo, visited many of our affiliates in Europe and Africa during the month of June. The main goal of these visits was to not only assess each affiliate's achievements and opportunities for growth, but also to encourage a combined effort among affiliates, in order to reach regional goals, and ultimately to ferment a worldwide front for youth leadership and civic engagement.

Lithuania. Meeting with Affiliate Director Tatjana Cerniavskiene, along with some of the youth involved in our program, and the Children's Rights Ombudsman of the Republic of Lithuania. After this meeting, the potential is clear for Lithuania to serve as a launching pad for additional Ignitus programs in the Eastern European region.

East Africa. Meeting with Uganda, as well as those from Burundi, the Democratic Republic of Congo, Rwanda, Tanzania and Zanzibar, in order to find ways to move forward together as the East African region of Ignitus.

West Africa. Meeting with Guinea, Guinea Bissau, Gambia, Togo, Nigeria, and Ghana, the host country. In attendance were the Ghana National Police Department, a United Nations Ambassador, community business leaders and local youth, to discuss various issues not only affecting Ghana, but all of West Africa. From there, goals were established to work on the more-pressing issues and move forward together. The meeting was covered in local news and radio stations that interviewed Mr. DiCarlo and several of the participants.

South Africa. Meeting with the host country and Zambia. They visited local schools where YCW programs were established, and met with local police officers to discuss the impact of Ignitus in those countries. Next steps will include expansion efforts in the South African province of Gauteng, as well as strengthening the alliance with Malawi and Zimbabwe, in order to continue the work of Ignitus Worldwide in the Southern Africa region.

Forging into the Future

As Ignitus continues to flourish and implement its brand new programs into schools and community centers this coming school year, we will still be hard at work developing new and exciting programming for our members both here and abroad. In the coming year, we expect our program to continue to flourish and spread across the world with the implementation of our new peer mediation, green programming, and peace building abroad.

Join the Ignitus Worldwide cause through Facebook and invite your friends to do the same. You can keep track of our progression through the school year and even make a donation.

Financial Report Year Ended September 30, 2010

Statement of Financial Position

Assets:		
Current	Cash	50,533
	Grants and Pledges	225,599
	Prepaid Expenses	6,150
Non-Current:	Investments	8,035
	Property and Equipment	154,085
Total Assets:		**$444,402**
Liabilities and Net Assets:		
Liabilities:	Current	32,844
Net Assets:	Unrestricted	(69,315)
	Temporarily Restricted	381,559
	Permanently Restricted	99,274
Total Net Assets:		411,518
Total Liabilities and Net Assets:		**$444,402**

Statement of Activities

Revenue and Support:	Contributions	80,067
	Conference Fees and Material Sales	20,699
	Training Fees and Miscellaneous	21,324
	Net Special Event Revenue	26,222
	Rental Investment Income	(4,754)
	Net Assets Released from Restrictions	258,345
	Total Revenue and Support	**$401,903**
Expenses:	Program Services	230,233
	General and Administrative	114,413
	Fundraising	35,306
	Total Expenses	**$379,952**
Change in Unrestricted Net Assets:		**$21,951**
Net Assets Released from Restrictions:		(258,345)
Change in Net Assets:		**($236,394)**

Major Sponsors

Ignitus would like to thank those that have contributed to the work of our organization. This generous support has not only helped us to weather the economic challenges the nation is facing, but also to strengthen and revitalize the programs it offers.

Board of Directors

Lt. (Ret.) Gerald Rudoff, Chairman
Andre Biscoe
April Griffin
Bob Douglas
Ellen Cohn
Marilyn Morris
Christopher DiCarlo, CEO

Affiliates

Domestic

Florida
Guam
Kentucky
Ohio
Rhode Island

International

Bangladesh
Brazil
Burundi
Democratic Republic of Congo
The Gambia
Ghana
Guinea
Guinea-Bissau
Haiti
Jamaica
Lithuania
Malawi
Nigeria
Rwanda
South Africa
Tanzania
Togo
Uganda
Zambia
Zimbabwe

Next Generation Board

Ayanna Dyer, *USA*
Brian Estrada, *USA*
Yassin Faal, *The Gambia*
Giovanna Fogaca, *Brazil*
Kethania Griffiths, *Jamaica*
Barbara Hass, *Brazil*
Juulija Kazlauskaite, *Lithuania*
Brittany Knox, *USA*
Angelique Matthews, *South Africa*
Vladislav Misanikov, *Lithuania*

Headquarters Staff

Christopher DiCarlo, CEO
Terry Allen Jones
David Motola
Howard Smolin
Luis Sierra

In Memoriam

Janko Fofana
Nolan David Brunner

Attachment OS.4. Organization Financials

Attachment OS.4
Financials

Please note that the organization is not currently, nor has it previously, operated a charter school (either directly managed or under a contract with an independent governing body) in Texas or any other state.

Because the organization has not been a charter school operator, there is not a distinction between school level, CMO level and overall operations as discussed in 2. b. and that criteria would be not applicable to Ignitus Worldwide. We have included the most recently prepared financial statements for the organization in Attachment OS.4.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.

Financial Statements

September 30, 2010

Robbins and Landino, P.A.
Certified Public Accountants

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Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards	13 - 14

Robbins and Landino, P.A.
Certified Public Accountants

Accouting and Auditing
Taxation and Consulting

222 Southeast Tenth Street
Fort Lauderdale, Florida 33316

Telephone: (954) 467-3100
Facsimile: (954) 467-2080

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc.
Miami, Florida

We have audited the accompanying combined statement of financial position of Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc., as of September 30, 2010, and the related combined statements of activities, cash flows, and functional expenses for the year then ended. These financial statements are the responsibility of the organization's management. 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 and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. 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 includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc., as of September 30, 2010, and the changes in their net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated April 26, 2011, on our consideration of Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc.'s internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grants and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

ROBBINS AND LANDINO, P.A.
Certified Public Accountants

Robbins and Landino, P.A.

Fort Lauderdale, Florida
April 26, 2011

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.

Combined Statement of Financial Position
September 30, 2010

Assets	
Current Assets	
Cash	$ 50,533
Grants Receivable	219,897
Pledge Receivable	5,000
Other Receivable	702
Prepaid Expenses	6,150
Total Current Assets	282,282
Non-Current Assets	
Investments	8,035
Property and Equipment	154,085
Total Non-Current Assets	162,120
Total Assets	$ 444,402
Liabilities	
Current Liabilities	
Accounts Payable and Accrued Expenses	$ 27,084
Loan Payable	5,000
Security Deposit	800
Total Current Liabilities	32,884
Net Assets	
Unrestricted	(69,315)
Temporarily Restricted	381,559
Permanently Restricted	99,274
Total Net Assets	411,518
Total Liabilities and Net Assets	$ 444,402

The accompanying notes are an integral part of these financial statements.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.

Combined Statement of Activities
For the Year Ended September 30, 2010

Unrestricted Net Assets	
Public Support and Revenues	
Contributions	$ 80,067
Conference Fees and Material Sales	20,699
Training Fees and Miscellaneous	21,324
Rental Property Income	6,185
Rental Property Expenses	(11,247)
Special Event Income	47,230
Special Event Expenses	(21,008)
Investment Income	308
Net Assets Released from Restrictions	258,345
Total Public Support and Revenues	401,903
Expenses	
Program Services	230,233
General and Administrative	114,413
Fundraising	35,306
Total Expenses	379,952
Change in Unrestricted Net Assets	21,951
Temporarily Restricted Net Assets	
Net Assets Released from Restrictions	(258,345)
Change in Temporarily Restricted Net Assets	(258,345)
Change in Net Assets	(236,394)
Net Assets, Beginning of Year	647,912
Net Assets, End of Year	$ 411,518

The accompanying notes are an integral part of these financial statements.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.

