

Application Coversheet

International Leadership of Texas (ILT)

International American Education Federation, Inc.

Proposed Seventeenth Generation Charter School Name

Name of Sponsoring Entity

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: Frank Corte

CEO of Sponsoring Entity: Frank Corte

CEO/Superintendent of Proposed Charter School: Edward Conger

Board Member Who Attended an Applicant Conference: Frank Corte Date of Conference: 12-08-11

Applicant Mailing Address (This address will be used for contact regarding this application.): 2085 Garden Crest Dr, Rockwall, Tex

Physical Address of Proposed Administrative Offices (if different from above):

Number of Campuses Being Requested: 3

Physical Address of Each Proposed Campus (Please include street address, city, state, zip, and county). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:

Dallas ISD in the north (Wyman Street, Dallas, TX)

Contact Name: Frank Corte

Contact E-mail Address: strep123@aol.com

Contact Phone #: 210-487-0455

Contact Fax #: na

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

By Year 3, at least one grade in which the state assessments are administered must be offered.

Year 1: Maximum Enrollment: 1680

[] Pre-K3 [] Pre-K4 [X] K [X] 1 [X] 2 [X] 3 [X] 4 [X] 5 [X] 6 [X] 7 [X] 8 [X] 9 [X] 10 [] 11 [] 12

Year 2: Maximum Enrollment: 1872

[] Pre-K3 [] Pre-K4 [X] K [X] 1 [X] 2 [X] 3 [X] 4 [X] 5 [X] 6 [X] 7 [X] 8 [X] 9 [X] 10 [X] 11 [] 12

Year 3: Maximum Enrollment: 3744

[] Pre-K3 [] Pre-K4 [X] K [X] 1 [X] 2 [X] 3 [X] 4 [X] 5 [X] 6 [X] 7 [X] 8 [X] 9 [X] 10 [X] 11 [X] 12

Year 4: Maximum Enrollment: 3936

[] Pre-K3 [] Pre-K4 [X] K [X] 1 [X] 2 [X] 3 [X] 4 [X] 5 [X] 6 [X] 7 [X] 8 [X] 9 [X] 10 [X] 11 [X] 12

Year 5: Maximum Enrollment: 5808

[] Pre-K3 [] Pre-K4 [X] K [X] 1 [X] 2 [X] 3 [X] 4 [X] 5 [X] 6 [X] 7 [X] 8 [X] 9 [X] 10 [X] 11 [X] 12

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 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.

(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity: Frank Corte Date: 2/20/2012 Printed Name: Frank Corte

(BLUE INK) Signature of Application Preparer: Edward Conger Date: 2/22/2012 Printed Name: Edward Conger

With what company is the application preparer associated? Edward Conger

Was preparer paid? [] Yes [X] No

SAS 536-12 RFA 701-11-108

REVISED DURING CONTINGENCY PROCESS. SEE INSERT.

*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.*

Application page: 1

Number of Campuses Requested p. 1

Number of Campuses being requested should read 9 (Division 1 – Elementary, Middle and High School, Division 2 – Elementary, Middle and High School, and Division 3 – Elementary, Middle and High School).

Maximum Enrollment p. 1

Year 1 numbers: 2976

Year 2 numbers: 5232

Year 3 numbers: 5808

Year 4 numbers: 6192

Year 5 numbers: 6192

APPROVED DURING CONTINGENCY PROCESS

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.
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Applicant Checklist

International Leadership of Texas, Inc.
Proposed Seventeenth Generation Charter School Name

International American Education Federation, Inc.
Name of Sponsoring Entity

This checklist MUST be completed and submitted as part of the application to ensure that the applicant has provided all of the information required by the RFA.

Application

- Attended Applicant Conference: Date: 12-08-12 Board Member Who Attended: Frank Corte
- Application Coversheet
- Table of Contents
- Applicant Checklist (*this document*)

Application Sections (*All questions in each section must be answered completely.*)

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1. Statement of Need | <input checked="" type="checkbox"/> 7. Geographic Boundary |
| <input checked="" type="checkbox"/> 2. Vision of the School | <input checked="" type="checkbox"/> 8. Admissions and Enrollment Policies |
| <input checked="" type="checkbox"/> 3. Community Support | <input checked="" type="checkbox"/> 9. Governance |
| <input checked="" type="checkbox"/> 4. Student Goals | <input checked="" type="checkbox"/> 10. Human Resources Information |
| <input checked="" type="checkbox"/> 5. Educational Plan | <input checked="" type="checkbox"/> 11. Business Plan |
| <input checked="" type="checkbox"/> 6. Special Needs Students and Programs | |

Attachments A - R

- | | |
|---|--|
| <input checked="" type="checkbox"/> A. Published Notice of Public Hearing | <input checked="" type="checkbox"/> J. Audit Report |
| <input checked="" type="checkbox"/> B. Synopsis of Public Hearing | <input checked="" type="checkbox"/> K. Credit Report |
| <input checked="" type="checkbox"/> C. Signed Certified Mail Receipt Cards | <input checked="" type="checkbox"/> L. IRS 990 Filing |
| <input checked="" type="checkbox"/> D. Notarized Biographical Affidavits | <input checked="" type="checkbox"/> M. Documentation Verifying All Sources of Funding |
| <input checked="" type="checkbox"/> E. 501(c)(3) Determination Letter from IRS | <input checked="" type="checkbox"/> N. Start-Up Budget |
| <input checked="" type="checkbox"/> F. Articles of Incorporation and All Amendments | <input checked="" type="checkbox"/> O. Budget for Year One of Operation |
| <input checked="" type="checkbox"/> G. Bylaws of the Sponsoring Entity and All Amendments | <input checked="" type="checkbox"/> P. Negotiated Service Agreement(s) |
| <input checked="" type="checkbox"/> H. Organizational Chart | <input checked="" type="checkbox"/> Q. Certificate of Occupancy or Equivalent Certificate |
| <input checked="" type="checkbox"/> I. Supplemental Human Resources Information Forms | <input checked="" type="checkbox"/> R. Negotiated Lease Agreement(s), Deed(s) to Property, Earnest Money Contract(s), or Purchase Agreement(s) |

Assurance Documents and Required Campaign Contribution Form - Completed and Signed

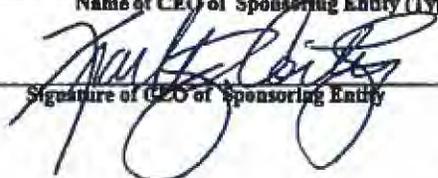
- 1. Special Education Assurances and Development of Policies and Procedures
- 2. Bilingual Education/ESL, Section 504, and Dyslexia Assurances
- 3. General Application of Assurances for Federal Programs
- 4. Special Assurances Document
- 5. State Board of Education Disclosure of Campaign Contributions form

The CEO of the sponsoring entity acknowledges the following:

- 1. The application and 13 copies submitted are printed single-sided and at least one copy has been retained for the organization's records.
- 2. Applications must be received by Document Control at the Texas Education Agency by the stated deadline in the Request for Application in order to be considered.
- 3. All submissions become the property of the Texas Education Agency and will not be returned.

Edward Conger
Name of Application Preparer (Typed)

Signature of Application Preparer 2/22/2012 Date

Frank Corte
Name of CEO of Sponsoring Entity (Typed)

Signature of CEO of Sponsoring Entity 2/20/2012 Date

Section 1: Statement of Need

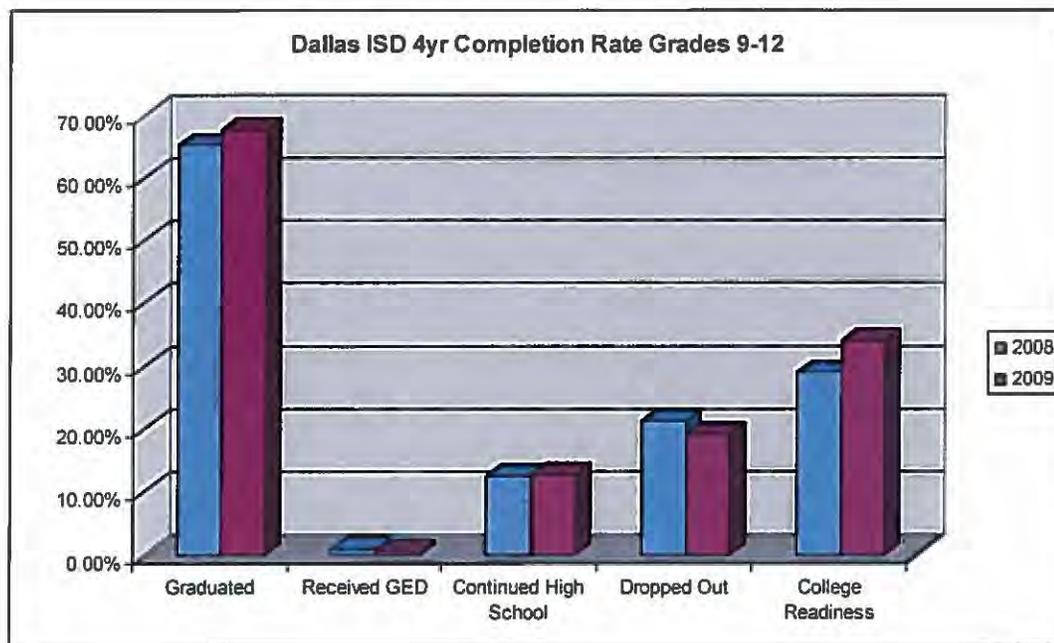
1. Statement of Need

(a) Discuss why members of the sponsoring entity believes that the proposed school is needed and why they believe that sufficient demand exists to make the school viable

Our sponsoring entity proposes to establish International Leadership of Texas in the Dallas Metropolitan region. There are three specific needs that we intend to address by our schools.

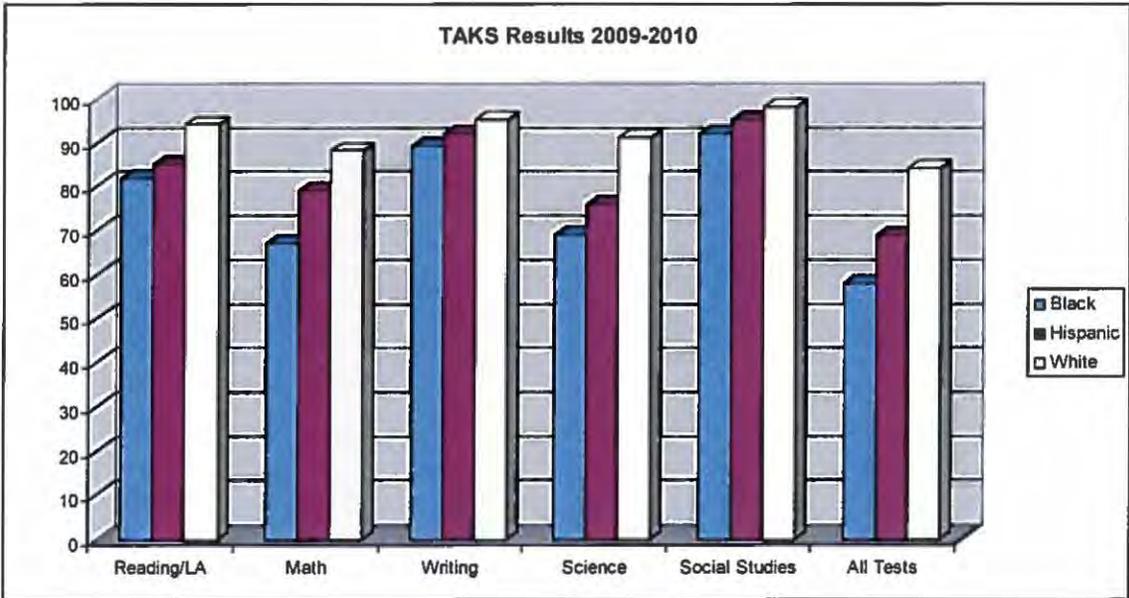
First, Texas is a strong economic force in the world. Our top three countries that we export to are Mexico, Canada, and China. China has become the second largest economy in the world. In order for Texas and the United States to remain on the top, we intend to provide a unique educational opportunity that ensures our students speak English, Spanish and Chinese. Second, we intend to return leadership and citizenship into the culture and educational experience for every student who attends International Leadership of Texas. Every student will be given leadership roles to teach a concept of others before self. Finally, the third need is the unfortunate fact that too many of our students are not engaged in learning, are dropping out of school, and not being prepared for college. We will address and provide evidence below which will indicate a need to solve present and future issues surrounding the education of students in Dallas County. These needs include, but are not limited to, the average to below performance standards reported in the 2009 Texas Academic Excellence Indicator System (AEIS) report for Dallas ISD, low college readiness statistics, commended performance percentages, at-risk and economically disadvantaged statistics, teen pregnancy and drug issues that are hindering our students from academic success.

Although there was a slight decline in the number of students who dropped out over the past two years in Dallas County, they still show problematic for completion rate. According to "TEA Annual Dropout and Longitudinal Graduation, Completion, and Dropout rates, Texas Public Schools, 2009 only 67.6% of Dallas students who had continuous enrollment graduated, with a 19.1% drop out rate. In 2008 only 65.2% of the students graduated, with a 21.2% drop out rate. Furthermore, only 34% of those who graduated in Dallas in 2009 met passing standards in both Mathematics and Reading. These two areas indicate college readiness. It is well known in the Dallas area that: IF students graduate high school, IF they apply for college, and IF they actually enroll (smaller numbers each time), they have a 75%+ chance of having to begin with remedial courses. We now recognize that students should be college ready when they enter college and therefore **not required** to enroll in remedial classes.



International Leadership of Texas sponsors will offer an option for families of high need students to ensure college-ready academic success. Smaller middle and high school New Tech settings along with ILP's (Individual Learning Plans), college readiness standards woven into the everyday curriculum in K – 12, longer days with more instructional minutes and mentoring will increase and enhance achievement of at-risk students and increase college readiness for all our students.

Accurate dropout statistics are required to fight our dropout crisis, but in Texas, and most of the U.S., such statistics have been elusive. Single digit dropout numbers are common misleading claims made by too many schools. The audiences who hear such numbers rarely, if ever, understand them. Reality is too often closer to what happened to the class of 2008 in Dallas ISD. Only 6,102 diplomas were handed out to a class that as 9th graders in 2004-2005 had 14,890 students in their class. That means that 8,788 from that 9th grade class were "missing at graduation." That means 59% did not graduate from DISD with their class (<http://www.studentmotivation.org/DallasISD.htm>). International Leadership of Texas will serve students in Dallas and beyond who might have otherwise dropped out of school; and therefore commit to the "Drop 50 Pledge" as will be addressed in the Section 3: Community Support.



Students in Dallas ISDs often move between school more than once during a student’s school career, with families searching for less expensive rents and are moving in with extended families due to the economic down turn. International Leadership of Texas recognizes these trends and will open three campuses in Dallas county within the first five years.

STUDENT DEMOGRAPHICS

Students in high poverty urban schools often drop out because of lack of academic success. These percentages further provide insight into the immediate need for intervention for students that are “at risk”. International Leadership of Texas is committed to providing equal opportunity academic **ACCESS** and **SUCCESS** for **ALL STUDENTS**. As stated by Bill Daggett, CEO of the International Center for Leadership in Education, a systematic approach must be put in place that focuses on preparing students for **THEIR** future, not **OURS**. We need to move from this:



USA 1960's typical classroom – teacher-centered, fragmented curriculum, students working in isolation, memorizing facts.



To this!



The need for academies like International Leadership of Texas is obvious. The low percent of graduates and college readiness further define that students are in need of early intervention. Several factors of concern need to be addressed immediately.

First, Dallas County has a high percentage of teens using heroin. The number of teens being treated in Dallas County increased from 33 in 2005 to 215 in 2009. Second, Texas teens lead the nation in having babies, with 24% having multiple births before the age of 20. With this increase of students on drugs and teens leading the nation in having babies, there is an overwhelming need to intervene to save our children. International Leadership of Texas is well needed to assist with the transformation of the “WHOLE” child; socially and intellectually, with college a viable reality because of the preparation received at our school.

International Leadership of Texas will be located in Dallas County. Although there are private schools in Dallas County, there is a price tag attached to attend. International Leadership of Texas will offer students and families an educational choice without having to worry about whether or not they can afford it.

International Leadership of Texas sponsors know the importance of providing families and students with an alternative for educational success. In addition to the instructional programs, they will provide mentoring along with ILP's (Individual Learning Plans) for each student.

The underlying principles of the vision for International Leadership of Texas are:

- Personalization and Relations
- Relevance
 - Engagement and Active learning
 - Project-based learning, K – 12
 - High use of Instructional Technology
- Rigor & High Standards
 - Demonstration of student mastery
 - Use of College and Career Readiness Standards, K – 12
 - Use of the Texas Technology Application Standards, K – 12
- Empowered Educators
 - Teachers as “Facilitators of Learning”
- Foreign Language Emphasis
 - Dual-Language (Spanish/English) Setting, K – 3
 - Chinese Language and Culture exposure K-3
 - Spanish and Chinese continuum, 4 - 12
 - Chinese exchange students 9-12 with a ratio of 1 Chinese student to 3 American students.
- College Readiness emphasis K – 12
- Instructional Technology
 - one-to-one computer to student ratio in 7 – 12
 - Instructional Technology Expectations K – 12

b) Explain how the charter school model will enhance the academic outcomes for students.

According to the National Alliance for Public Charter Schools, www.publiccharters.org, June 15: Report finds Public Charter Schools are helping students in several areas, specifically in reading,

writing, and math, and students attending public charter schools have shown better academic growth results than similar students in traditional public schools. In addition, the report finds that English Language Learners (ELLs) realize significantly better learning gains in public charter schools than their peers in traditional public schools, and charter students in elementary and middle school grades have significantly higher rates of learning than similar traditional public school students. International Leadership of Texas will:

- **IMPROVE STUDENT LEARNING:**

High academic expectations for International Leadership of Texas will be acquired through the “4Rs” (Relationships + Relevance + Rigor = Results). We will offer extended school hours along with individual student mastery focus to ensure that our students are learning. All students will have their own Individual Learning Plan (ILP). This will provide a sense of ownership of self-learning. An invigorating instructional setting and assigned mentors will be added. International Leadership of Texas will serve K-12 with an innovative curriculum made up of not only the TEKS, but the Texas College Readiness Standards and the Texas Technology Application Standards will also be embedded into the K – 12 everyday curriculum.

- **INCREASE THE CHOICE OF LEARNING OPPORTUNITIES WITHIN THE PUBLIC SCHOOL SYSTEM:**

In outlining a bold and transformative education strategy for America's competitiveness, President Obama called "promoting innovation and excellence" a key element of his plan and stated, "One of the places where much of that innovation occurs is in our most effective charter schools". International Leadership of Texas will prove that with its international focus of mastery of Chinese and Spanish, its innovative curriculum, and its high expectation for students, parents, staff, and even community members, we will create a unique international leadership opportunity within the public setting. Parents and students will have a choice that does not currently exist for them.

KEY RESEARCH FINDINGS (Combined National Opportunity to Learn Proficiency State Rank: 43rd): A 50 state Report sites Texas as 43rd among the states with comparatively low graduation rates, when the opportunity to learn for the state's disadvantaged students is combined with a measure of educational quality. It is further stated that a low-income student has less than half of the opportunity to learn compared to the average White, Non-Latino student.

The factor that should be noticed here is that disadvantaged children are often not afforded the same opportunities to learn as their counterparts. International Leadership of Texas will focus on drop out prevention in that we will provide mentorship, ILP's (Individual Education Plan) for all students, a college ready, rigorous curriculum, and highly qualified teachers. International Leadership of Texas will provide students and families a choice of the private school alternative at a cost of ZERO.

CREATE PROFESSIONAL OPPORTUNITIES THAT WILL ATTRACT NEW TEACHERS TO THE PUBLIC SCHOOL SYSTEM.

The sad fact is that in too many cases our schools are not designed to support today's education goals. We are sending our children to factory-era schools to prepare them for life and work in a digital age. Instead we should be preparing our children today for jobs that do not yet exist. In this, the most rapidly changing era of human history, we continue to expect our children – and their teacher – to succeed in schools that we designed to operate on a 19th century agricultural schedule, while using teaching and learning approaches suited to the needs of an industrial economy. The industrial age has passed in every major realm of society except education. Our teachers are walking away in large numbers. High rates of attrition, and the reasons teachers give for leaving, speak to a problem that has deep roots. It is the teacher that makes the difference in the classroom -- the more effective the teacher, the greater the student gains.

It is critically important for students to receive the best possible instruction from skilled qualified teachers. International Leadership of Texas will provide the following: First, the attraction to International Leadership of Texas will be that of "Excellence". We will teach strict discipline which will be focused on correcting poor student choices and disruptive student behavior (which is a major distraction for teachers in public school), caring and respectful staff, autonomy in classroom decisions and other factors that directly affect the school as a whole. Secondly, professional development will be provided to International Leadership of Texas educators, which promotes teacher effectiveness. It sends a clear message to the community that we are creating the most effective teachers possible for children and that we want children to grow, and succeed at school and in the world. It is also a way to induct teachers into the culture, mission, and academic standards. We anticipate that within two years, not only will there be a waiting list of families wanting to enroll at our school; there will be a waiting list of teachers as well!

ENCOURAGE DIFFERENT AND INNOVATIVE LEARNING METHODS:

International Leadership of Texas will be built on the “Capturing Kids’ Hearts” program. This training provides tools for administrators, faculty and staff to build positive, productive, trusting relationships — among themselves and with their students. These strands will be interwoven throughout all facets of the school. **Responsibility, Respect, Trust, and Safety** will be more than words at International Leadership of Texas ... these four traits will be modeled in relevant ways such that by the time the students reach the secondary level, they will have had hundreds of examples of what those four words mean and look like. Trust – faculty and staff are trusted therefore they have autonomy to explore different alternatives of learning for students according to their Individual Learning Plan (ILP). Teachers will receive ongoing training in differentiated instructional strategies with the expectation that they actually be used to reach ALL learners. Encouragement of all students to be tri-lingual, creative, technology savvy and disciplined citizens of the global society will allow students ownership of self-learning through individual accomplishments.

One of the areas that low social economic students are far behind their more middle class peers is that they do not have relevant outside of the classroom learning experiences. They don’t have parents who are educated and their closest association with a college is the t-shirts they see at Wal-Mart representing college sports teams. Our goal at International Leadership of Texas will be to overcome this grave need and deficiency by ensuring that our students from K-12 will have college trips that ensure our students walk on campuses to see and experience first-hand what it is like and what the different colleges offer.

International Leadership of Texas will continue to evaluate the effectiveness of best practices through data gathered from teachers, parents, students, and community and make immediate recommendations for improvements for the purpose of educating and graduating ALL students ready for college and the work force in an internationally competitive world.

****FURTHER EXPLANATION OF LEARNING METHODS OUTLINED IN #5 –
EDUCATIONAL PLAN***

OVERVIEW OF LEGACY PREP CHARTER PROGRAMMING AND INNOVATIONS

Programming	International Leadership of Texas	Dallas ISD
Extended Day	Yes	No
Instructional Days	180	175
Agreement of Commitment	Yes	No
Base-Line Assessment	Yes	No
Student Guided Learning:		
Individual Learning Plan	Yes	No
For all Students:		
High involvement in assessment feedback	Yes	No
Service Learning required	Yes	No
Leadership Training	Yes	No
Unique Technology Development	Yes	No
For all Parents:		
Parent as Partners Component	Yes	No
High Parent Participation	Yes	No
Requirements of students:		
Intensive Spanish Language	Yes	No
Intensive Chinese Language	Yes	No
Project-based Learning	Yes	No
Dual-Language Early Childhood	Yes	No
New Tech Middle and High School	Yes	No

ESTABLISH A NEW FORM OF ACCOUNTABILITY FOR PUBLIC SCHOOLS

The ability of charters to differentiate their programs from that offered by traditional public schools while charging the same zero tuition as public school makes charters potentially strong competitors for public schools in the market for the same students (Henderson, et. al 1977).

Although Dallas ISD has some excellent schools, the choice of International Leadership of Texas sponsors makes a bold statement in saying that ALL students deserve the same access to a quality education.

The State of Texas Assessment for Academic Readiness (STAAR) will continue to be the measurement used for all formal assessments. Project-based learning assessments will be measured through rubrics and other qualitative measurements as designed by teachers, faculty, students, and community.

Because parents have a choice to continue enrollment of their student(s) at International Leadership of Texas, parents play a vital role in deciding the effectiveness and success of the school. International Leadership of Texas will provide a model for conducting transformational endeavors that will increase student performance. By addressing the critical need and demand for an alternative to traditional and current public school systems, students in our geographical area will be taken to the next level of educational success through this unique charter school model. These graduates from the International Leadership of Texas schools will be greater assets to our state and our country by their language skills in Spanish and Chinese and by their developed leadership skills.

Section 2: Vision of the School

2. ***Vision of the School (Scored by External Review Panel)***

a) ***In succinct terms, describe the educational philosophy and pedagogy of the proposed school.***

Vision Statement:

It is the mission and vision of International Leadership of Texas (ILT) to create a premier educational opportunity for all of our students (K-12) to graduate from High School with an International Baccalaureate Diploma, to demonstrate mastery of English, Spanish and Chinese, and to demonstrate international leadership from the perspective and culture of Texas and the United States of America.

Philosophy:

Our philosophy at International Leadership of Texas (ILT) is the educational philosophy of Richard DuFour- Student Success! Whatever It Takes! – with our caveat of always doing it Legally, Morally and Ethically! We believe that all students can and will learn if given the right expectations, given the right leadership, given the full support to learn from where they are academically to where we want them to be academically, given the experience outside the classroom and when held accountable to those high expectations.

Texas and the United States of America will continue to face numerous difficult and critical domestic and international challenges during this century. In order to navigate and solve these challenges our students at International Leadership of Texas (ILT) will be able to communicate, function and create positive solutions personally, socially, economically and politically on individual, local, state, national and global levels.

21st Century Skills -21st century skills will be woven throughout our curriculum, which is interdisciplinary, project-based, culturally responsive and college-ready. The Texas College & Career Readiness Standards will be infused in each content and elective area as a way of guaranteeing college-readiness by 9th grade. The curriculum will also embed the Texas Technology Application TEKS into the everyday curriculum also starting in Kindergarten as required by TEA to ensure technology literacy in our students.

The project-based curriculum will utilize the seven survival skills advocated by Tony Wagner in his book, *The Global Achievement Gap*:

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication

*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.*

Application page: 17

Vision of the School p. 17

As stated in the interview, ILT will not be implementing the International Baccalaureate Program. The Vision Statement on page 17 is revised as follows: "It is the mission and vision of International Leadership of Texas (ILT) to create a premier educational opportunity for all of our students (K-12) to graduate from High School to demonstrate mastery of English, Spanish and Chinese and to demonstrate international leadership from the perspective and culture of Texas and the United States of America."

APPROVED DURING CONTINGENCY PROCESS

- Accessing and Analyzing Information
- Curiosity and Imagination

The school's educational philosophy and pedagogy will be based on the four R's of

Relationships, Relevance, Rigor and Results (in that order):

- **Caring, Concerned Relationships:** The first order of business at International Leadership of Texas will be the establishment of caring, concerned relationships developed in this small school environment with the faculty, leadership and community committed to each student's success. This will be shown through individualized achievement plans for students through high expectations, commitment conferences, mentoring, and other relationship-based actions. Recruitment of staff will be around this measuring stick, making sure those who come aboard do so with the understanding that this primary expectation is imperative and is non-negotiable at International Leadership of Texas.
- **Relevance:** International Leadership of Texas will develop close relationships with schools in China in order to facilitate exchange of teachers and students. International School of Texas will host enough Chinese students at the High School level to ensure our students are learning Chinese culture and language not only from the Chinese teachers but also their fellow students and mentors. This exchange of ideas and culture will facilitate relationship learning that will foster opportunities for our students to travel and learn in China but more importantly to build long term positive relationships with their fellow Chinese students and their families and friends. This opportunity is the greatest difference that International Leadership of Texas will provide over other public, charter or private school educational opportunities. **China is the second largest economy in the world and is forecast to be the number one economy in the world over the next 10 to 20 years. The U.S. Government lists Chinese as one of its five strategic critical needs languages. International Leadership of Texas will produce educated leaders with real world relationships in order to meet the needs and the challenges of our future security and prosperity.** Additionally, the students of International Leadership of Texas will master Spanish as well in order to position our students to take maximum advantage of the economic opportunities presented with Texas' number one trading partner – Mexico – and beyond.
- **Rigor in the Academic Program:** Rigor will be achieved through embedding the Texas College and Career Readiness standards into the everyday curriculum. The performance

standards for the four content areas will be part of a teacher's lesson planning, as much as the state standards will be. Although the College and Career Readiness Standards (CCRS) are organized into four distinct disciplinary areas, English/language arts, mathematics, science, and social studies, there are elements that cut across one or more disciplines. In fact, some skill areas span all four subject areas. International Leadership of Texas recognizes that it is important to identify the cross-cutting knowledge and skills that underlie and connect the four disciplinary areas. This has been addressed through the addition of a section of **cross-disciplinary standards**. The cross-disciplinary standards are organized into two major areas: **Key Cognitive Skills and Foundational Skills**. The Key Cognitive Skills specify intellectual behaviors that are prevalent in entry-level college courses. The list includes intellectual curiosity, reasoning, problem solving, academic behaviors, work habits, and academic integrity. Foundational Skills consist of proficiencies students need to be able to transfer knowledge and apply it across the curriculum. These include reading, writing, conducting research, understanding and using data, and using technology. International Leadership of Texas will have relevance and rigor accompanied by the inclusion of project-driven lessons that promote 21st century problem-solving while preparing students for their upcoming college or career environment. These projects will be tied to college-readiness standards and the TEKS that are most highly prioritized by business and community leaders, as well as most-often assessed on STAAR/EOC. The yearly projects will be in all four content areas plus include a college-readiness one as well. Students will earn points each year on their projects while working towards the goal of earning a yearly Scholar Award in Kindergarten through 12th grade. Students will be expected to earn points towards their College Scholar medal in three different areas:

- **Cross-Disciplinary Activities (30 pts)**
 - Accelerated Reading (30 AR pts = 10 Scholar pts)
 - Leadership – clubs, etc. (10 pts)
 - College Day – Presentation (10 pts)
 - **College Readiness Standard Activities (50 pts)**
 - Career Project-Based Learning (10 pts)
 - ELA Project-Based Learning (10 pts)
 - Math Project-Based Learning (10 pts)
 - Science Project-Based Learning (10 pts)
 - Social Studies Project-Based Learning (10 pts)
- 64 pts = College Scholar**

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

72 pts = College Gold Scholar

o **Parental Support and Parental Recognition Activities (20)**

- Parent(s) attended workshop (10 pts)
- Parent(s) attended parent/student conference(s) (10 pts)
- Parent(s) attended College Summit (10 pts)

16 pts = Parent College Scholar

18 pts = Parent College Gold Scholar

This yearly expectation, combined with an end-of-the-year Recognition Ceremony for both students and parents, will help drive the motivation needed to succeed.