Combined Statement of Cash Flows
For the Year Ended September 30, 2010

Cash Flows from Operating Activities	
Change in Net Assets	$ (236,394)
Adjustments to Reconcile Change in Net Assets to Net Cash from Operating Activities:	
Unrealized Gain on Investments	(169)
Bad Debts	4,369
Depreciation	2,907
Change in Assets and Liabilities:	
Decrease in Grants Receivable	281,103
Decrease in Pledge Receivable	5,000
Decrease in Other Receivable	73
Decrease in Prepaid Expenses	191
Increase in Accounts Payable and Accrued Expenses	2,492
Increase in Security Deposit	800
Net Cash Flows from Operating Activities	60,372
Cash Flows from Investing Activities	
Purchase of Property and Equipment	(2,125)
Net Cash Flows from Investing Activities	(2,125)
Cash Flows from Financing Activities	
Payments on Loans Payable	(34,456)
Net Cash Flows from Financing Activities	(34,456)
Net Change in Cash	23,791
Cash, Beginning of Year	26,742
Cash, End of Year	$ 50,533
Supplemental Disclosure of Cash Flow Information:	
Cash Paid During the Year for Interest	$ 571

The accompanying notes are an integral part of these financial statements.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.

Combined Statement of Functional Expenses
For the Year Ended September 30, 2010

	Program Services	General and Administrative	Fundraising	Total
Salaries and Benefits	$ 111,626	$ 67,415	$ 21,005	$ 200,046
Travel and Lodging	34,551	1,494		36,045
Contract Services	36,650			36,650
Office Rent	24,457	8,152		32,609
Professional Services		18,132	13,200	31,332
Website Design and Support	11,201	2,700		13,901
Equipment Rental	6,367	1,557	389	8,313
Supplies and Materials	1,661	3,409	261	5,331
Telecommunications	3,487	930	232	4,649
Bad Debts		4,369		4,369
Advertising and Public Relations		2,188		2,188
Insurance		2,099		2,099
Bank Interest and Fees		1,475	194	1,669
Postage and Delivery	233	493	25	751
	$ 230,233	$ 114,413	$ 35,306	$ 379,952

The accompanying notes are an integral part of these financial statements.

1. NATURE OF ORGANIZATION AND SIGNIFICANT ACCOUNTING PRINCIPLES

Organization: Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc. are non-profit organizations established to organize and support a youth-led movement that promotes civil engagement throughout the world. Together, the entities are hereafter referred to as the "Organization". Youth Crime Watch of America, Inc. operates under the name of Ignitus Worldwide.

Principles of Combination: Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc. are two commonly controlled entities with interrelated economic activities; accordingly, their accounts have been presented on a combined basis. All inter-company transactions and balances have been eliminated.

Basis of Accounting: The financial statements of the Organization have been prepared on the accrual basis of accounting and accordingly reflect all significant receivables, payables, and other liabilities.

Date of Management's Review: In preparing the financial statements, the Organization has evaluated events and transactions for the potential recognition or disclosure through April 26, 2011, the date that the financial statements were issued.

Financial Statement Presentation: Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions as follows:

Unrestricted - Includes amounts which have no external restrictions and which are available for support of current operations and includes amounts already spent for property and equipment acquisitions.

Temporarily Restricted - Includes amounts which have donor-restrictions that can be fulfilled by actions of the Organization pursuant to those restrictions or restrictions that expire by the passage of time.

Permanently Restricted - Includes amounts that are subject to restrictions of the gift instruments requiring that resources be maintained permanently.

Contributions: Contributions are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions. Time-restricted and purpose-restricted contributions are required to be reported as temporarily restricted support. When a restriction expires (that is, when a stipulated time restriction ends or a purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized.

Cash and Cash Equivalents: Cash and cash equivalents include cash in banks and highly liquid investments with original maturity dates of less than three months.

1. NATURE OF ORGANIZATION AND SIGNIFICANT ACCOUNTING PRINCIPLES (continued)

Grants, Pledges and Other Receivables: Receivables are stated at the amount management expects to collect. Management provides for probable uncollectible amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to the receivable. The allowance for doubtful accounts at September 30, 2010 was $5,000.

Investments: Investments in equity securities with readily determinable fair values and all investments in debt securities are stated at fair market value in the statement of financial position. Investment income and gains restricted by donors are reported as increases in unrestricted net assets if the restrictions are met in the reporting period in which the income and gains are recognized.

Property and Equipment: Property and equipment are stated at cost and donated assets are recorded at fair market value on the date of the gift. Depreciation is computed on the straight-line basis over the expected useful lives of the assets. When assets are retired or otherwise disposed of, the cost or donated value and related accumulated depreciation are removed from the statement of financial position and any resulting gain or loss is reflected in the statement of activities. Maintenance expenses are charged to expense as incurred.

Income Taxes: As non-profit corporations, qualified under Section 501(c)(3) of the Internal Revenue Code, the Organizations are exempt from corporate income taxation on income related to their exempt function. Therefore, no provision for income taxes has been made in the accompanying financial statements.

Functional Allocation of Expenses: The cost of providing the various activities have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs have been allocated among the program and supporting services benefited.

Use of Estimates: The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Fair Value of Financial Instruments: Management of the Organization believes the carrying value of financial instruments, which are comprised of cash equivalents, grants, pledge and other receivable, prepaid expenses, accounts payable and accrued expenses, and security deposit approximate fair value due to their short-term nature.

2. INVESTMENTS

At September 30, 2010, investments were comprised of equity securities with a fair market value of $8,035. Net investment income for the year ended September 30, 2010 was as follows:

Dividends and Interest	$ 289
Net Unrealized Gain	169
Fees	(150)
	$ 308

3. PROPERTY AND EQUIPMENT

At September 30, 2010, property and equipment consisted of:

	Cost	Accumulated Depreciation	Net Book Value
Donated Land (See Note 8)	$ 90,000	$	$ 90,000
Donated Building (See Note 8)	70,000	7,933	62,067
Furniture and Equipment	59,170	57,152	2,018
	$ 219,170	$ 65,085	$ 154,085

4. LOANS PAYABLE

Loans payable at September 30, 2010 consisted of a $5,000 non-interest bearing unsecured loan from a director, due on demand.

5. RESTRICTIONS ON ASSETS

Temporarily restricted net assets are available for the following purposes or periods:

Programs	$ 211,559
For Future Periods:	
Pledges	10,000
Donated Property	160,000
Total Temporarily Restricted Net Assets	$ 381,559

Net assets were released from donor restrictions by incurring expenses satisfying their restricted purpose or by occurrence of other events specified by donors as follows:

Programs	$ 253,345
Passage of Time	5,000
Total Restrictions Released	$ 258,345

6. COMMITMENTS AND CONTINGENCIES

Operating Leases: The Organization leases its office space under an operating lease expiring on August 31, 2011. Minimum future lease payments under the arrangements existing at September 30, 2010 are:

Year Ending September 30, 2011	$ 32,133

Office rent was $32,609 for the year ended September 30, 2010.