- **A Data-Driven, Results-Based Model:** The focus will be on raising and maintaining student achievement by incorporating reliable diagnostic assessments and research-proven intervention and acceleration tools to lead International Leadership of Texas to excel in both the federal standards of Annual Yearly Progress and the Academic Excellence Indicator System (AEIS) for the Texas Education Agency (TEA). These tools will be used at all levels of the school organization, including school leadership, teachers, students, and parents. Authentic assessment, through the use of Student Directed Learning (SDL) activities such as portfolios and student-generated success profiles using recent assessment data and goal-setting will be an ongoing part of the instructional environment. Two decades worth of research on intrinsic motivation states that the most effective way to keep students focused and interested in their academic achievement is to make sure they are involved in SDL type of instructional activities. International Leadership of Texas will require students to take part in leadership roles with involvement in student organizations and clubs. This too will lead to SDL outcomes of learning self-efficacy.

The teacher portion of the data analysis practice will take part in Professional Learning Communities (PLCs). There the professional dialogue around data, student work, lesson planning and professional development will keep the instruction student-centered and focused. Both teachers and students must look at the data, reflect on it, adjust on it, and set goals towards future assessment performance.

- **Required Parent/Student/Teacher Agreements:** International Leadership of Texas will require parents, students, and teachers to sign an agreement similar to the one developed by

*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.*

Application page: 20

Vision of the School p. 20: Remove the parent requirements for students to earn points towards a college scholarship medal as parent involvement cannot be required at a public school.

The parent involvement towards the college scholarship medal on this page has been removed.

Vision of the School pp. 20-21: Remove the requirement for parents to sign an agreement and confirm your understanding that parents cannot be required to attend any meetings or fulfill any obligation imposed by the charter school.

The section on pages 20 and 21 labeled "Required Parent/Student/Teacher Agreements" that includes the requirement for parents to sign an agreement has been omitted. ILT confirms its understanding that parents cannot be required to attend any meeting or fulfill any obligation imposed by ILT.

Admissions and Enrollment Policies pp. 20-21: On page 4 (actual page 21 of 464), in response to 2(a), the applicant states that ILT will require parents to sign an agreement which demands they participate in Parent Points Program. This cannot be mandated. It continues on page 5 with other duties which also cannot be required.

As stated above, this portion requiring parent/student/teacher agreements has been removed. ILT will not implement the Parent Points Program and understands parents cannot be required to attend any meeting or fulfill any obligation imposed by ILT.

APPROVED DURING CONTINGENCY PROCESS

existing Recognized status Life Charter Schools that states they will take part in the Parent Points Program. This program encourages parent participation each semester through a variety of activities to earn points that lead to their recognition during the valued Parent Appreciation Banquet given each year. When parents participate in school functions, it will also add up to points that can turn a Scholar into a GOLD Scholar!

Each parent at International Leadership of Texas will be asked to:

- Observe their child one hour each semester (parents with multiple children will be able to divide the time between children; i.e. 2 children = 30 minutes per child, 3 children = 20 minutes per child, etc.)
- Attend one of the parent meetings offered each semester
- Earn a total of five points each semester by participating in various opportunities, including but not limited to:
 - + Leading a parent meeting, being a lead room
 - + Completing an additional one hour of classroom observation
 - + Attending one additional parent event, serving as a chairperson for a special event (worth 3 points each)
 - + Attending performances or athletic competitions, returning the Parent Survey form at the end of the school year (worth 1 point each)
 - + Chaptering a class field trip.

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

Through these commitments, parents will gain insight into how their child learns, build rapport with the faculty/staff, and obtain knowledge/resources that should enable them to be a more effective parent. As parents take ownership of their child's education and actively participate in that education and the school, the child will become more engaged and successful.

- **High Expectations and Increased Time:** Students at International Leadership of Texas will be held to higher standards of expectation. This is based on research stating that high expectations for culturally and language diverse learners leads to higher academic gains that can be felt all the way to post secondary achievement. The time in school each week will be extended beyond the typical public school. Among the high expectations is the requirement for the students to learn two new languages. They will also develop and publish technology

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Application page: 21

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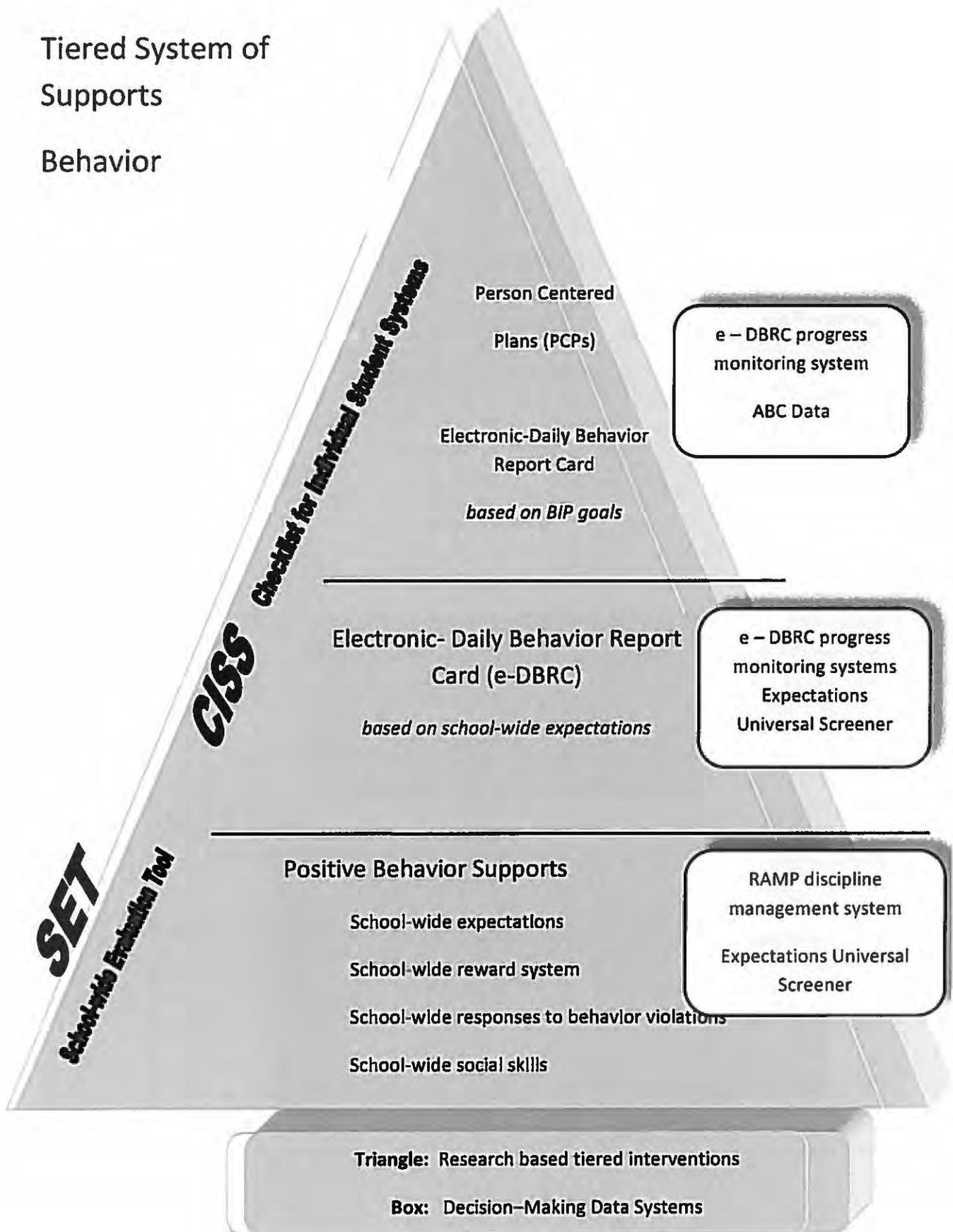
APPROVED DURING CONTINGENCY PROCESS

products that address curriculum targets. All students will produce curriculum products that will have authentic audiences, increasing the rigor and relevance significantly. When students produce the educational resource materials and in essence teach it to others, their mastery of concepts increases significantly.

- **Character and Leadership Development:** With the emphasis on character and leadership, our students will exemplify traits such as **timeliness, responsibility, and respect with expectations to be on time, to be responsible, and to be respectful** in order to empower them to overcome the challenges they will face in their lives and to create a better and more productive society in which to live and to work. These traits and expectations will be the foundational building block of the behavior Response to Intervention (RtI) model the campuses will use to help improve student's behavior, character and leadership development. This behavior RtI model is replicated after the one in Pflugerville ISD, which has cut down their referral rates tremendously at elementary, middle, and high schools by implementing this system. The main premise of this promising model is this: When trained staff finds and uses constant models of what responsibility and respect "look like" in an everyday setting, then by the time the students get to high school, they have had, in fact, hundreds of examples of what those three words mean and look like in behavior. For example, a teacher who sees a student running down the hall will not call out to the student to slow down and go back and walk it. Instead, the teacher will say to the student. "The way you are running down the hall is not safe and therefore not responsible. Please go back and walk it in a safe and responsible manner". After three years of this type of trained intervention in Pflugerville ISD, referrals at each of the school levels have been significantly reduced.

In addition to this behavior RtI model, the Conversation, Help, Activity, Movement, and Participation (CHAMPs) classroom management program can be used within a Response to Intervention (RTI) framework to promote positive student attitudes and behavior. Capturing Kids Hearts, a relationship-building program, can also be part of International Leadership of Texas. Capturing Kids' Hearts provides tools for administrators, faculty and staff to build positive, productive, trusting relationships — among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance.

Tiered System of Supports Behavior



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

As discussed above, International Leadership of Texas will provide a unique opportunity for students to learn a critical language – Mandarin Chinese – and develop real world relationships and a global leadership perspective. Why Chinese? China has more than 1.3 billion inhabitants, and has more honor students than the USA has students. Globalization, outsourcing, free trade: the world is changing, and even if the USA and the European Union continue as important actors in the world scene, they must compete with other countries, most of all – China. Since joining the World Trade Organization (WTO) China has the fastest growing economy, solid commercial balance and enormous foreign money reserves. China currently has the second largest economy in the world and at the end of 2011 has over 1.2 trillion dollars available for investments “overseas”. To take advantage of this huge economic shift and incredible opportunities, learning to speak Chinese is a way to give our children an advantage in the increasingly competitive global international business world. Between equal foreign competitors courting a Chinese company ready to invest “overseas”, who will that Chinese company choose to invest with: a foreigner with a Chinese translator or a foreigner who speaks Chinese? The answer is obvious!

And finally, learning another language gives one a different viewpoint. When a child uses a word, this word also triggers associations in the brain, brought about by the other languages the child knows. The numerous mental associations playing in the brain opens new ideas and gives a new cultural reference point to the learner of this new language. Besides simply learning the Chinese language, the students of International Leadership of Texas will have built personal relationships with Chinese nationals and will have the experience of visiting China as well. The students will have relevance unmatched by any school in Texas and a resume unmatched as well. Brigadier General Joe Ramirez, Commandant of the Corps of Cadets at Texas A&M University states that there are several full ride scholarships at Texas A&M University for any student who knows and plans on studying Chinese at Texas A&M University. The students at International Leadership of Texas will be competitive for those full scholarships not only at Texas A&M University but throughout the state and our nation.

Developing this vision for every student will start early. Each year, every grade level will conduct at least one field trip to a different community college or university so that by the time a student graduates from International Leadership of Texas they will have visited at least 12 different colleges. Additionally, every grade level above 6th grade will have overnight field trips to visit state and federal parks, places of historical or economic interest, and colleges and

universities. Finally, every grade level will be required to select, plan and execute a public service project to develop leadership opportunities for our students and more importantly a sense of service to others.

In the important area of language development, language researchers agree that the quality of the interactions with young children is critical for language development. Young children are capable of full competence in two or more languages. It is up to the adults to provide a continuous enriched language environment that supports both languages and in our case at International Leadership of Texas – three languages. As stated by Rafael Guerra, CEO of the East Coast Migrant Head Start Project,

As teachers of dual language learners, we must remember the use of the **three R's**: ***Recognize*** - acknowledge what the child knows, ***Respect*** – value the knowledge, culture and language the child brings to the classroom, ***Respond*** - introduce English as another way of saying things.

International Leadership of Texas will honor the home language the Hispanic student will bring to the campuses and empower them to learn English in a relevant, content-driven setting while English-dominant students do the same, learning Spanish in this dual-language setting.

Technology: Technology will be age-appropriate as per the Texas Technology Application TEKS. Internet safety and appropriate Net Etiquette will be part of the embedded instruction. Required projects will be researched online and can be displayed in this environment as well. Every effort possible will be taken to ensure that all students have a one-to-one student to technology device to extend learning and relevance outside the normal class day.

Parental Component: Dual language or tri-language learning can be a confusing concept for parents, particularly if parents themselves do not speak another language. Given how strongly many parents value English acquisition, they may be hesitant to develop their child's native language for fear that it could interfere with the child's English development. However, research shows that early dual or tri-language exposure does not delay development in either language. In fact, studies indicate that developing two or three languages benefit the brain through the development of greater brain tissue density in areas related to language, memory, and attention. So parents can support the dual or tri-language development of their child by helping to develop their child's native language. The stronger the home language skills, the easier it is to learn a second or third language. Once concepts are learned in the native language, only labels and

structures need to be taught in the second language. Families will be encouraged to talk, read, and sing to the child in the home language. This will promote continuous development of the child's first language while the child also is acquiring English and Chinese at International Leadership of Texas. Giving importance and value to the child's home language and culture will foster stronger family relationships while building important language and literacy skills.

Technology and College Readiness standards: These will continue to be embedded into these grades in preparation for New Tech Middle School starting in grade 7.

Middle School – High School Grades- The New Tech High concept will begin as early as 7th grade. **Project-based learning** is at the heart of that instructional approach. In project-based learning, learning is contextual, creative, and shared. Students collaborate on content and college-readiness projects that require critical thinking and communication. By making learning relevant to them in this way, student engagement reaches new levels. This higher level of engagement is associated with better educational outcomes. Students at International Leadership of Texas will build relationships with municipal and business entities, which can help their student-teams with relevant and real-time solutions for their project-based problems.

The smart use of **technology** supports the New Tech innovative approach to instruction and culture. All classrooms have a one-to-one computing ratio. With access to Web-enabled computers and the latest in collaborative learning technology, every student becomes a self-directed learner who no longer needs to rely primarily on teachers or textbooks for knowledge and direction. The use of an online learning management system to create a vibrant network will help students, teachers, and parents connect to each other, and to student projects, across the country. All of this combined with teachers who weave into the everyday curriculum the Texas Technology Application TEKS will assure technology-literate learners.

Finally, each New Tech school maintains a **culture** that promotes **trust, respect, and responsibility**. At New Tech schools, students and teachers alike have exceptional ownership of the learning experience and their school environment. Working on projects and in teams, students are accountable to their peers and acquire a level of responsibility similar to what they would experience in a professional work environment.

This approach is working. New Tech students are achieving significant educational attainment. All New Tech students who applied to a two-year college were accepted; 85 percent of those applying to a four-year college were accepted. New Tech students are exceptional because they teach and assess the skills they need to succeed in life, college, and the careers of tomorrow.

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Vision of the School p. 26: Explain the statements "The New tech High concept will begin as early as 7th grade."

ILT will use the concepts of the "New Tech" high school model such as project based learning and the use of technology as a resource beginning in the middle school years. Communication and collaboration will ensure that best practices are employed for all students.

Vision of the School p. 26: Clarify if the statement "All classrooms have a one-to-one computing ratio." is intended to mean that the number of computers in each classroom will be equal to the number of students in each classroom.

Non-negotiable technology in a classroom will include a networked computer linked to a network printer, a projector and document camera in each class. Another pertinent component would be access to a computer lab with desktop computers with internet access and printing capabilities. Additional appropriate technology will be added through grant funding and school generated funds with the ultimate goal of having one-to-one computing technology for every student. Technological advances will be monitored and incorporated appropriately.

Vision of the School p. 26: Explain the use of the term "New Tech" as it is used in various places within the section.

ILT will use the concepts of project based learning and using technology to collaborate that are highlighted in "New Tech" educational programs. These concepts of "New Tech" schools are to prepare learners to excel in an information-based and technologically- advanced society. We are committed to leading educational reform and our instructional program encourages students to learn through collaboration with peers, businesses, and the community. Learners develop problem-solving skills, interpersonal skills, and the resiliency they need to succeed in a rapidly-changing and competitive world. Our curriculum brings together the strength of modern technology, community partnerships, problem solving, interdisciplinary instruction, and global perspectives in a student-centered, collaborative, project-based community.

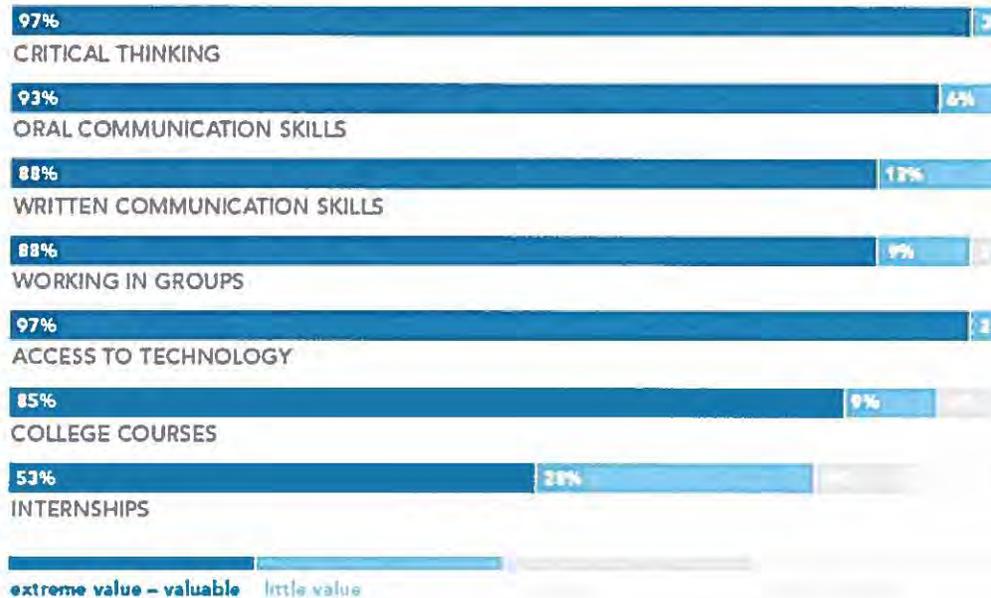
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(See chart that follows on the Value of New Tech Model components on meeting college demands.)

New Tech Network outcomes

Our students achieve high levels of educational attainment and thrive academically. They become self-directed, lifelong learners.

Value of New Tech Model Components on Meeting College Demands



The following graph is taken from *Alumni Perspectives: Exploring the Impact of New Technology High Schools on College and Work Readiness-Research Report-November 2010*

College-Readiness Component - Dual-Credit

International Leadership of Texas will operate as an early college type of high school, offering dual credit opportunities starting from 9th grade. Why start that early? Research on hundreds of early college high schools bears out the following significant benefits:

For Students: Free college courses with support motivates students to accelerate: Completed college coursework is a strong signal of college readiness; already college students by high school graduation;

- **For Schools, Districts, and Postsecondary Institutions:** Alignment of high school college- and career-ready standards with college courses; students enter college without need for remediation;

- **For States:** Return on the investment in lower cost to degree completion, more college graduates.

Research from Experimental and Quasi-Experimental Research from Job For the Future (JFF) findings show that:

- Early college students are enrolling and progressing in key college preparatory classes at a higher rate compared to control group students.
- The ECHS design is closing the achievement gap for students of color.
- Early college students outperform their peers in comparison schools.
- On average, early college graduates earn more than 20 college credits (before they graduate!).
- 39 percent of graduates at early college schools open for four or more years earned more than one year of transferable college credits while in early college.
- 25 percent of graduates at early college schools open for four or more years earned two years of college credit or an Associate's degree.
- 86 percent of early college graduates in 2009 went on to some form of postsecondary education in the fall of that year.

These statistics prove that high expectations woven through college-readiness standards create college-bound students. For that reason, a college-ready, character/international leadership/service component is evident throughout all aspects of International Leadership of Texas from K to graduation.

Increased rigor and relevance requires student ownership for their learning through Individual Learning Plans (ILPs). International Leadership of Texas will also operate on an innovative schedule that provides students more time for academic and diverse learning opportunities. The two features that we feel create particularly important initiatives for the state of Texas are the Chinese/Spanish/English language curriculum, which builds a strong foundation for project-based learning that makes up the New Tech secondary program. This unique combination will motivate and engage students, necessary components in keeping kids in schools. This environment will include college-readiness activities starting in Kindergarten and build all the way through students in 12th grade ready to graduate with accumulated college credit. The college emphasis will be felt in every grade, every day.

Why is it important to put a strong, focused emphasis on college-readiness? As mentioned by College Knowledge author David Conley, there are four things students must prepare for during their K – 12 years to succeed in a college setting:

- Having an understanding of the key knowledge that prepares them for entry-level courses.
- They need a set of cognitive strategies that allow them to apply in complex ways what they know and are learning. They must be able to select strategies to formulate a problem, conduct independent research, interpret conflicting explanations of a phenomenon, and express themselves appropriately in writing and speech.
- Third, they need to be able to manage themselves. This means setting goals, studying individually and in groups, managing their time and being persistent with challenging tasks.
- Finally, they need to know everything involved in the process of selecting, applying, securing financial aid, and then getting along with professors and students with diverse opinions and backgrounds once they get there. (Conley, 2010)

Students who master these four dimensions of college-readiness have strong “college knowledge”. International Leadership of Texas will work tirelessly to ensure that students not only have academic college “know-how”, but also have the psycho-social traits needed to successfully navigate the higher education system. As mentioned previously, teachers will plan their curriculum to include the cross-disciplinary standards of Key Cognitive Skills and Foundational Skills students need to acquire “college knowledge”.

One of the ways that International Leadership of Texas will ensure the mastery of the last two components mentioned above will be through the AVID-type strategies. AVID, which stands for Advancement Via Individual Determination, is designed to give the necessary support to students who come from homes whose parents have not attended college. This support helps students, particularly those in the academic middle, so they can go to college and reach their fullest potential. It also serves to level the playing field for minority and low-income students, as well as students who may be the first in their families to potentially attend college. The AVID-type strategies serve to support students by teaching and reinforcing study and organizational skills, encouraging students to take more rigorous and challenging classes, providing skills necessary to succeed in a college (public speaking, interaction with professors, etc.), and ultimately preparing them for success at four-year colleges. There is one simple philosophy: if high expectations and

support are offered, students will rise to the occasion. Studies have shown that using AVID-type strategies are working to increase the number of students prepared for college; Watt, Huerta, and Lozano (2007) found that students trained in these strategies had higher aspirations, college knowledge, and academic preparation when compared to their peers.

Over the past three decades, AVID-trained students realize their dreams of a post-secondary education; in 2008, 87% of all AVID students applied to a four-year college and 78% of all AVID students were accepted to four-year colleges. In addition, Guthrie and Guthrie (2000) found that the majority of AVID students studied were attending four-year colleges and were on track to graduate in four or five years; more than half of them were maintaining A and B averages in college. Nelson (2007) lists several skills necessary for success in post-secondary education, including organization and study habits, effective questioning and active learning, class participation, and the ability to synthesize information. All of these “success-prep” (Nelson, 2007, p. 74) skills are supported by the AVID program in an effort to close the achievement gap and better prepare students for our global society. Legacy Prep students will look to their educational careers as being K – 16 and beyond, NOT K – 12!

College Timeline

It's never too early to start thinking about college for International Leadership of Texas! What will separate International Leadership of Texas from other schools? International Leadership of Texas pedagogy fits within the framework of Partnership for 21st Century Skills. Our K-6 grades will grow academically and socially in a college readiness atmosphere that will prepare each learner from day one to be a college-bound graduate:

K-6th Grade

K-6th grades will carry a college preparatory tone from day one. The purpose is to create a “college going culture” in the hearts and minds of students and parents early in their school careers. Many students who live in low economic areas do not have the dream of obtaining a college degree. The learner's parents may not have finished high school, may have emigrated from another country, or had to start a career at an early age. At International Leadership of Texas, students are constantly inundated in the world of college. They will know where their teachers and administrators attended college. They will visit their college partner annually and even participate in college activities. In the high school grades they will take dual credit college

classes. By the time they graduate from this innovative college charter school they may have up to 60 college hours or two years of college. How will this be done?

Grades K – 2

- Teachers of grades K – 2 will post their college attended outside their door along with their name.
- A field trip for a picnic will be planned and implemented during the school year in order for the students to visit the college campus.
- All students will write papers weekly on their plans for attending college. Sentences will contain number of words in the sentence the same as the number of years of the student. For example if the student is five years old, his/her sentence will be five words long such as, I will go to college. I like to go to school, etc. [Note: Daily or weekly writing will prepare the students for the 4th grade writing TAKS]

Grades 3 – 6

- Teachers of grades 3-6 will post their college attended outside their door along with their name.
- A yearly field trip for a picnic will be planned and implemented during the school year starting in 3rd grade in order for the students to visit the college campus. College students will speak to the students and have them tour the campus
- All students will do their college/career project yearly as part of their College Readiness Standard Activities expectation. Fourth grade will have after school tutoring for TAKS Writing practice.

Grades 7 – 8

- Teachers of grades 7 – 8 will post their college attended outside their door along with their name and subject.
- Several trips, (possibly one a semester) will be taken to colleges and places of historical and economic importance. During the trip, students will have an opportunity to participate in college activities. They may attend an English lecture, a fine arts production, and/or special guest speakers. •Students in grades 7 – 8 will be strongly encouraged to take pre-AP classes in core subjects since they will be enrolled in college classes in grades 9 – 12.

- Teachers in core subjects must make sure that students are ready in their core subjects to pass all tests and course work including the STAAR writing, reading, math, and in 8th grade the addition of science and social studies.
- During the summer after 7th and 8th grade special college camps will be available with partnering colleges in order for the students to transition easily into high school and college classes once they reach the 9th grade.
- Choose College/University of Intent – Picture of 7th/8th grade student with Logo/Pennant posted in hall near classroom or entrance of building foyer/hall

Grades 9 – 12

- Students will begin taking actual college classes. Basic PE classes or Fine Arts college classes may be used in the 9 – 10th grades. Online courses will also be an option for dual credit courses.
 - Use of Career Cruising, or a similar online career guidance and planning system will begin. Students will use these tools to find the right career, explore education and training options, and build their own web-based college portfolio.
 - Dual credit classes can begin as early as 9th grade, according to TEA policy, for qualifying students.
 - Letter of Admission Application submitted to College/University of choice before graduation
- The following is a general timeline of actions/practices by grade students will be required to do in order to prepare for their upcoming college career:

9th Grade

- Maintain “A” and “B” grades in college prep courses (especially math, science and foreign language(s)).
- Read extensively and form a study group with other students to train is study skills.
- Develop extracurricular interests (join a team or club). Join National Honor Society (NHS).
- Take the PSAT in October if Algebra I (“C” or better) has already been completed.
- Meet with students who do not meet the current PSAT testing requirement in a PSAT to help them prepare for the PSAT.
- Begin talking about the college essay, what makes applicants stand out from others (grades, community services, leadership positions, extra-curricular activities, etc.)
- Bring college professor to campus to meet with students on college-level expectations.
- Take a fieldtrip to a local college and invite parents to attend if possible.

10th Grade

- Continue academic course pattern (include dual credit, Honors, and AP courses if possible).
- Have qualified students enroll in AVID-type classes.
- Have an “On-Track for College” meeting with the counselor to look at needed credits, credit recovery needs, etc.
- Take PSAT in October to “practice” for SAT/ACT (ex: SAT II in Bio or World History in June).
- Write a “practice” college essay, based on current experiences. Work with counselor to find gaps or weak areas.
- Consider which colleges may be of interest according to size, location, majors, etc.
- Talk with different College Reps at College Fairs.
- Continue to develop extracurricular, volunteer and community service activities.
- Read extensively to increase vocabulary.
- Start a personal profile at collegeboard.com. Sign up through their website for the “one test item a-day” opportunity for daily practice.
- Consider summer programs, travel enrichment (with a journal kept for future reference).
- Continue to visit colleges in the area.
- Take the October PSAT .