7. CONCENTRATION OF RISK

During the year ended September 30, 2010, the Organization received approximately sixty percent of its public support and revenues from a governmental agency.

8. DONATED PROPERTY

The Organization received a donation of real property on December 14, 2007. The property was comprised of land and a residential home, located in Palm Beach County, with an appraised value of $160,000. The real estate was donated with the stipulation that the property could not be sold within three years from the date of the donation.

9. FAIR VALUE MEASUREMENTS

Accounting Standards Codification 820 ("ASC 820"), Fair Value Measurements, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurement) and the lowest priority to unobservable inputs (level 3 measurement). The three levels of the fair value hierarchy under ASC 820 are described below:

Level 1 — Inputs to the valuation methodology are unadjusted quoted prices of identical assets or liabilities in active markets that the Organization has the ability to access.

Level 2 — Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 — Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

9. FAIR VALUE MEASUREMENTS (continued)

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value on a recurring basis:

Equity Securities: Valued at the closing price reported on the active market on which the individual securities are traded.

The method described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the Organization believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following table sets forth by level, within the fair value hierarchy, the Organization's assets at fair value as of September 30, 2010:

	Total	Level 1	Level 2	Level 3
Equity Securities	$ 8,035	$ 8,035	$	$
Total Assets at Fair Value	$ 8,035	$ 8,035	$	$

10. PERMANENTLY RESTRICTED ENDOWMENT FUND

The Organization's permanently restricted net assets at September 30, 2010 were $99,274. Prior to fiscal year ended September 30, 2010, the Board of Directors authorized using permanently restricted net assets for unrestricted operations. The balance of the loan due from unrestricted net assets to permanently restricted net assets at September 30, 2010 was $87,346.

The Board of Directors intends to use the equity in donated property (see Note 8) for the repayment of any borrowings from the permanently restricted net assets when it becomes available. The donor's restriction on the property expires during the fiscal year ending September 30, 2011.

11. DONOR-DESIGNATED ENDOWMENTS (UMIFA STATE)

Implementation of ASC 958

Accounting Standards Codification 958 ("ASC 958"), "Endowments of Not-for-Profit Organizations: Net Asset Classification of Funds Subject to an Enacted Version of the Uniform Prudent Management of Institutional Funds Act, and Enhanced Disclosures for All Endowment Funds" provides guidance on the net asset classification of donor-restricted endowment funds for a nonprofit organization that is subject to an enacted version of the Uniform Prudent Management of Institutional Funds Act of 2006 (UPMIFA). ASC 958 also requires additional disclosures about an organization's endowment funds (both donor-restricted endowment funds and board-designated endowment funds), whether or not the organization is subject to UPMIFA.

11. DONOR-DESIGNATED ENDOWMENTS (UMIFA STATE) (continued)

The State of Florida has not enacted UPMIFA. The Organization follows the Uniform Management of Institutional Funds Act of 1974 (UMIFA) and its own governing documents. The Board of Directors has determined that the majority of the Organization's permanently restricted net assets meet the definition of endowment funds under UMIFA.

UMIFA requires the historical dollar amount of a donor-restricted endowment fund to be preserved. In the absence of donor restrictions, the net appreciation on a donor-restricted endowment fund is spendable under UMIFA. The Organization's donors have not placed restrictions on the use of the investment income or net appreciation resulting from the donor-restricted endowment funds.

Endowment Investment and Spending Policies: The Organization has adopted investment and spending policies, approved by the Board of Directors, for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of these endowment assets over the long-term. The Organization's spending and investment policies work together to achieve this objective. The investment policy seeks to establish an achievable return objective. The Organization relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Organization places an emphasis on equity-based investments to achieve its long-term return objectives within prudent risk parameters.

Currently, all investment income (including unrealized gains) is being used to replenish the deficit created from borrowing principal for operations. The spending policy is discretionary since there are no restrictions on the investment income.

Implementation of ASC 958 (continued)

Endowment net asset composition by type of fund as of September 30, 2010 is as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted Endowment Funds	$ (87,346)	$	$ 99,274	$ 11,928
Total Funds	$ (87,346)	$	$ 99,274	$ 11,928

Changes in endowment net assets for the year ended September 30, 2010 are as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total Net Endowment Assets
Endowment net assets, beginning of year	$ (87,614)	$	$ 99,274	$ 11,660
Investment income	249			249
Net unrealized gain	169			169
Fees	(150)			(150)
Net investment income	268			268
Endowment net assets, end of year	$ (87,346)	$	$ 99,274	$ 11,928

11. DONOR-DESIGNATED ENDOWMENTS (UMIFA STATE) (continued)

	Fiscal Years Ended September 30: 2009	2010
Permanently Restricted Net Assets		
The portion of perpetual endowment funds that is required to be retained permanently by explicit donor stipulation	$ 99,274	$ 99,274
Total endowment funds classified as permanently restricted net assets	$ 99,274	$ 99,274
Unrestricted Net Assets		
The portion of unrestricted net assets owed to permanently restricted net assets	$ (87,614)	$ (87,346)
Total endowment funds classified as unrestricted net assets	$ (87,614)	$ (87,346)

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
Youth Crime Watch of America, Inc.
Youth Crime Watch of Florida, Inc.

We have audited the financial statements of Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc. as of and for the year ended September 30, 2010 and have issued our report thereon dated April 26, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS
(continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

This report is intended solely for the information and use of the audit committee, management, and awarding agencies and is not intended to be and should not be used by anyone other than these specific parties.

ROBBINS and LANDINO, P.A.
Certified Public Accountants

Robbins and Landino, P.A.

Fort Lauderdale, Florida
April 26, 2011

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.

Financial Statements

September 30, 2009

Robbins and Landino, P.A.
Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

Board of Directors
Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc.
Miami, Florida

We have audited the accompanying combined statement of financial position of Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc., as of September 30, 2009, and the related combined statements of activities, cash flows, and functional expenses for the year then ended. These financial statements are the responsibility of the organization's management. 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 and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. 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 includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc., as of September 30, 2009, and the changes in their net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated May 19, 2010 on our consideration of Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc.'s internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grants and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

ROBBINS AND LANDINO, P.A.
Certified Public Accountants

Robbins and Landino P.A.