11th Grade

- Continue appropriate and challenging dual credit course work.
- Re-take the October PSAT .
- Visit colleges, send for brochures about summer programs and talk with college counselor.
- Volunteer in your community and join student organizations at Global Studies. Continue developing leadership skills.
- Become part of several fitting organizations: National Merit/National Hispanic/Achievement Scholars programs, etc.
- Register for and take SAT and the ACT by May and June.
- Keep track of all activities, especially volunteer hours (have students develop something to be passionate about or develop an “expertise” in an area).

- Develop a “brag sheet” or resume (necessary for college recommendations and scholarships). Align it with your college essay.
- Participate in summer programs, read, and travel... Visit colleges that are of special interest.
- Participate in a “Week-end at College”, sleeping in the dorm and attending functions. Find those that allow parent participation.
- Develop list of colleges – “sure bets”, “pillows,” and “dream schools.”
- Visit College Counselor frequently...and pay attention in Senior Seminar!
- Begin learning about the financial aid process and scholarship opportunities.
- Take community college courses to demonstrate your ability to do college coursework.
- Have parent meeting about financial aid for college to “begin the conversation”.

12th Grade

- Ask for teacher recommendations and Secondary School Reports by NOVEMBER 1ST.
- Repeat SAT/ACT by November.
- Make sure test scores are sent to colleges by SAT and ACT by checking online for score report requests.
- Read monthly SENIOR COLLEGE BULLETINS for updates.
- Send OFFICIAL transcripts to private colleges with your applications by middle to end of first semester.
- Take community college English and Math placement exams.
- Fill out FAFSA/GPA Verification Forms (financial aid) by early second semester.
- Begin applying for scholarships (check Senior Bulletins, College Center and websites like fastweb.com) in first semester.
- Have college reps talk to parents about financial aid opportunities.

International Leadership of Texas will accomplish this vision by the following educational innovations:

Individual Learning Plan (ILPs): Known in most educational research as an *individual learning plan*, the ILPs will be developed by the teacher/s, student, and parent/s to plan, monitor, manage and evaluate each student’s achievements by identifying the student’s needs as well as interests and aptitudes, then determining projects and interventions to address them.

The unique feature of the student's ILP at International Leadership of Texas is that it will incorporate more than core content knowledge. It will provide a process and product for students to use that opens them up to unique educational and career opportunities. It takes into account what captivates the student in all aspects of their lives and extends beyond the school building. Included with the ILP will be an electronic portfolio with samples of the student's technology products, authentic assessments, videos of Spanish and Chinese language conversations with others around the globe, cultural performances, yearly service/leadership/character projects as well as traditional academic information such as formative and summative assessments, products from core content classes, career inventories and work samples of the student's choice.

Students and parents will be trained by teachers to set goals for the year based on their academic and other interests, monitor these goals and then conduct a student-led formative and summative conferences reporting on the ongoing accomplishments for the year. Parents will be encouraged to attend two of these sessions each year (one per semester) during Parent Conference nights. They will also be strongly encouraged to participate in all IEP meetings. The IEPs are powerful tools for individualizing instruction and promoting a team approach as we partner with the parents. These plans maximize student engagement time on areas most needed or of highest interest to the student, and subsequently raise the academic achievement of students. For college-bound students, these are necessary steps to prepare them for their post secondary education.

Foreign Language Program: A tri-language (Chinese/Spanish/English) program for every child beginning in Kindergarten will distinguish International Leadership of Texas from other schools. We stand on the commitment for all students to be tri-lingual graduates with outstanding Chinese, Spanish and English reading, writing, and speaking skills. Not only will the second language acquisition impact the individual's ability to communicate in another language, but children who have studied a foreign language in elementary school achieve higher scores on standardized tests, develop greater cognitive skills in such areas as mental flexibility, creativity, divergent thinking and higher order thinking skills (Foster and Reeves; Landry; Rafferty; Ginsburg and McCoy). As mentioned previously, making sure our students are familiar with the culture and language of an upcoming superpower will allow increased choices for not only our students but will contribute to greater economic opportunity, prosperity and security for our state but our nation as well. Another exciting correlation of students engaged in foreign language study shows their verbal SAT scores increase with each additional year of foreign language (Admissions Testing Program of the College Board).

Innovative Technology +Relevant Instruction: To prepare students for jobs that currently don't exist means that critical thinking skills must be a crucial part of the learning. New Tech Network helps students gain the knowledge and skills they need to succeed in life, college, and the careers of tomorrow. They work nationwide with schools, districts, and communities to provide services and support that will enable International Leadership of Texas to fundamentally re-imagine teaching and learning.

Project-based learning: Students in grades K-12 will not only be expected to do a project each year in each of the four content areas, they will also have one based on the cross-disciplinary college standards. This way, no skill is left untouched in our quest to prepare students beyond remedial college courses.

Cultivating a Positive Culture of Excellence: The foundation of any high-performing 21st Century School is the quality of its culture or the way it conducts its day-to-day business. A respectful, nurturing environment with high expectations for students' academic and behavioral success will permeate the atmosphere. Using the **Timeliness, Responsibility, and Respect** expectation mentioned previously, students of International Leadership of Texas will embrace and carry these traits into adulthood by having positive examples of these traits role-modeled from early childhood through high school. What better gift can International Leadership of Texas give to its students than to prepare them not only academically, but socially as well for adulthood?

This theme, combined with project-based learning and Socratic methodology will ensure that students graduate from International Leadership of Texas with the problem-solving skills necessary to conquer the awaiting life challenges. When students are taught in a rigorous, relevant manner by adults that have taken the time to build relationships with them, both they and their teachers grow. All these components, when in place, lead to a positive culture of excellence.

Including Parents as Partners Program: Parents are the first and most profound teachers of their children. A recently released study shows increased parent engagement was a major factor in the recent increase in U.S. high school graduation rates (America's Promise Alliance, Civic Enterprises, the Everyone Graduates Center at Johns Hopkins University, 2010). Graduation rates rose from 72 percent in 2002 to 75 percent in 2008, marking the first significant increase in more than 40 years. Keeping student families informed and engaged in all aspects of the school

experience is paramount. When parents experience and understand the academic and behavioral expectations of International Leadership of Texas, parents will assume a strong support position of the child's IEP, as well as becoming joint partners with the faculty.

Through these and the previously mentioned parental commitments, parents will be more empowered and more engaged to become a full partner in their child's academic, social and economic success.

Excellence in Staffing: International Leadership of Texas will be distinguished by its caring and devoted staff. Support personnel along with teachers and campus administrators will be hired with the understanding that the students and their parents are our primary customers. Students are the reason we are there and their achievement will be our achievement. Teachers will become a part of a learning community whose sole job is to use the most effective instructional practices possible to take students to the highest academic levels. Teachers and other employees who do not uphold the extremely high expectations will be released as soon as is appropriate. The Haberman interview style will be used to select personnel. This interview style detects only the very best of teachers, since by using it one is able to see which teachers would be relentless in not accepting anything but the best from themselves and their students. The Haberman technique allows an interviewer to ascertain what personality types would be the needed "If not this then what" type of teacher and leader that would leave no stone unturned when it comes to helping their students be academically and emotionally successful. After a year or two of having a warm, high expectations environment that leads to students who WANT TO COME TO SCHOOL, staff turnover is almost non-existent and high student attendance becomes the norm.

Extended Time: The educational day will be extended and the focus each day will be on student learning. The school day will be from 7:30 a.m. to 4:00 p.m. on Monday through Thursday. Those students who were unsuccessful in completing their homework or mastering the material during the day will stay until 6 pm to complete their work or demonstrate mastery of the material they needed to learn that day. Friday's schedule will be 7:30 a.m. to 2 p.m.. Again, those students who have failed to master their work for the week will stay from 2 p.m. until 6 pm on Friday to complete or master their work. Summer school will be offered for all students who need additional instructional time to meet state standards as budget allows, but the intent at International Leadership of Texas will be that few students will need to go because the students at International Leadership of Texas will pass the STAAR.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.*

Application page: 37

Vision of the School p. 37: Remove the requirement for parents to sign an agreement and confirm your understanding that parents cannot be required to attend any meetings or fulfill any obligation imposed by the charter school.

ILT confirms its understanding that parents cannot be required to attend any meeting or fulfill any obligation imposed by the charter school.

The second paragraph on page 37 is revised as follows: "Through these practices, parents will be more empowered and more engaged to become a full partner in their child's academic, social and economic success."

Vision of the School p. 37: Clarify if students will be required to remain at school until 6:00 p.m. in order to complete homework or master the material from the day or if it is optional.

ILT will follow the Academic Compulsory guidelines as administered by TEA. The school will provide extended opportunities that may last until 6:00pm where those students who either need academic enrichment or remediation are able to access staff and or faculty members. The goal is to ensure that all students are provided an opportunity to master and practice the subject matters presented during the day.

APPROVED DURING CONTINGENCY PROCESS

The extended day not only helps students accelerate instruction and rehearse important learning concepts, but also gives them time to make important connections to real-world tasks and projects that relate the learning to their future. Benefits to increasing time in the school day allow more time for arts, service learning, cultural studies, job shadowing, college linkages, technology and foreign language acquisition.

Why the need for extended time per day? As stated by Meta- Metrics, the Lexile experts:

Every year, most U.S. students go to school for 180 days (some a few days more; some a few days less). During that time, most progress along a learning trajectory and grow in terms of knowledge and skills. However, when summer break comes along, the formal learning process often ends, and many students, particularly those from low-income families, begin to show learning losses. In fact, research shows that many students experience learning loss when not engaged in educational activities during the summer. This problem of summer academic loss, also called “summer loss” or “summer slide”, is more grave when we recognize that many students start school behind and struggle to catch up throughout their K-12 education. Scientific research over the decades has confirmed that, without intervention, children who start school behind likely will stay behind and that children who cannot read by 4th grade will likely face an ongoing struggle to learn and even diminished lifetime success.

Vision Overview:

How will we expand the variety of charter schools and offer innovations that will reach out to the underserved?

- By high expectations that all students can and will learn when given the support and when held accountable for their learning;
- By learning Chinese/Spanish/English the tri-lingual students will become more global citizens and better prepared for the challenges of the future;
- By building face to face personal relationships with Chinese students and their families students will have a deeper and richer of not only the language but the culture as well;
- By extending the learning outside the classroom and providing real experiences to be on multiple college campuses and to visit significant places of historical and economic importance, students will have an unmatched relevance and background to take full advantage of educational and economic opportunities that the future holds;

- By New Tech Middle and High schools that transform instructional settings, promoting more student-driven, personal environments by utilizing the most current on-line learning opportunities to problem-solve relevant solutions to current community issues;
- By having K – 16 expectations for each of our students by each of our staff and by threading college-readiness actions and practices throughout the students' K – 12 experience through dual credit, AVID-like courses, and through a campus culture of high expectations from everyone in the school community;
- By the fact that Dallas ISD, the location of the International Leadership of Texas, has a number of secondary schools with low graduation rates (with a large number of Academically Unacceptable and multiple missed AYP secondary schools) Dallas students deserve an outstanding school choice;
- By working very closely with every student on a close, personal-level with a ILP plan charted yearly specifically for their learning needs and interests;
- By including parents as necessary and important partners in the school community triangle.
- By offering shadow-ship/internship/apprentice opportunities to students, thereby involving the business community in a deep way in our instructional plan; and,
- By offering dual credit opportunities starting in 9th grade so that graduates from International Leadership of Texas will enter college with a minimum of 30 college hours.

International Leadership of Texas will truly provide a different choice that expands the learning laboratory of successful charter schools in the state of Texas with our unique innovations!

Section 3: Community Support

3. *Community Support (Scored by External Review Panel)*

a) Describe the community where the school will be located and explain why this location was selected. Include the types of resources available in the community.

The sponsoring entity proposes to establish ILT, in Dallas, Texas, in a predominantly low socio-economic, urban, minority education-resource region. Our charter district's goals include using current education practices that research says works with students such as the ones that will be served by ILT.

ILT is located in Dallas County.

Dallas County was selected due to the great need in public education for college readiness school and to also provide educational options for families. There is a significant interest from the surrounding community for a choice within the public education system. Community stakeholders who do not have the resources to enroll their children in a private school; however, they want their children in an educational structure where their family religious beliefs are not belittled desire, a school option. Many of the secondary schools in the area are low performing, and parents are asking for a school culture that expects high scholastic standards and character building learning environment.

Community Access

The easy accessibility due to major highways and the proximity to the Dallas County Community College, one of our collaborative partners who will provide dual credit to our juniors and seniors is efficient. North Dallas have a large proportion of the city's apartment complexes, with many single parent, low SES families. The apartments, full of parents needing the extended day and before and after school care (Before and After Care Program company TBD pending charter approval) opportunities at ILT, will draw many underserved students to the charter school.

Marketing and recruitment efforts will focus on the apartment community, other underserved population groups throughout the city, as well as the low income housing projects under the leadership of the Dallas Housing Authority. Our proposed alliance with the Arlington, Dallas and Dallas Housing Authority, LULAC National Educational Services Centers, and the Hispanic Chamber of Commerce will assist low income families to become aware of the excellent education ILT will provide to lift their children to a higher standard of living.

b) Provide information on the manner in which community groups have been involved and will continue to be involved in the charter school planning process. Include the type of community groups and the type of services they will provide.

A true grass roots movement, driven by the needs of the community, initiated ILT's charter application. These concerned citizens brought the concept to educational leaders and others in the community who possessed credibility and expertise in the educational arena. The Development Team of twelve plus members is in itself a unique community group involvement, as this large group has been actively involved throughout the entire planning process.

The Task Force Team researched other successful charter schools, surveyed our community stakeholders, interviewed students and sought the input of families who had the largest stake in this, those with school age children. A diverse and wide range of opinions and information was obtained that reflects the community we serve. Unlike some charter school initiatives, As the Task Force Team sought input from a broad base of community members and groups to plan and direct the development of the school, they have encountered extremely affirming support and encouragement for this local initiative.

Representatives of the school's development team have participated in small group and one-on-one meetings with community members to share information about the school and to seek their input. The Task Force Team has also given presentations and participated in local community meetings such as Lions, Rotary, Businesses, Chamber of Commerce, and pre-school and day care centers and other events to reach as wide a range of residents as possible. Personal meetings, emails, letters, and phone calls with the local state representative, mayor, city council members, chamber of commerce members, community service organizations, and medical professionals have also been conducted. These meetings have generated exceptionally positive responses and excitement for a school choice in Tarrant and Dallas County. In addition, members of the development team shared the vision with the *Dallas ISD Board Members*, Mr. Edwin Flores and Mike Morath; the *Dallas County Community College (DCCCC)* President, Dr. Wright Lassiter; and has contacted (in addition to impact letters) and requested a meeting with every Superintendent within our geographical boundary. The Superintendent's of Arlington, Dallas, Duncanville, and Irving were also contacted by where ILT representatives made themselves available for a conference call if requested.