Fort Lauderdale, Florida
May 19, 2010

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.
Combined Statement of Financial Position
September 30, 2009

Assets	
Current Assets	
Cash	$ 26,742
Grants Receivable	311,000
Pledge Receivable	5,000
Accounts Receivable	144
Prepaid Expenses	6,341
Total Current Assets	349,227
Non-Current Assets	
Grants Receivable	190,000
Pledge Receivable	10,000
Investments	7,866
Property and Equipment	154,867
Total Non-Current Assets	362,733
Total Assets	$ 711,960
Liabilities	
Current Liabilities	
Accounts Payable and Accrued Expenses	$ 24,592
Loans Payable	39,456
Total Current Liabilities	64,048
Net Assets	
Unrestricted	(91,265)
Temporarily Restricted	639,903
Permanently Restricted	99,274
Total Net Assets	647,912
Total Liabilities and Net Assets	$ 711,960

The accompanying notes are an integral part of these financial statements.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.
Combined Statement of Activities
For the Year Ended September 30, 2009

Unrestricted Net Assets	
Public Support and Revenues	
Contributions	$ 22,122
Conference Fees and Material Sales	52,074
Training Fees and Miscellaneous	4,963
Rental Property Income	9,670
Rental Property Expenses	(11,022)
Investment Loss	(5,591)
Net Assets Released from Restrictions	403,495
Total Public Support and Revenues	475,711
Expenses	
Program Services	370,942
General and Administrative	140,069
Fundraising	37,153
Total Expenses	548,164
Change in Unrestricted Net Assets	(72,453)
Temporarily Restricted Net Assets	
Grants	500,000
Net Assets Released from Restrictions	(403,495)
Change in Temporarily Restricted Net Assets	96,505
Change in Net Assets	24,052
Net Assets, Beginning of Year	623,860
Net Assets, End of Year	$ 647,912

The accompanying notes are an integral part of these financial statements.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.
Combined Statement of Cash Flows
For the Year Ended September 30, 2009

Cash Flows from Operating Activities	
Change in Net Assets	$ 24,052
Adjustments to Reconcile Change in Net Assets to	
Net Cash from Operating Activities:	
Realized Loss on Investments	15,200
Unrealized Gain on Investments	(8,884)
Depreciation	2,800
Change in Assets and Liabilities:	
Decrease in Grants Receivable	3,503
Decrease in Pledge Receivable	5,000
Decrease in Accounts Receivable	1,034
Decrease in Prepaid Expenses	1,974
Decrease in Accounts Payable and Accrued Expenses	(31,797)
Net Cash Flows from Operating Activities	12,882
Cash Flows from Investing Activities	
Proceeds from Sale of Investments	20,714
Purchases of Investments	(476)
Net Cash Flows from Investing Activities	20,238
Cash Flows from Financing Activities	
Payments on Loans Payable	(14,326)
Net Cash Flows from Financing Activities	(14,326)
Net Change in Cash	18,794
Cash, Beginning of Year	7,948
Cash, End of Year	$ 26,742
Supplemental Disclosure of Cash Flow Information:	
Cash Paid During the Year for Interest	$ 1,362

The accompanying notes are an integral part of these financial statements.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.
Combined Statement of Functional Expenses
For the Year Ended September 30, 2009

	Program Services	General and Administrative	Fundraising	Total
Salaries and Benefits	$ 153,553	$ 90,203	$ 16,946	$ 260,702
Travel and Lodging	73,158	880	199	74,237
Contract Services	60,325			60,325
Equipment Rental	34,103	3,883		37,986
Professional Services	551	15,202	19,355	35,108
Office Rent	21,877	7,292		29,169
Settlement of Grantor Claims		11,412		11,412
Supplies	6,925	1,638	165	8,728
Telecommunications	5,848	688	344	6,880
Printing and Reproduction	6,021			6,021
Postage and Delivery	4,276	288	144	4,708
Advertising	4,305			4,305
Bank Interest and Fees		4,109		4,109
Bad Debts		2,368		2,368
Insurance		2,106		2,106
	$ 370,942	$ 140,069	$ 37,153	$ 548,164

The accompanying notes are an integral part of these financial statements.

1. NATURE OF ORGANIZATION AND SIGNIFICANT ACCOUNTING PRINCIPLES

Organization: Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc. are non-profit organizations established for the purpose of providing a crime and drug-free learning environment and to enable students to be resources for themselves and other youth to prevent drug use and other crimes in the school and community. Together, the entities are hereafter referred to as the "Organization".

Principles of Combination: Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc. are two commonly controlled entities with interrelated economic activities; accordingly, their accounts have been presented on a combined basis. All inter-company transactions and balances have been eliminated.

Basis of Accounting: The financial statements of the Organization have been prepared on the accrual basis of accounting and accordingly reflect all significant receivables, payables, and other liabilities.

Date of Management's Review: In preparing the financial statements, the Organization has evaluated events and transactions for the potential recognition or disclosure through May 19, 2010, the date that the financial statements were issued.

Financial Statement Presentation: Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions as follows:

Unrestricted - Includes amounts which have no external restrictions and which are available for support of current operations and includes amounts already spent for property and equipment acquisitions.

Temporarily Restricted - Includes amounts which have donor-restrictions that can be fulfilled by actions of the Organization pursuant to those restrictions or restrictions that expire by the passage of time.

Permanently Restricted - Includes amounts that are subject to restrictions of the gift instruments requiring that resources be maintained permanently.

Contributions: Contributions are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions. Time-restricted and purpose-restricted contributions are required to be reported as temporarily restricted support. When a restriction expires (that is, when a stipulated time restriction ends or a purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized.

Cash and Cash Equivalents: Cash and cash equivalents include cash in banks and highly liquid investments with original maturity dates of less than three months.

1. NATURE OF ORGANIZATION AND SIGNIFICANT ACCOUNTING PRINCIPLES (continued)

Investments: Investments in equity securities with readily determinable fair values and all investments in debt securities are stated at fair market value in the statement of financial position. Investment income and gains restricted by donors are reported as increases in unrestricted net assets if the restrictions are met in the reporting period in which the income and gains are recognized.

Contributed Services and Materials: Contributions of donated services that create or enhance non-financial assets or that require specialized skills, are provided by individuals possessing those skills and would typically need to be purchased if not provided by donation, are recorded at their fair values in the period received. Contributed materials are also recorded at their fair values in the period received.

Property and Equipment: Property and equipment are stated at cost and donated assets are recorded at fair market value on the date of the gift. Depreciation is computed on the straight-line basis over the expected useful lives of the assets. When assets are retired or otherwise disposed of, the cost or donated value and related accumulated depreciation are removed from the statement of financial position and any resulting gain or loss is reflected in the statement of activities. Maintenance expenses are charged to expense as incurred.

Income Taxes: As a non-profit corporation, qualified under Section 501(c)(3) of the Internal Revenue Code, the Organization is exempt from corporate income taxation on income related to its exempt function. Therefore, no provision for income taxes has been made in the accompanying financial statements.

Functional Allocation of Expenses: The cost of providing the various activities have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs have been allocated among the program and supporting services benefited.

Use of Estimates: The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Fair Value of Financial Instruments: Management of the Organization believes the carrying value of financial instruments, which are comprised of cash equivalents, grants, pledge and other receivables, prepaid expenses, accounts payable and accrued expenses approximate fair value due to their short-term nature.