Contact with the following elected officials was made to share the vision and making a ILT Representative available for a conference call or an office visit to the following individuals: **Texas U.S. Representative Congresswoman Eddie Bernice Johnson, Texas U.S. Representative Rafael Anchia, Texas Senator John Caarona, and Texas State Senator Royce West.**

Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.

Application page: 42

Community Support p. 42: List the 12 members of the Development Team and the role each has within the community.

As was discussed in the public Interviews by the SBOE of November 2nd and 14th, 2012, Mr. Bracy Wilson was the primary adviser/consultant. He was the author of Section 3 of the application. Mr. Bracy Wilson did not provide any supporting documentation for the Task Force Team stated on page 42. His team was himself with his experience in helping charters, his uncle (Eddie Wilson) who lent him money to help charters, and his father, Dr. Tom Wilson, who provided him with advice from his years of experience with Life Schools. That was the team that made the stated outreach to the leadership within the community.

The International American Education Federation, Inc. board members of Carmen Valdivia who worked with Dallas ISD and Mr. Eddie Conger who was the Principal at Thomas Jefferson High School, DISD participated in the one community public meeting held February 12th, 2012 at the First Spanish Assembly of God Church on Walnut Hill, Dallas, Texas.

Mr. Eddie Conger only spoke with Mr. Alan King (Interim Superintendent of DISD) and Dr. Edwin Flores (Trustee of District 1, DISD) in order to inform them that he was submitting an application for a Charter School. Mr. Conger was not requesting support from them in that endeavor but rather informing the DISD of his intentions to submit for a Charter.

APPROVED DURING CONTINGENCY PROCESS

As a result of strong community involvement and the compelling need for school choice here, over 1,000 names of individuals who support ILT School with 1,348 potential students have been collected in this short window of time.

ILT has chosen to focus our initial community collaborations around those that have the greatest impact for our target population. Pending charter approval, ILT will continue to actively seek community partners, particularly among those with Hispanic leadership and others that have mutual goals focused on the needs of students of the area. Due to Dallas County's predominantly Hispanic community, we have built a positive working relationship through our partnership with the *Hispanic Chamber* and *LULAC National Educational Board*.

These partnerships illustrate our commitment to educate and meet the needs of the underserved. An extensive and varied set of partnerships with Dallas County Community College has also been planned to provide dual credit to our juniors and seniors. We will continue to pursue other community groups that will accentuate the services and development of ILT's young people and their families while waiting for charter approval.

Educational Community Collaborations

ILT Academies and Dallas County Community College have built a strong continuum of partnership plans and are committed to collaboration that will impact and enhance the education of both ILT and DCCC students. Dr. Wright Lassiter provided a significant letter of intent to collaborate with ILT.

ILT was obliged to have local churches who stated they would welcome the school to the community from the following churches:

Highland Park Presbyterian Church

3821 University Blvd.
Dallas, Texas 75205
Tel: 214-526-7457

www.hppc.org

Sr. Pastor: Rev. Dr. Ron Scates

Phone: 214-525-4149

Fax: 214-525-6611

ron.scates@hppc.org

Watermark Community Church

7540 LBJ Fwy

Dallas, TX 75251

214-361-2275

www.watermark.org

Pastor: Todd Wagner

pastoraloffice@watermark.org

First Baptist Dallas

1707 San Jacinto

Dallas, Texas 75201

214.969.0111

www.firstdallas.org

Pastor: Dr. Robert Jeffress

info@firstdallas.org

Fellowship Bible Church Dallas

9330 N. Central Expy

Dallas, TX 75231

214-748-8051

www.fellowshipdallas.org

Pastor: Gary Brandenburg

garyb@fellowshipdallas.org

214-748-8051 x 4100

First Presbyterian Church Dallas

408 Park Ave

Dallas, TX 75201

214-748-8051

www.fristpresdallas.org

Pastor: Rev. Dr. Joseph Clifford

joec@firstpresdallas.org

First United Methodist Church of Dallas

1928 Ross Avenue

Dallas, TX

214-220-2727

Pastor: Dr. John F. Fiedler

214-220-2727 x 208

jfiedler@fumdallas.org

Northwest Bible Church

8505 Douglas Ave.

Dallas, Texas 75225

214-368-6436

www.northwestbible.org

Pastor: Neil Tomba

ntomba@norhtwestbible.org

214-368-6438 x 140

Park Cities Presbyterian Church

4124 Oak Lawn Ave

Dallas, TX

214-224-2500

www.pcpc.org

Pastor: Mark Davis

214-224-2737

mark.davis@pcpc.org

Preston Hollow Presbyterian Church

9800 Preston Road

Dallas, TX 75230

www.phpc.org

214-368-6348

Pastor: Dr. Blair Monie

214-368-6348 x 147

bmonie@phpc.org

Trinity Church Dallas

4300 Cole Ave

Dallas, TX 75205

214-528-7343

www.trinitydallas.com

Pastor: Joe Martin

info@trinitydallas.com

<http://trinitydallas.com/contact/>

Friendship West Baptist Church

202 West Wheatland Rd

Dallas, TX 75232

972-228-5200

www.friendshipwest.org

Pastor: Dr. Frederick D: Haynes, III

fdhaynes@friendshipwest.org

Unity on Greenville

3425 Greenville Ave

Dallas, TX 75206

214-826-5683

www.dallasunity.org

Pastor: Rev. Steve Colladay

revstevecolladay@dallasunity.org

The Potter's House

6777 W. Kiest Blvd

Dallas, TX

530-241-8003

www.thepottershouse.org

Pastor: Bishop TD Jakes

1-800-247-4672

Oak Cliff Bible Fellowship

1808 West Camp Wisdom Rd

Dallas, TX 75232

214-672-9100

www.ocbfchurch.org

Pastor: Dr. Tony Evans

<http://www.ocbfchurch.org>

Skillman Bible Church

6043 Richmond Ave

Dallas, TX 75206

214-824-6409

www.skillmanbiblechurch.com

Pastor: Jon Kever

<http://www.skillmanbiblechurch.com>

Wilshire Baptist Church

4316 Abrams Rd

Dallas, TX 75214

214-824-4531

www.wilshirebc.org

Pastor: George Mason

214-452-3132

gmason@wilsirebc.org

Univeristy Park United Methodist Church

4024 Caruth Blvd

Dallas, TX

www.upumc.org

Pastor: Leighton Bearden

214-368-1435

lbearden@upumc.org

Ridgewood Park United Methodist Church

6445 E. Lovers Lane

Dallas, TX 65214

214-369-9259

www.ridgewoodparkchurch.org

Pastor: Rob Spencer

rspencer@riedgewoodparkchurch.org

Grace Bible Church

11306 Inwood Rd

Dallas, TX 75229

214-368-0779

www.gracebiblechurch.org

Pastor: Andy Wileman

andy@gracebiblechurch.org

East Dallas Christian Church

629 N. Peak Street

Dallas, TX 75246

214-824-8185

www.edcc.org

Pastor: Deborah Morgan Stokes

info@edcc.org

<http://www.edcc.org/pages/contact-form>

Northway Christian Church

7202 W. Northwest Hwy

Dallas, TX 75225

214-361-6641

www.northwaychristianchurch.org

Pastor: Dr. Douglas B Skinner

214-361-6641 x 109

doug@northwaychristian.org

Shiloah Terrace Baptist Church

9810 La Prada Drive

Dallas, TX 75228

972-857-9707

www.stbc.org

Pastor: Dr. Craig Christina

info@stbc.org

St. Luke Community UMC

5710 E. R.L. Thornton Fwy

Dallas, TX 75223

214-821-2970

www.slcumc.org

Interim Pastor: Zan W. Holmes

214-887-3906

Admin Assistant to Sr. Pastor: choward@slcumc.org (Carolyn Howard)

Oak Cliff United Methodist Church

547 E. Jefferson Blvd

Dallas, TX 75203

214-943-4328

www.oakcliffumc.org

Pastor: Rev. Edgar Bazan

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City Church International

1530 N. Carroll Ave

Dallas, TX 75204

Mailing: P.O. Box 721191

Dallas, TX 75372-1191

214-370-3700

www.citychurchintl.org

Pastor: Brad Weir

<http://citychurchintl.org>

The team had the opportunity to contact the following organizations to share the vision of
ILT:

Dallas NAACP Branch # 6169

President: Dr. Juanita Wallace

Secretary@naacpdallas.org

Troop 80, BSA

6116 N. Central Expwy, Ste 1090

Dallas, TX 75206

Scoutmaster: John Withers, Jr.

johnjr@witherslaw.com

Troop 719, BSA

Dallas, TX

Scoutmaster: Anthony Interrante

aji@kesslercollins.com

Troop Committee Chair: Kevin St. Jacques

KStJacques@wilbursmith.com

Charter Organization Rep: Scott Thompson

[REDACTED]

Dallas Regional Chamber of Commerce

President & CEO: James C. Oberwetter

214-746-6611

joberwetter@dallaschamber.org

VP, Education Executive Director of Dallas Education Foundation: Dena I. Jackson, PhD

214-746-6788

djackson@dallaschamber.org

North Dallas Chamber of Commerce

214-368-6695

mailbox@ndcc.org

Interim President: Bruce Bradford

<http://www.ndcc.org/contact-us>

Greater Dallas Hispanic Chamber of Commerce

4622 Maple Avenue, Suite 207

Dallas Texas 75219

214.521.6007

www.gdhcc.com

President & CEO: Rick Ortiz

gdhcc@gdhcc.com

West Dallas Chamber of Commerce

P.O. Box 225558

Dallas, TX 75222-5558

www.westdallaschamber.com

(This is an ALL VOLUNTEER Chamber led by 15 member board)

Chairman: Randall White

board@westdallaschamber.com

Greater East Dallas Chamber of Commerce

9543 Losa Drive, Ste 188

Dallas, TX 75218

214-328-4100

www.eastdallaschamber.com

president@eastdallaschamber.com

Dallas Black Chamber of Commerce

2838 Martin Luther King, Jr., Blvd

Dallas, TX 75215

214-421-5200

www.dbcc.org

Director of Special Projects: Ermy Hearn

ehea@dbcc.org

SE Dallas Chamber of Commerce

802 S Buckner Blvd
Dallas, Texas 75217

214-398-9590

Chairman: Carl Raines

info@sedcc.org

http://www.sedallaschamber.org/index.php?option=com_alfcontact&Itemid=12

Greater Dallas Asian American Chamber of Commerce

11171 Harry Hines Blvd. Ste#115
Dallas, TX 75229
(972) 241-8250

www.gdaacc.com

info@gdaacc.com

President: Galileo Jumacas

gal@gdaacc.com

Dallas Junior Chamber of Commerce

www.djcc.us

President: Chris Kobler

<http://djcc.us/contact/>

Greater Dallas Indo-American Chamber of Commerce

5930 LBJ Freeway, Suite 310
Dallas, TX 75240
214-346-9559

www.gdiacc.org

Chairman: Raj Sharma

214-957-5024

Education Committee Chair: C.C. Theophine

gdiacc@gdiacc.org

<http://www.gdiacc.org/contact.html>

Dallas Convention & Visitors Bureau

325 North St. Paul Street
Suite 700
Dallas, Texas 75201

214-571-1000

President/CEO: Phillip Jones

pjones@dallascvb.com

214-571-1010

Dallas Housing Authority

3939 N. Hampton Road

Dallas, TX 75212

www.dhadal.com

214-951-8300

Chief Executive Officer: MaryAnn Russ

LNESC – Dallas

345 S. Edgefield Ave

Dallas, TX 75208-5930

Senior Fiscal Officer: Lisa Smith

202-835-9646 x 115

Director of Corporate Relations & Development: Jason Resendez

202-835-9646 x 113

jresendez@lnesc.org

- c) *Submit, as Attachment A, a copy of the published notice of public hearing, clearly showing the name of the newspaper and date of publication. The notice should include the proposed school name, the sponsoring entity name, date, time, place of meeting, and the names of sponsoring entity board members.*

See Attachment A.

- d) *Provide the number of community members, not affiliated in any way with the sponsoring entity or the proposed charter school, who attended the public hearing.*

 Fifty-three interested community members not affiliated in any way with the sponsoring entity or the proposed charter school attended the public hearing held on February 12, 2012.

- e) *Submit, as Attachment B, a synopsis of the public hearing held to discuss the proposed charter school plan. The synopsis must identify presenters, provide a summary of their comments, and a list of questions from participants with responses provided by the presenters. Do not include slides of the presentation or a transcript of the proceedings.*

See Attachment B.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.*

Application page: 56

Community Support p.56: Provide the accurate number of individuals actually in attendance at the public meeting that were not affiliated in any way with the sponsoring entity. P. 56 states 53 while P. 201 states 61.

Sixty-one interested community members not affiliated in any way with the sponsoring entity or the proposed charter school attended the public hearing held on February 12, 2012.

APPROVED DURING CONTINGENCY PROCESS

Section 4: Student Goals

4. Student Goals (Scored by External Review Panel)

Charter schools are subject to the state accountability rating system to the same extent as other public schools. The 2010 Accountability Manual may be viewed online at <http://ritter.tea.state.tx.us/perjreport/account12010/index.html>.

Charters are also assigned accreditation statuses. For information on accreditation, see the following: <http://ritter.tea.state.tx.us/accredstatus>

a) Other than the indicators of the state accountability rating and accreditation systems, outline and discuss specific measurable student goals in each of the following areas:

- Student progress over time;*
- Student engagement (i.e., attendance, continuous enrollment in school); and*
- Readiness for postsecondary success.*

Fenwick English, known for his curriculum alignment work, states that it is counter-intuitive to say you are a great school unless you have the data to prove it. Since the vision of International Leadership of Texas is to be a model school of excellence in academics, focusing on results through continuous data analysis will drive the Board of Directors of International Leadership of Texas, the Community and Parent Advisory Council as well as the superintendent/principal and faculty of the school. In addition to school-wide data analysis, each student alongside their parent and teacher(s) will continuously assess and monitor their academic progress through his/her Individual Learning Plan (ILP) to determine how they are progressing on their academic goals.

Students at International Leadership of Texas will obtain the following goals to master a rigorous curriculum, graduate and attend and achieve success at a college or university. Even though TAKS has been the state measure for AEIS, the State of Texas Assessments of Academic Readiness or STAAR will be the assessment system measuring students at International Leadership of Texas. It is not known what measures like writing composition scores or Lexile comparisons will remain the same, therefore, TAKS-type data objective measures are included with the test changed to STAAR.

Goal 1: Reading, English language arts and writing skills:

<u>Performance Objective</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>Measurement</u>
X% of students in each grade will be reading on grade level by the end of the year	85%	90%	Stanford 10
X% of students in each grade will demonstrate more than one year's growth each year in reading, language, and spelling	85%	90%	Stanford 10
X% of students in each tested grade will meet The passing standard on the reading/ELA STAAR	85%	90%	STAAR
X% of students in each tested grades will receive Commended performance on the reading/ELA STAAR	30%	50%	STAAR
X% of 4th, 7th, and exit level students will Attain a "4" on their written composition on STAAR	80%	90%	STAAR
X% of students in K-12 grade demonstrating Competence on year end projects/demonstrations/ Portfolio assignments incorporating Reading, writing, spelling	85%	98%	Rubrics (product or teacher developed)

Goal 2: Mathematics:

X% of students in each grade will demonstrate More than one year's worth of growth each year in math	90%	95%	Stanford 10
X% of students in grades each test grade will meet the passing standard on the math STAAR	80%	90%	STAAR
X% of students in each tested grade Will attain commended performance On the math STAAR	25%	40%	STAAR
X% of students in K-12 grade demonstrating competence on year end projects/demonstrations/portfolio assignments incorporating	85%	98%	Rubrics (product or teacher developed)

mathematical concepts and skills

Goal 3: Science and Social Sciences:

X% of students in each grade will demonstrate
More than one year's worth of growth each year
in science and social studies

90%

95%

Stanford 10

X% of students in STAAR-tested grades for
science (5, 8, 9, 10, 11 grade) will meet the
passing standard on STAAR

80%

90%

STAAR

X% of students in STAAR-tested grades for
science (5, 8, 9, 10, 11 grade) will attain
commended performance on the science STAAR

25%

40%

STAAR

X% of students in STAAR-tested grades
for social sciences (8, 9, 10, 11) will meet the
passing standard on the social studies test

80%

90%

STAAR

X% of students in STAAR-tested grades for
social sciences (8, 9, 10, 11) will attain
commended performance on the social sciences test

25%

50%

STAAR

Goat 4: English Language Learners or Limited English Proficient (LEP)

X% of LEP students will achieve fluency in
English and exit bilingual/ESL services
Within TEA recommended timelines

80%

90%

LPAC
committee and
TELPAS
Assessment

Goat 5: Identified Special Education Students

X% of students with IEPs will meet or
exceed performance goals as set by the
ARD committee

100%

100%

ARD-
determined
assessments

Goal 6: Chinese/Spanish/Foreign language acquisition

X% of students in K through 12 grade
will meet annual foreign language
standards

80%

90%

End of year
rdg., wrtg.,
and oral
proficiency tests

Goal 7: Technological expertise

X% of students in K through 12 grade will demonstrate proficiency in technology by mastering word processing, spreadsheets, multimedia publishing, Internet usage, as per the Technology Applications TEKS	90%	100%	Computer lit. exams, demonstrations and rubrics
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Goal 8: Character/leadership/service

X% of students will participate in a service project each semester	95%	100%	Project sign-ins reports and reflections on projects
--	-----	------	--

X% of students receiving discipline referrals and/or character reports infraction reports	Less than 25%	Less than 10%	Referrals and infraction annual assessment
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X% of positive responses and media recognition for students exhibiting character/leadership/service skills in the community	20%	40%	Articles, letters, emails, and other documentation
---	-----	-----	--

- Student engagement (i.e., attendance, continuous enrollment in school);

Goal 9: Attendance

International Leadership of Texas will meet or exceed the average daily attendance rate in all grades	95%	96%	PEIMS, computer attendance records
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Goal 10: Continuous enrollment and satisfaction with school program

X% of students who remain at International Leadership of Texas for the entire academic year	85%	95%	Attendance records, school reports
---	-----	-----	------------------------------------

X% of students and families will choose to return to International Leadership of Texas for the next school year	90%	95%	School reports
---	-----	-----	----------------

X% of parents spending 12 hours a year observing/volunteering at school	85%	98%	Sign-in sheets school reports
---	-----	-----	----------------------------------

Goal 11: College Readiness and Preparation

X% of International Leadership of Texas students will take part Yearly Content In College and Career activities.		100%	100% and Cross-Disciplinary Projects and activities
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Goal 12: Assessing Readiness for Post Secondary Success

Student readiness for Post secondary Success will be assessed by X% of students Performing at or above the 50 th percentile On standardized college entrance exams.	85%	90%	ACT/SAT Scores, THEA, and other Assessments as available
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X% of students will meet or exceed State requirements for graduation	99%	100%	Graduation plans course grades, test scores
--	-----	------	---

Goal 13: College Enrollment

X% of International Leadership of Texas graduates will be 98% Graduation accepted and enrolled in a University, community college, letters, or advance technical program		N/A	first years requirements, acceptance follow-up or enrollment reports from higher education tracking systems.
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Goal 14: Personal Goal Attainment

X% of students will meet or exceed their ILP goals each year	85%	95%	ILP Goals
--	-----	-----	-----------

b) Describe methods used to measure success toward each goal.

Goal 1: Reading

International Leadership of Texas will assess students' reading skills within the first month of school on a standardized reading assessment depending on grade level of students such as DIBELS, TPRI, or Stanford 10. Teachers will develop an individual instructional plan as part of their ILP for all students in need of acceleration and implement the 3-Tier Response-to-Intervention (RTI) Model. This effective teaching approach is most often utilized in reading, yet is effective for all content areas as the focus is on what the student has learned and not the content the teacher has taught. Tier One involves the core academic instructional program with monitoring of all students' progress. For students who are not successful in this whole group, traditional model Tier Two intervention is incorporated with additional time in small group, differentiated instruction, with on-going progress monitoring. The opportunity to use reading intervention software such as Fast Forward or Read 180 will also help bring reading comprehension up quickly. Students, (no more than 3-5%) who may still need acceleration even though they are receiving Tier One whole group instruction, and the additional Tier Two small group differentiated assistance, qualify for Tier Three intensive intervention. This explicit additional instructional approach is often in smaller groups or even in the form of one-on-one for an extended period of time. Continuous monitoring and adjusting instruction is key to closing the achievement gap between students. Done properly, the need for Special Education intervention is minimized, because the students are intervened with early and effectively.

Professional development activities will be planned for teachers as we identify target areas that need strengthening. The Margaret Kilgo data analysis and reading resource materials, as well as the professional development sessions will be a focus for International Leadership of Texas instructional staff. Teachers will also be given planning time to develop project-based lessons on reading/writing TEKS that students need to master.

STAAR Reading and ELA tests will be thoroughly analyzed for each student with students being trained to read their own item analysis report. With help from faculty and parent, students will set goals for their Individual Learning Plan (ILP) on the particular STAAR items that are most challenging for them. Lexile scores will be compared each year to determine growth on particular target areas. Students will be required to incorporate those items into their projects and portfolios throughout the academic year and compare them to the next STAAR assessment for progress. Students with more serious academic issues will receive additional interventions including

additional time on academic targets, technology tutorials, individualized teacher instruction and other assistance deemed beneficial for their particular learning style.

Stanford 10 scores in reading will be compared annually for each student as well as the results from all reading inventories. STAAR and the Stanford 10 will be compiled in the ILP and reviewed by the student, parent and teacher for program and student improvement decisions. Other performance measures to assess reading methods for student growth include student projects, exhibits, and reading portfolios including logs of reading time.

Writing and Spelling: Methods used to measure success will include portfolio assessments of writing assignments, benchmark writing assessments to include writing prompts and compositions, required yearly content and career projects, essay and poetry contests, and exhibits. Why this level of writing? When students' work has an authentic audience and is on public display, the rigor and relevance of written work rises to higher levels of performance.

STAAR Writing, ELA tests and benchmark assessments will be analyzed for each student and results incorporated into the students' ILP. Any areas that need targeted assistance will be addressed in the PIP and incorporated in projects and assignments throughout the year. The goal for all students at International Leadership of Texas is to attain a "4" on their written composition and Commended Performance on the Writing or ELA STAAR.

Goal 2: Mathematics

Students' scores on their Stanford 10 and all other assessments will be analyzed to determine program and students' strengths and areas of concern. The 3-Tier model Response-to-Intervention (RtI) will be utilized in math because high levels of math competency are crucial to high school completion and college success. Students will analyze their STAAR item analysis and incorporate all areas that need additional instruction into their projects. Students with more need of assistance will be given additional time and alternative or differentiated instructional strategies including technology and tutorial assistance. Hands-on, rigorous, yet comprehensible math instruction will be tied to relevant projects.

Professional development activities will be planned for teachers as we identify target areas that need strengthening. The Margaret Kilgo data analysis and math resource materials, as well as the professional development sessions will be a focus for International Leadership of Texas'

instructional staff. Teachers will also be given planning time to develop the project-based lessons on TEKS that students need to master.

Students will be given group and individual projects to develop lessons on the mathematics TEKS that are most challenging. They will teach these to their peers and post them on You Tube and/or our website for other students to view. Online student collaboration sites with special attention to finding Spanish and Chinese speaking peers will be encouraged. This deep application and teaching of the targets most challenging for the student will produce higher mastery levels.

Goal 3: Science and Social Sciences

Stanford 10 and STAAR will be analyzed for the school, class and individual student results. Areas students need additional work on will be included in the student's ILP plan. Science strength is another predictor of high school completion and college readiness, so lab science experiments, projects, simulations and thorough time and attention to science instruction will be a priority for International Leadership of Texas students. Alternative and differentiated instructional strategies through the RtI model including technology and tutorial assistance will be provided to students who are not meeting their goals in science and social studies.

Professional development activities will be planned for teachers as we identify target areas that need strengthening. The Margaret Kilgo data analysis and science/social studies resource materials, as well as the professional development sessions will be a focus for International Leadership of Texas instructional staff. The Dana Center will also be a professional development site, tapping into their expertise on hands-on labs that train teachers in how to prepare students for high-level assessments. Teachers will also be given planning time to develop project-based lessons on TEKS that students need to master.

Goal 4: English Language Learners or Limited English Proficient Students

The Texas Language Proficiency Assessment System will be utilized as the primary evaluation system to evaluate the progress of students identified as Limited English Proficient as required by the state of Texas. Areas of need will be identified based on student ratings and these needs will be addressed in each student's Personal Intervention Plan (PIP) in the ILP. Limited English Proficient Students will meet all other goals and will be assessed using the same measurements as all students. Special attention must be paid to this group of students, since they not only respond

well to early language acquisition intervention, but also because their sub-group is also an indicator in both the AYP and AEIS accountability systems.

Goal 5: Identified Special Education

Special Education Students will take all assessments required of other students with appropriate modifications based on their Individual Educational Plan (IEP) or alternative assessments as designated by the ARD committee. (The IEP is not to be confused with the ILP, which will be developed by all students at International Leadership of Texas including special education students, as a way of goal-setting and assessing themselves each semester.) Assessments that cannot be modified will be determined by the ARD committee. Special attention must be paid to this group of students, since they not only respond well to early instructional intervention, but also because their sub-group is also an indicator in the AYP accountability system.

Please note: Special education students cannot have placements, plans, or anticipated outcomes that are predetermined. They must only have plans established by the ARD Committee.

International Leadership of Texas will offer a full continuum of special education services in co-teach model with certified SPED teachers.

Goal 6: Second/Foreign Language Acquisition (Spanish/Chinese)

International Leadership of Texas Academy students will participate in a variety of assessments throughout the year to assess and improve Spanish language acquisition. These will include conversations with native speakers through projects, Rosetta Stone, Classrooms without Borders, and other distance learning venues, as well as oral and written tests to be given on a quarterly basis. The Spanish teacher and other faculty involved in this curriculum will work to develop a scope and sequence chart for each student's mastery. This scope and sequence chart with the student's mastery of progress on the goals will be included in the student's ILP. If the student has added a third language (Chinese), a scope and sequence chart for mastery will also be developed.

Goal 7: Technological Expertise

Student technology utilization will be highly evident throughout International Leadership of Texas. Teachers will assess technology application TEKS through a variety of measurements including the STAAR assessment and others determined by a faculty and business/community partnership. Projects and exhibits including digital portfolios and a chart of technology skill mastery will be maintained for every student. This chart of skill *mastery* will be included in the student's ILP.

Goal 8: Character/Leadership/Service

Projects will be conducted each semester by every student in the school. Faculty and parents will be involved in the projects as well. Sign-in sheets, log-ins, portfolios and project documents will be collected and data will be analyzed. The Community and Parent Advisory Council will be charged with monitoring the progress and establishing benchmarks with scoring measures to assess the participation and impact of the projects on the individual students, the International Leadership of Texas culture and the larger community needs. An opportunity to showcase the projects and students whom have gone the extra mile in this area will be a crucial part of this goal. Using students to role-model the desired behaviors is a way of guaranteeing success in others.

Discipline referrals and character infraction reports will be analyzed and reported to the School Board. The Superintendent and Board will be charged with determining how to improve this foundational component of International Leadership of Texas if and when needed.

Goal 9: Attendance

A vibrant, exciting, and nurturing school environment is the responsibility of every staff member, child, parent and community member associated with International Leadership of Texas. Staff attendance will model for students what is expected from them. Staff attendance incentives will encourage and motivate high attendance. Staff incentives such as the principal teaching your last class or an especially designed "relaxation day" with special treats for staff during the off period or break times will keep morale high.

While it is expected that student attendance will be extremely high at International Leadership of Texas, it will be monitored closely by the classroom teacher, PEIMS coordinator/clerk, and principal. Teachers will make the first contact when an attendance issue becomes evident. An administrator or counselor will intervene if the problem is not resolved after the teacher intervention. The purpose of the interventions will be to resolve whatever issues, other than illness, that may be hampering school attendance. Records of all visits and correspondence concerning attendance matters will be kept in the student's records. International Leadership of Texas' PEIMS coordinator/clerk will monitor attendance twice-monthly and report any issues to school leadership. If International Leadership of Texas attendance percentages begin to decline

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Name of Sponsoring Entity: International American Education Federation, Inc.*

Application page: 67

Admissions and Enrollment Policies p.67: On page 67, in response to Goal 8, the applicant references parent involvement in student projects and activities. Parent participation in these types of activities must be optional. The charter school cannot mandate that parents attend any function or participate in student activities.

ILT confirms its understanding that parent participation is optional and parents cannot be mandated to attend any function or participate in student activities.

APPROVED DURING CONTINGENCY PROCESS

the principal and a teacher committee will study the issue, develop and implement an action plan to assure an attendance rate that exceeds 95%.

Goal 10: Continuous Enrollment and Satisfaction with School Program

An exit interview will be held when any student leaves International Leadership of Texas to document the reasons for the child's withdrawal. Those records will be analyzed and reported to the School Board for program improvement.

Parents and community member's involvement throughout International Leadership of Texas will be evident with quarterly reports of activities, exhibits, classroom visits, volunteer work and other records that list involvement throughout the school. The maintenance of these records will be the responsibility of a student organization and/or service project. The Parents as Partners (PAP) will also be involved in this effort.