2. PLEDGE RECEIVABLE

Pledge receivable at September 30, 2009 was scheduled to be collected as follows:

Year Ended September 30,	2010	$ 5,000
	2011	5,000
	2012	5,000
		$ 15,000

3. INVESTMENTS

At September 30, 2009, investments were comprised of equity securities with a fair market value of $7,866. Net investment income (loss) for the year ended September 30, 2009 was as follows:

Dividends and Interest	$ 925
Net Realized Loss	(15,200)
Net Unrealized Gain	8,884
Fees	(200)
	$ (5,591)

4. PROPERTY AND EQUIPMENT

At September 30, 2009, property and equipment consisted of:

	Cost	Accumulated Depreciation	Net Book Value
Donated Land (See Note 9)	$ 90,000	$	$ 90,000
Donated Building (See Note 9)	70,000	5,133	64,867
Furniture and Equipment	77,467	77,467	
	$ 237,467	$ 82,600	$ 154,867

5. LOANS PAYABLE

Loans payable at September 30, 2009 consisted of the following:

Revolving line of credit with a bank, which allows for maximum borrowings of $50,000. Minimum monthly payments of 3% of the outstanding principal are required. The unsecured line of credit bears interest at prime plus 4% (7.25% at September 30, 2009). The bank may cancel the line of credit at any time with the outstanding balance repayable in monthly installments, determined at the sole option of the bank, not to exceed 48 months.	$ 34,456
Non-interest bearing and unsecured loan from a director due on demand	5,000
	$ 39,456

6. RESTRICTIONS ON ASSETS

Temporarily restricted net assets are available for the following purposes or periods:

Programs	$ 464,903
For Periods after September 30, 2009:	
Pledges	15,000
Donated Property	160,000
Total Temporarily Restricted Net Assets	$ 639,903

6. RESTRICTIONS ON ASSETS (continued)

Net assets were released from donor restrictions by incurring expenses satisfying their restricted purpose or by occurrence of other events specified by donors as follows:

Programs	$	398,495
Passage of Time		5,000
Total Restrictions Released	$	403,495

7. COMMITMENTS AND CONTINGENCIES

Operating Leases: The Organization leases its office space and equipment under operating leases extending to June 2014. Minimum future lease payments for each of the next five years under the arrangements existing at September 30, 2009 are:

Year Ending September 30,	2010	$	32,624
	2011		4,200
	2012		4,200
	2013		4,200
	2014		3,150
		$	48,374

Office rent was $29,169 and equipment rental expense on these leases was $14,482 for the year ended September 30, 2009.

8. CONCENTRATION OF RISK

During the year ended September 30, 2009, the Organization received approximately eighty-two percent of its public support and revenues from a governmental agency.

9. DONATED PROPERTY

The Organization received a donation of real property on December 14, 2007. The property was comprised of land and a residential home, located in Palm Beach County, with an appraised value of $160,000. The real estate was donated with the stipulation that the property could not be sold within three years from the date of the donation.

10. FAIR VALUE MEASUREMENTS

On October 1, 2008, the Organization adopted Financial Account Standards Board Accounting Standards Codification 820 ("ASC 820"), Fair Value Measurements, which establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurement) and the lowest priority to unobservable inputs (level 3 measurement). The three levels of the fair value hierarchy under ASC 820 are described below:

10. FAIR VALUE MEASUREMENTS (continued)

Level 1 — Inputs to the valuation methodology are unadjusted quoted prices of identical assets or liabilities in active markets that the Organization has the ability to access.

Level 2 — Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 — Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value on a recurring basis:

Equity Securities: Valued at the closing price reported on the active market on which the individual securities are traded.

The method described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the Organization believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following table sets forth by level, within the fair value hierarchy, the Organization's assets at fair value as of September 30, 2009:

	Total	Level 1	Level 2	Level 3
Equity Securities	$ 7,866	$ 7,866	$	$
Total Assets at Fair Value	$ 7,866	$ 7,866	$	$

11. PERMANENTLY RESTRICTED ENDOWMENT FUND

The Organization's permanently restricted net assets at September 30, 2009 were $99,274. During the fiscal year ended September 30, 2009, the Board of Directors authorized using approximately $30,000 of permanently restricted net assets for unrestricted operations. The balance of the loan due from unrestricted net assets to permanently restricted net assets at September 30, 2009 was $87,614.

12. DONOR-DESIGNATED ENDOWMENTS (UMIFA STATE)

Implementation of ASC 958

On October 1, 2008, the Organization adopted Financial Accounting Standards Board Accounting Standards Codification 958 ("ASC 958"), "Endowments of Not-for-Profit Organizations: Net Asset Classification of Funds Subject to an Enacted Version of the Uniform Prudent Management of Institutional Funds Act, and Enhanced Disclosures for All Endowment Funds." ASC 958 provides guidance on the net asset classification of donor-restricted endowment funds for a nonprofit organization that is subject to an enacted version of the Uniform Prudent Management of Institutional Funds Act of 2006 (UPMIFA). ASC 958 also requires additional disclosures about an organization's endowment funds (both donor-restricted endowment funds and board-designated endowment funds), whether or not the organization is subject to UPMIFA.

The State of Florida has not enacted UPMIFA. The Organization follows the Uniform Management of Institutional Funds Act of 1974 (UMIFA) and its own governing documents. The Organization has adopted ASC 958 for the year ending September 30, 2009. The Board of Directors has determined that the majority of the Organization's permanently restricted net assets meet the definition of endowment funds under UMIFA.

UMIFA requires the historical dollar amount of a donor-restricted endowment fund to be preserved. In the absence of donor restrictions, the net appreciation on a donor-restricted endowment fund is spendable under UMIFA. The Organization's donors have not placed restrictions on the use of the investment income or net appreciation resulting from the donor-restricted endowment funds.

Endowment Investment and Spending Policies: The Organization has adopted investment and spending policies, approved by the Board of Directors, for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of these endowment assets over the long-term. The Organization's spending and investment policies work together to achieve this objective. The investment policy seeks to establish an achievable return objective. The Organization relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Organization places an emphasis on equity-based investments to achieve its long-term return objectives within prudent risk parameters.

Currently, all investment income (including unrealized gains) is being used to replenish the deficit created from borrowing principal for operations. The spending policy is discretionary since there are no restrictions on the investment income.

12. DONOR-DESIGNATED ENDOWMENTS (UMIFA STATE) (continued)

Implementation of ASC 958 (continued)

Endowment net asset composition by type of fund as of September 30, 2009 is as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted Endowment Funds	$ (87,614)	$	$ 99,274	$ 11,660
Total Funds	$ (87,614)	$	$ 99,274	$ 11,660

Changes in endowment net assets for the year ended September 30, 2009 are as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total Net Endowment Assets
Endowment net assets, beginning of year	$ (52,023)	$	$ 99,274	$ 47,251
Investment income	925			925
Realized Loss	(15,200)			(15,200)
Net unrealized gain	8,884			8,884
Fees	(200)			(200)
Net investment loss	(5,591)			(5,591)
Funds transferred for unrestricted operations	(30,000)			(30,000)
Endowment net assets, end of year	$ (87,614)	$	$ 99,274	$ 11,660

	Fiscal Years Ended September 30: 2008	2009
Permanently Restricted Net Assets		
The portion of perpetual endowment funds that is required to be retained permanently by explicit donor stipulation	$ 99,274	$ 99,274
Total endowment funds classified as permanently restricted net assets	$ 99,274	$ 99,274
Unrestricted Net Assets		
The portion of unrestricted net assets owed to permanently restricted net assets	$ (52,033)	$ (87,614)
Total endowment funds classified as unrestricted net assets	$ (52,033)	$ (87,614)

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
Youth Crime Watch of America, Inc.
Youth Crime Watch of Florida, Inc.

We have audited the financial statements of Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc., as of and for the year ended September 30, 2009 and have issued our report thereon dated May 19, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc.'s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the organization's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the organization's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles, such that there is more than a remote likelihood that a misstatement of the organization's financial statements that is more than inconsequential will not be prevented or detected by the organization's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the organization's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS (continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the audit committee, management, and awarding agencies and is not intended to be and should not be used by anyone other than these specific parties.

ROBBINS and LANDINO, P.A.
Certified Public Accountants

Robbins and Landino, P.A.

Fort Lauderdale, Florida
May 19, 2010

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.

Financial Statements

September 30, 2007

Robbins and Landino, P.A.
Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

Board of Directors
Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc.
Miami, Florida

We have audited the accompanying combined statements of financial position of Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc., as of September 30, 2007, and the related combined statement of activities, cash flows, and functional expenses for the year then ended. These financial statements are the responsibility of the organization's management. 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 and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. 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 includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc., as of September 30, 2007, and the changes in their net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated January 9, 2008, on our consideration of Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc.'s internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grants and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

ROBBINS AND LANDINO, P.A.
Certified Public Accountants

Robbins and Landino, P.A.

Fort Lauderdale, Florida
January 9, 2008

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.
Combined Statement of Financial Position
September 30, 2007

ASSETS	
Current Assets	
Cash	$ 40,861
Grants Receivable	18,777
Accounts Receivable	675
Prepaid Expenses	3,275
Total Current Assets	63,588
Non-Current Assets	
Investments (Note 2)	73,980
Property and Equipment (Note 3)	
Total Non-Current Assets	73,980
TOTAL ASSETS	$ 137,568
LIABILITIES	
Current Liabilities	
Accounts Payable and Accrued Expenses	$ 24,914
Loan Payable (Note 4)	5,000
Total Current Liabilities	29,914
NET ASSETS	
Unrestricted	6,780
Temporarily Restricted (Note 5)	1,600
Permanently Restricted	99,274
TOTAL NET ASSETS	107,654
TOTAL LIABILITIES AND NET ASSETS	$ 137,568

The accompanying notes are an integral part of these financial statements.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.
Combined Statement of Activities
For the Year Ended September 30, 2007

UNRESTRICTED NET ASSETS	
Public Support and Revenues	
Contributions	$ 61,350
Conference Fees and Material Sales	115,339
Fundraising Event	23,766
Less: Fundraising Event Expenses	(33,578)
Investment Income (Note 2)	13,279
Net Assets Released from Restrictions (Note 5)	605,589
Contributed Services and Materials	1,625
Total Public Support and Revenues	787,370
Expenses	
Program Services	593,054
General and Administrative	138,758
Fundraising	28,019
Total Expenses	759,831
Change in Unrestricted Net Assets	27,539
TEMPORARILY RESTRICTED NET ASSETS	
Conference Fees	1,600
Net Assets Released from Restrictions (Note 5)	(605,589)
Change in Temporarily Restricted Net Assets	(603,989)
Change in Net Assets	(576,450)
NET ASSETS, BEGINNING OF YEAR	684,104
NET ASSETS, END OF YEAR	$ 107,654

The accompanying notes are an integral part of these financial statements.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.
Combined Statement of Cash Flows
For the Year Ended September 30, 2007

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in Net Assets	$ (576,450)
Adjustments to Reconcile Change in Net Assets to Net Cash from Operating Activities:	
Realized Gains on Investments	(10,114)
Unrealized Gains on Investments	(714)
Change in Assets and Liabilities:	
Decrease in Grants Receivable	601,192
Decrease in Accounts Receivable	2,119
Decrease in Prepaid Expenses	35,685
Decrease in Accounts Payable and Accrued Expenses	(36,002)
Decrease in Deferred Revenue	(6,732)
NET CASH FLOWS FROM OPERATING ACTIVITIES	8,984
CASH FLOWS FROM INVESTING ACTIVITIES	
Proceeds from Sale of Investments	27,470
Purchases of Investments	(879)
NET CASH FLOWS FROM INVESTING ACTIVITIES	26,591
CASH FLOWS FROM FINANCING ACTIVITIES	
Proceeds from Loans Payable	35,761
Payments on Loans Payable	(41,265)
NET CASH FLOWS FROM FINANCING ACTIVITIES	(5,504)
NET CHANGE IN CASH	30,071
CASH, BEGINNING OF YEAR	10,790
CASH, END OF YEAR	$ 40,861
Supplemental Disclosure of Cash Flow Information:	
Cash Paid During the Year for Interest	$ 1,208

The accompanying notes are an integral part of these financial statements.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.
Combined Statement of Functional Expenses
For the Year Ended September 30, 2007

	Program Services	General and Administrative	Fundraising	Total
Contractual Services	$ 205,504	$ 1,500	$	$ 207,004
Salaries and Benefits	122,087	76,563	8,277	206,927
Travel	128,647	1,509	101	130,257
Professional Services		26,988	17,398	44,386
Equipment Rental	32,219	7,899		40,118
Office Rent	21,926	5,951	1,878	29,755
Postage and Shipping	15,700	1,797		17,497
Telecommunications	10,366	2,533		12,899
Expansion Centers	12,800			12,800
Materials	11,942	179		12,121
Supplies	7,848	3,571	365	11,784
Participant Support	6,646			6,646
Printing and Reproduction	5,647	627		6,274
Advertising	5,920			5,920
Insurance	1,456	3,099		4,555
Miscellaneous		3,532		3,532
Awards	2,616			2,616
Bad Debt		1,850		1,850
Registration Fees	1,730			1,730
Interest		1,160		1,160
	$ 593,054	$ 138,758	$ 28,019	$ 759,831

The accompanying notes are an integral part of these financial statements.

1. NATURE OF ORGANIZATION AND SIGNIFICANT ACCOUNTING PRINCIPLES

Organization: Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc. are non-profit organizations established for the purpose of providing a crime and drug-free learning environment and to enable students to be resources for themselves and other youth to prevent drug use and other crimes in the school and community. Together, the entities are here after referred to as the "Organization".

Principles of Combination: Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc. are two commonly controlled entities with interrelated economic activities; accordingly, their accounts have been presented on a combined basis. All inter-company transactions and balances have been eliminated.

Basis of Accounting: The financial statements of the Organization have been prepared on the accrual basis of accounting and accordingly reflect all significant receivables, payables, and other liabilities.

Financial Statement Presentation: Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions as follows:

Unrestricted - Includes amounts which have no external restrictions and which are available for support of current operations and includes amounts already spent for property and equipment acquisitions.

Temporarily Restricted - Includes amounts which have donor-restrictions that can be fulfilled by actions of the Organization pursuant to those restrictions or restrictions that expire by the passage of time.

Permanently Restricted - Includes amounts that are subject to restrictions of the gift instruments requiring that resources be maintained permanently.

Contributions: Contributions are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions. Time-restricted and purpose-restricted contributions are required to be reported as temporarily restricted support. When a restriction expires (that is, when a stipulated time restriction ends or a purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized.

Cash and Cash Equivalents: Cash and cash equivalents include cash in banks and highly liquid investments with original maturity dates of less than three months.

Investments: Investments in equity securities with readily determinable fair values and all investments in debt securities are stated at fair market value in the statement of financial position. Investment income and gains restricted by donors are reported as increases in unrestricted net assets if the restrictions are met in the reporting period in which the income and gains are recognized.

Contributed Services and Materials: The Organization records the value of contributed services and materials when there is an objective basis available to measure their value. Contributed services and materials are reflected as contributions in the accompanying statements at their estimated values at the date of receipt.

NATURE OF ORGANIZATION AND SIGNIFICANT ACCOUNTING PRINCIPLES (continued)

Property and Equipment and Depreciation: Property and equipment are stated at cost. Gifts of long-lived assets are reported as unrestricted support. When equipment is retired or otherwise disposed of, the cost less related accumulated depreciation is removed from the accounts and resulting gains or losses are included in the statement of activity.

Depreciation is provided on a straight-line basis over the estimated useful lives of the respective assets. Maintenance and repairs are charged to expense as incurred.

Income Taxes: As a non-profit corporation, qualified under Section 501(c)(3) of the Internal Revenue Code, the Organization is exempt from corporate income taxation on income related to its exempt function. Therefore, no provision for income taxes has been made in the accompanying financial statements.

Deferred Revenue: Deferred revenue consists of amounts received to offset future lease expense payments and unearned special event income.

Functional Allocation of Expenses: The cost of providing the various activities have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs have been allocated among the program and supporting services benefited.

Basis of Presentation: The accompanying schedule of expenditures of Federal awards is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

Use of Estimates: The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Fair Value of Financial Instruments: Cash equivalents, grants and accounts receivable, prepaid expenses, accounts payable, and accrued expenses are reflected in the financial statements at cost which approximates fair value because of their short-term nature.

INVESTMENTS

The Organization's permanently restricted Endowment Fund is invested in marketable equity securities held by a financial service company. The fair value of the marketable equity securities at September 30, 2007 was $73,980. Net investment income for the year ended September 30, 2007 was as follows:

Dividends and Interest	$ 2,601
Net Realized Gains	10,114
Net Unrealized Gains	714
Fees	(150)
	$ 13,279

3. **PROPERTY AND EQUIPMENT**

At September 30, 2007, property and equipment consisted of:

	Cost	Accumulated Depreciation	Net Book Value
Furniture and Equipment	$ 77,467	$ 77,467	$ 0

LOAN PAYABLE

Loan payable at September 30, 2007 consists of a $5,000 non-interest bearing loan from a director due on demand. The loan is unsecured.

TEMPORARILY RESTRICTED NET ASSETS

At September 30, 2007, temporarily restricted net assets of $1,600 are available for the annual youth conference. During the year ended September 30, 2007, net assets were released from donor restrictions by incurring expenses satisfying their restrictive purpose or by occurrence of other events specified by donors as follows:

Programs	$ 528,264
Annual Youth Conference	50,000
Fundraising Event	27,325
	$ 605,589

COMMITMENTS AND CONTINGENCIES

Operating Leases: The Organization leases its office space and equipment under operating leases extending to August 2010. Minimum future lease payments for each of the next three years under the arrangements existing at September 30, 2007 are:

Year Ending September 30:	
2008	$ 55,622
2009	51,122
2010	28,424
	$ 135,168

Office rent and equipment rental expense was $69,873 for the year ended September 30, 2007.

Grantor Audit: The United States Department of Justice, Office of the Inspector General, Audit Division has issued a report dated February 2005 as a result of its audit of the National Outreach and Expansion Year 2000 cooperative agreement awarded by the United States Department of Justice, Office of Justice Programs, and Office of Juvenile Justice and Delinquency Prevention to Youth Crime Watch of America, Inc. (YCWA). The report revealed various deficiencies and has questioned a material amount of funds received by YCWA. The report recommends the Office of Justice Programs to seek certain remedies that include reimbursement of grant funds and improving the system of internal controls over the use of the funds. Management of YCWA disputes many of the claims and is in discussions with the Office of Justice Programs to negotiate a settlement. No provision for a loss has been recognized in the combined financial statements since the outcome of any settlement is unknown at this time.

7. CONCENTRATION OF RISK

During the year ended September 30, 2007, the Organization received approximately sixty-seven percent of its total public support and revenues from two governmental agencies.

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INDEPENDENT AUDITOR'S REPORT ON ADDITIONAL INFORMATION

Board of Directors
Youth Crime Watch of America, Inc.
and Youth Crime Watch of Florida, Inc.
Miami, Florida

Our report on our audit of the basic financial statements of Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc. for September 30, 2007 appears on page one. That audit was made for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying schedule of expenditures of Federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. This schedule is not a required part of the basic financial statements. This information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

ROBBINS AND LANDINO, P.A.
Certified Public Accountants

Robbins and Landino, P.A.

Fort Lauderdale, Florida
January 9, 2008

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.
Schedule of Expenditures of Federal Awards
For the Year Ended September 30, 2007

Federal Grantor/Pass-through Grantor Program Title	Federal CFDA Number	Pass-through Entity Identifying Number	Federal Expenditures
U.S. Department of Justice:			
Direct Programs:			
Office of Juvenile Justice and Delinquency Prevention			
Building Youth Safety and Participation	16.580		$ 42,939
Bureau of Justice Assistance			
National Implementation and Collaboration	16.580		387,317
Total Direct Programs			430,256
U.S. Department of Education:			
Pass-through Programs from:			
State of Florida			
Office of Drug Control			
Governor's Drug-Free Community Program	84.186	2006 DFC-Dade-2-Q3-019	95,084
Total Pass-through Programs			95,084
Total Expenditures of Federal Awards			$ 525,340

See auditor's report on additional information.

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.
Summary Schedule of Prior Audit Findings
For the Year Ended September 30, 2007

Major Federal Award Program – Building Youth Safety and Participation

Finding 2006-1

Condition: Expenditures recorded on the books of the Organization did not agree with the Financial Status Report for certain intra-periods covered by the reports.

Recommendation: Financial Status Reports should agree to the accounting records for the intra-period reports and in total.

Current Status: The condition continues to exist. See management's response to item 2007-1 in the Schedule of Findings and Questions Costs for the year ended September 30, 2007.

Finding 2006-2

Condition: A total of forty-nine disbursements were tested for transactions recorded in the months of August and September 2006. Nine items were charged to the grant for expenses incurred after the expiration of the grant.

Recommendation: The Organization should implement procedures to assure a proper cut-off occurs for grant expenditures and that all expenditures charged to the grant are necessary and reasonable.

Current Status: The Organization has improved its cut-off procedures to better record transactions in the proper period.

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
Youth Crime Watch of America, Inc.
Youth Crime Watch of Florida, Inc.

We have audited the financial statements of Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc., as of and for the year ended September 30, 2007 and have issued our report thereon dated January 9, 2008. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the organization's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles, such that there is more than a remote likelihood that a misstatement of the organization's financial statements that is more than inconsequential will not be prevented or detected by the organization's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in the more than a remote likelihood that material misstatement of the financial statements will not be prevented or detected by the organization's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

This report is intended solely for the information and use of management, the board of directors, others within the entity, and Federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

ROBBINS and LANDINO, P.A.
Certified Public Accountants

Robbins and Landino, P.A.

Fort Lauderdale, Florida
January 9, 2008

Robbins and Landino, P.A.
Certified Public Accountants

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REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

oard of Directors
outh Crime Watch of America, Inc.
outh Crime Watch of Florida, Inc.

ompliance

Ve have audited the compliance of Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc. (non-profit rganizations) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-33 Compliance Supplement* that are applicable to each of its major Federal programs for the year ended September 30, 2007. Youth rime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s major Federal programs are identified in the summary of uditor's results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, egulations, contracts, and grants applicable to each of its major Federal programs is the responsibility of Youth Crime Watch of merica, Inc.'s and Youth Crime Watch of Florida, Inc.'s management. Our responsibility is to express an opinion on Youth Crime Vatch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s compliance based on our audit.

Ve conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the tandards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United tates; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB ircular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types f compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An udit includes examining, on a test basis, evidence about Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, nc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. Ve believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Youth Crime Vatch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s compliance with those requirements.

n our opinion, Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc. complied, in all material respects, with the equirements referred to above that are applicable to each of its major Federal programs for the year ended September 30, 2007.

nternal Control Over Compliance

he management of Youth Crime Watch of America, Inc. and Youth Crime Watch of Florida, Inc. is responsible for establishing and naintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to ederal programs. In planning and performing our audit, we considered Youth Crime Watch of America, Inc.'s and Youth Crime Watch f Florida, Inc.'s internal control over compliance with requirements that could have a direct and material effect on a major Federal rogram in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose f expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the ffectiveness of Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s internal control over compliance.

ur consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and would not ecessarily identify all deficiencies in internal control that might be significant deficiencies of material weaknesses as defined below. owever, as discussed below, we identified certain deficiencies in internal control over compliance that we consider to be significant eficiencies.

. *control deficiency* in an entity's internal control over compliance exists when the design or operation of a control does not allow anagement or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type f compliance requirement of a Federal program on a timely basis. A *significant deficiency* is a control deficiency, or combination of ontrol deficiencies, that adversely affects the entity's ability to administer a Federal program such that there is more than a remote kelihood that noncompliance with a type of compliance requirement of a Federal program that is more than inconsequential will not be revented or detected by the entity's internal control. We consider the deficiency in internal control over compliance described in the ccompanying schedule of findings and questioned cost as item 2007-1 to be a significant deficiency.

(continued)

REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133
(continued)

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a Federal program will not be prevented or detected by the entity's internal control. We do not consider the deficiency described in the accompanying schedule of findings and questioned costs to be a material weakness.

Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. We did not audit Youth Crime Watch of America, Inc.'s and Youth Crime Watch of Florida, Inc.'s response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of management, board of directors, others within the entity, and Federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

ROBBINS AND LANDINO, P.A.
Certified Public Accountants

Robbins and Landino, P.A.

Fort Lauderdale, Florida
January 9, 2008

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.
Schedule of Findings and Questioned Costs – Federal Programs
For the Year Ended September 30, 2007

SUMMARY OF AUDITOR'S RESULTS

1. The auditor's report expresses an unqualified opinion on the (general purpose) combined financial statements of Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc.

2. No significant deficiencies relating to the audit of the combined financial statements are reported in the report on internal control over financial reporting and other matters based on an audit of financial statements performed in accordance with government auditing standards.

3. No instances of noncompliance material to the combined financial statements of Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc. were disclosed during the audit.

4. One significant deficiency in internal control over major Federal award programs disclosed during the audit is reported in the report on compliance with requirements applicable to each major program and on internal control over compliance in accordance with OMB Circular A-133.

5. The auditor's report on compliance for the major Federal award programs for Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc. expresses an unqualified opinion.

6. Audit findings that are required to be reported in accordance with Section 510(a) of OMB Circular A-133 are reported on this schedule.

7. The program tested as a major program includes:

   U.S. Department of Justice
   Office of Justice Programs
   Bureau of Justice Assistance
   National Implementation and Collaboration

8. The threshold used for distinguishing between Type A and B programs was $300,000.

9. Youth Crime Watch of America, Inc., and Youth Crime Watch of Florida, Inc. did not qualify as a low-risk auditee.

FINDINGS - FINANCIAL STATEMENTS AUDIT

None

YOUTH CRIME WATCH OF AMERICA, INC.
YOUTH CRIME WATCH OF FLORIDA, INC.
Schedule of Findings and Questioned Costs – Federal Programs
For the Year Ended September 30, 2007

FINDINGS – MAJOR FEDERAL AWARD PROGRAMS AUDIT

2007-1

Condition:	Expenditures recorded on the books of the Organization did not agree with the Financial Status Report for certain intra-periods covered by the reports.
Criteria:	The amounts reported in the Financial Status Report for the period covered by the report should agree to the accounting records.
Effect:	Although several of the intra-period Financial Status Reports did not agree to the accounting records, the Financial Status Reports filed for all periods did agree with the underlying accounting records in total. There was no adverse affect on grant reimbursement.
Recommendation:	The preparation of the Financial Status Reports is based on current information available at that time. However, subsequent recording of transactions to the general ledger may affect previously filed Financial Status Reports. Management will amend previously filed Financial Status Reports when warranted.
Management's Response:	Management agrees with the finding and will establish additional controls over grant expenditures.

Ignitus Worldwide
Balance Sheet Summary
As of December 31, 2013

	Dec 31, '13
ASSETS	
Current Assets	
Checking/Savings	7,876.57
Other Current Assets	10,334.83
Total Current Assets	18,211.40
TOTAL ASSETS	18,211.40
LIABILITIES & EQUITY	
Equity	18,211.40
TOTAL LIABILITIES & EQ...	18,211.40

Ignitus Worldwide
Profit and Loss Standard
January through December 2013

	Jan - Dec '13
Ordinary Income/Expense	
Income	
Donation	8,678.21
Total Income	8,678.21
Gross Profit	8,678.21
Expense	
Foreign Transaction Fee	10.69
Accounting Services	1,280.00
Operating Expenses	1,277.23
Salary expense	7,000.00
due to/from Abbas	0.00
Website expense	629.39
Travel (air/car/hotel/etc.)	6,731.53
AMEX fee	35.00
ilead	459.88
reimburse for expenses	3,097.48
Legal fees	750.00
Bank Service Charges	144.80
Meals and Entertainment	110.25
Business Licenses and Per...	61.25
Repairs and Maintenance	727.77
Rent Expense	1,294.00
Travel Expense	9.80
Total Expense	23,619.07
Net Ordinary Income	-14,940.86
Other Income/Expense	
Other Income	
refund	813.00
proceeds from sale of arti...	271.00
Interest Earned	0.36
Total Other Income	1,084.36
Net Other Income	1,084.36
Net Income	-13,856.50

Ignitus Worldwide
Balance Sheet Prev Year Comparison
As of March 21, 2014

	Mar 21, '14	Mar 21, '13	$ Change	% Change
ASSETS				
Current Assets				
Checking/Savings				
BOA Savings	986.75	986.41	0.34	0.0%
BOA Checking	6,532.00	18,101.32	-11,569.32	-63.9%
Total Checking/Savings	7,518.75	19,087.73	-11,568.98	-60.6%
Other Current Assets				
Due to/from EES	10,334.83	8,908.12	1,426.71	16.0%
Total Other Current As...	10,334.83	8,908.12	1,426.71	16.0%
Total Current Assets	17,853.58	27,995.85	-10,142.27	-36.2%
TOTAL ASSETS	17,853.58	27,995.85	-10,142.27	-36.2%
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Credit Cards				
AMEX Ignitus Worldw...	0.00	1,617.90	-1,617.90	-100.0%
Total Credit Cards	0.00	1,617.90	-1,617.90	-100.0%
Total Current Liabilities	0.00	1,617.90	-1,617.90	-100.0%
Total Liabilities	0.00	1,617.90	-1,617.90	-100.0%
Equity				
Retained Earnings	8,695.18	22,551.68	-13,856.50	-61.4%
Opening Balance Equity	9,516.22	9,516.22	0.00	0.0%
Net Income	-357.82	-5,689.95	5,332.13	93.7%
Total Equity	17,853.58	26,377.95	-8,524.37	-32.3%
TOTAL LIABILITIES & EQUI...	17,853.58	27,995.85	-10,142.27	-36.2%