Goal 11: College Readiness and Preparation

Students will have content-based and college and career projects due each year. Points will be earned by students each year towards their Scholar award. These projects will support not only the project-based learning initiative, but also the College Readiness cross-disciplinary standards mentioned earlier. The key cognitive skills specify intellectual behaviors that are prevalent in entry-level college courses. These include intellectual curiosity, reasoning, problem solving, academic behaviors, work habits, and academic integrity. The foundational skills consist of proficiencies students need to be able to transfer knowledge and apply it across the curriculum. These include reading, writing, conducting research, understanding and using data, and using technology. Project-based learning, starting in the early childhood grades, will allow the standards to be taught early and learned thoroughly by students by the time they reach their high school, dual credit opportunities.

Goal 12: Assessing Readiness for Post Secondary Success

To make sure our students are actually college ready, they will be judged using a variety of measures. Student readiness for post secondary success will be assessed making sure students score above the 50th percentile on standardized college entrance exams such as the ACT/SAT

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Application page: 68

Admissions and Enrollment Policies p.68: On page 68, in response to Goal 10, the applicant references parent participation in supporting continuous enrollment and satisfaction with the school program. Parent participation in these types of activities must be optional.

ILT confirms its understanding that parent participation in activities mentioned under Goal 10 must be optional.

Admissions and Enrollment Policies pp. 68-69: On pages 68-69, in response to Goals 10 and 14, the applicant states that the Parents as Partners (PAP) service group will serve a vital role at the school. Parent participation in these types of activities must be optional.

ILT confirms its understanding that parent participation in activities involving the PAP service group must be optional.

APPROVED DURING CONTINGENCY PROCESS

THEA, and by how they perform in their dual-credit/AP courses. Pre-SAT/ACT testing will begin as early as 9th grade and will be repeated each year.

Goal 13: College Acceptance and Enrollment

To ensure our high school students are accepted into colleges and universities, they will be supported through the university enrollment process and the necessary applications, essays and other required paperwork. These will be graded assignments within the student's curriculum expectations. Reports will be kept on admission and student tracking of enrollment into the university, community college or advanced technical program using the Texas Education Agency tracking system to chart college enrollment and completion. Special parent workshops will keep parents informed early in their child's high school career about scholarship opportunities and financial aid. Language will not be a barrier as far as keeping parents educated and informed on college information, issues, and opportunities.

Goal 14: Personal Goal Attainment

The parents/guardians, classroom teacher/s and other academic coaches involved with the student will support and encourage the student to monitor and self-reflect on goals outlined in the ILP. A meeting with student, parent, and teacher approximately mid-year and late spring will record progress on the goals and report attainment levels.

Students will be given the ability to select and modify goals under the guidance of the ILP team in order to facilitate realistic goal making and long term planning. A lack of support will NEVER be the reason a student fails to achieve at International Leadership of Texas.

c) Describe the ways in which the school and community members will work together to ensure continuous academic growth for all students.

The Parents as Partners (PAP) service group will serve a vital role in the work of International Leadership of Texas. The membership will include community and business leaders as well as parents from the school. The PAP will be supportive of the core academic program with a special emphasis on the character/leadership strand, as well as the diverse and innovative options provided to students by participating in activities that exhibit or demonstrate student skills or

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Application page: 69

Admissions and Enrollment Policies pp. 68-69: On pages 68-69, in response to Goals 10 and 14, the applicant states that the Parents as Partners (PAP) service group will serve a vital role at the school. Parent participation in these types of activities must be optional.

ILT confirms its understanding that parent participation in activities involving the PAP service group must be optional.

APPROVED DURING CONTINGENCY PROCESS

performing other volunteer work at the school. The strategic plans for the community partnership initiatives will have measurable outcomes reported to the PAP and the Board of Directors. Having the eyes and ears from the world of work within our school as well as studying student performance will heighten expectations of faculty and students for continued academic growth for every student at International Leadership of Texas.

The partnership between the PAP, Board of Directors, community partners and International Leadership of Texas Academy faculty will be viewed strategically, with constituents engaging in discussions designed to achieve consensus on valued goals and student achievement standards. Community members, parents, teachers and administrators will be viewed as partners who bring valued expertise for continued student success. Together, these groups can work toward achieving the shared goal of increased student performance, positive climate and maintaining a model school of excellence.

The partnerships with the Chinese, Hispanic and African American Chambers of Commerce, Dallas Housing Authority, the medical community (including UT Southwest Medical Center and Baylor Hospital), and faculty from local community colleges will inspire the International Leadership of Texas Academy teachers to view their programs through the lenses of community partners, business leaders, mental and physical health experts and best practices educational research. These rich partnerships provide opportunities for school and community to work together to ensure continuous academic, health and social growth for all students. Students will also develop service leadership, as well as the personal strength and decision-making power, through the guidance of the community partners. Shadow-ships, internships, and mentorships will be formed with these business and community partners to help students begin to acquire a feel for the protocols and formalities of the business world. International Leadership of Texas will help students navigate new courses that will transform them, their families, and their communities!

Section 5: Educational Plan

5. Education Plan (Scored by External Review Panel)

TEA's website contains information that may assist in the development of an educational plan. Some of the links that an applicant may want to review are as follows:

<http://ritter.tea.state.tx.us/rules/taclindex.html>;

<http://ritter.tea.state.tx.us/curriculum/>; <http://www.tea.state.tx.us/index2.aspx?id=6148>;

<http://ritter.tea.state.tx.us/specia/ed/>; and <http://ritter.tea.state.tx.us/curricu/umibiling>.

To be awarded a charter, a sponsoring entity must propose a program that by the third year of operation serves at least one grade in which state assessment tests are administered (ie., Grades 3-11) and in which a minimum of 30 students are enrolled.

- a) Describe the educational program to be offered, including special education and bilingual/English-as a-second-language (BE/ESL). Clearly state that each grade level will incorporate the Texas Essential Knowledge and Skills (TEKS). Describe the connection between TEKS, classroom instruction, and assessment of student progress, and provide three specific examples of the ways that the TEKS and the assessment of the TEKS will be incorporated into classroom instruction.

In addition, specifically address each of the following:

- Describe the manner in which the science curriculum will meet the 40% laboratory and field investigation requirement for middle and high school courses.
- Describe the educational program and the setting that will be used to offer courses to meet the requirements for physical education.
- Describe the educational program and the setting that will be used to offer courses to meet the requirements in fine arts and technology.

International Leadership of Texas will be a Kindergarten through 12th grade district, starting with students in Kindergarten through 7th grade and 9th and 10th grade in its first year of operation and adding 8th and 11th grades the second year. During the 3rd year, International Leadership of Texas will add 12th grade with our first graduating class in the 2015-2016 school year. In our first year, grades 3, 4, 5, 6, 7, 9 and 10 will be assessed by STAAR/EOC. At all grade levels the strategic focus will be on creating responsible, college-bound citizens by maintaining high expectations, building relationships, and ensuring that all instruction is relevant to the future of the students.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
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Application page: 72

Educational Plan p.72: Confirm that the proposed grades to be offered in year one are Kindergarten — seventh, ninth and tenth grade. And that grades eight and eleven will be offered in year two with grade twelve being offered for year three.

The proposed grades being offered in year one, two and three are confirmed as follows:

International Leadership of Texas will be a Kindergarten through 12th grade district, starting with students in Kindergarten through 10th grade in its first year of operation and adding 11th grade the second year. During the 3rd year, International Leadership of Texas will add 12th grade with our first graduating class in the 2015-2016 school year.

APPROVED DURING CONTINGENCY PROCESS

The Pre-Kindergarten program is scheduled to be added to the school enrollment in Year 3 or 4, when the school feels it is financially feasible or the state increases funding for this group.

Overview of Proposed Plan for Curriculum

Teachers will be responsible for student mastery of the Texas Essential Knowledge and Skills (TEKS) strands at each grade level established by the state of Texas and contained in the Texas Administrative Code, Title 19, ~~Part 1~~ as the foundation for the school's academic program. The TEKS will be incorporated in each grade level and throughout the daily curriculum. The Texas College Readiness Standards and the Texas Technology Application TEKS will be embedded into the curriculum at each grade level as well, to ensure their use. The English Language Proficiency Skills (ELPS) will also be embedded for ELLs.

International Leadership of Texas will provide all required components of the state curriculum for elementary and secondary grades including the following:

1. A foundation curriculum that includes:
 - a. Dual-language Spanish/English language arts including reading, writing, grammar, viewing, listening, speaking
 - b. Mathematics
 - c. Science
 - d. Social studies, consisting of United States, Texas, and world history, government and geography.
2. An enrichment curriculum that includes:
 - a. College- and Career-readiness standards woven through the TEKS
 - b. Technology Application TEKS embedded through all instructional areas
 - c. Character leadership development
 - d. Fine arts
 - e. Economics
 - f. Chinese
 - g. Spanish
 - h. Classroom-based Technology

Curriculum, Instruction and Assessment Integration

Realizing Texas has more student expectations than any other state, teachers at International Leadership of Texas will receive assistance on prioritizing the broad student expectations through

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Application page: 73

Educational Plan p.73: Explain what is meant by the reference to Texas Administrative Code, Title 19, Part n.

"Part n" is an error which should read "Chapter 74".

APPROVED DURING CONTINGENCY PROCESS

the resource materials of the Margaret Kilgo's scope and sequence of the four core content areas. This methodical scope and sequence presents a well-developed plan for teaching all of the TEKS and student expectations. We will use our student data as well as the resources from The Margaret Kilgo Consulting curriculum scope and sequence, which has aligned the TEKS and identified gaps in the state curriculum. This is especially important due to all the curriculum and assessment changes that have occurred and will continue to occur over the next few years in Texas in the area of TEKS and state assessment.

We will ensure that student expectations on which students have shown consistently poor performance over the years will be frontloaded and emphasized throughout the curriculum to ensure that they are taught to high levels of mastery. The Margaret Kilgo Consulting scope and sequence includes all student expectations for regular and special education students in grades kindergarten through twelve, as well as the reading and math portions of the SAT.

This scope and sequence will be the foundation to the college-readiness curriculum that will, in combination with the Texas College Readiness and Technology Application TEKS, will lead to college-ready students who graduate with college hours.

Individual Learning Plans (ILPs): To take the TEKS to the individual student level, each student that attends International Leadership of Texas will be assisted in developing an Individual Learning Plan (ILP) early each school year. The ILP will set specific goals for each student as measured on the State of Texas Assessment of Academic Readiness (STAAR) and on authentic assessment projects. Personal growth will be measured utilizing Quantile levels for math and Lexile levels reading, both found currently on the TAKS tests each year. The Quantile Framework uses a common, developmental scale to measure student mathematics achievement, the difficulty of mathematical skills and concepts, and the materials for teaching mathematics. By placing the curriculum, teaching materials and students on the same scale, Quantiles enable educators to predict which mathematical skills and concepts a student is ready to learn and those that will require instruction. Then, students can be matched with the resources that meet their learning needs. Reading Lexile levels will accurately pinpoint the starting point of each student and will measure exact growth from the beginning of the year to the end. Lexile levels are aligned with TAKS, and likely STAAR, and TOEFL assessments and can be easily aligned with other leveled materials. All students, regardless of learning need or language barriers, will be assessed using the Quantile and Lexile levels. Personal growth standards will be set based on individual

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Application page: 74

Educational Plan p.74: Confirm your understanding that requirements for special education students cannot be predetermined and will be outlined in each special education student's individualized education program (IEP) by the Admission, Review, and Dismissal (ARD) Committee. Confirm your understanding that the charter school will offer a full continuum of special education services.

ILT confirms its understanding that requirements for special education students cannot be predetermined and will be outlined in each special education student's IEP by the ARD Committee. Moreover, ILT confirms its understanding that it will offer a full continuum of special education services.

APPROVED DURING CONTINGENCY PROCESS

student needs. The ILPs will be updated annually with the parent, teacher and student as well as throughout the year with the teacher and student.

This thorough and ongoing multi-year review of the statewide data trends on state and college entrance assessments will be combined with the whole school data analysis and reform system of International Leadership of Texas built around continuous review of well-developed data over multiple measures of student learning. Highly successful schools use quality data to make instructional decisions about their curriculum, instruction and assessment practices. Teachers determine the needs of students, identify priority student expectations, and make adjustments effectively in order to meet the needs of all students at the school. As research is now showing, the final step in this data cycle is the inclusion of making sure the data analysis gets to the student level, meaning the students themselves will be involved in their own assessment feedback. Students become intrinsically motivated when they have ongoing access and reflection around their instructional weaknesses and strengths.

This International Leadership of Texas data will be proudly shared with parents, the primary educators of students, as well as other community stakeholders through a variety of venues including the Community and Parent Advisory Council, parent meetings, conferences, parent academies, etc.

Core Curriculum

§74.2. Description of a Required Elementary Curriculum

A school district that offers Kindergarten through Grade 5 must provide instruction in the required curriculum as specified in §74.1 of this title (relating to Essential Knowledge and Skills). The district must ensure that sufficient time is provided for teachers to teach and for students to learn English language arts and reading, mathematics, science, social studies, fine arts, health, physical education, technology applications, and to the extent possible, languages other than English. The school district may provide instruction in a variety of arrangements and settings. This could include mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards.

Source: The provisions of this §74.2 adopted to be effective September 1, 1996, 21 TexReg4311; amended to be effective September 1, 1998, 23 TexReg5675; amended to be effective January 9, 2007, TexReg80.

§74.3. Description of a Required Secondary Curriculum

(a) Middle Grades 6-8. A school district that offers Grades 6-8 must provide instruction in the required curriculum as specified in §74.1 of this title (relating to Essential Knowledge and Skills). The district must ensure that sufficient time is provided for teachers to teach and for students to learn English language arts, mathematics, science, social studies, fine arts, health, physical education, technology applications, and to the extent possible, languages other than English. The school district may provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards.

(b) Secondary Grades 9-12: A school district that offers Grades 9-12 must provide instruction in the required curriculum as specified in §74.1 of this title (relating to Essential Knowledge and Skills). The district must ensure that sufficient time is provided for teachers to teach and for students to learn the subjects in the required curriculum. The school district may provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards.

Additionally, it is the intent of International Leadership of Texas to pursue the designation from the International Baccalaureate (IB) Organization (www.ibo.org) to become an IB World School in order to offer the Diploma Programme (Diploma) at the high school. This will facilitate the exchange of students from China and the opportunity for International Leadership of Texas students to study in China without falling behind in credits to graduate. If accepted into the program, it would start in the second year of operation of International Leadership of Texas.

Suggested High School Course Sequence (CC = College Credit)

9th Grade	10th Grade	11th Grade	12th Grade	Tot Credits

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.

Application page: 76

Educational Plan p.76

ILT will not be perusing to become an IB World School. The last paragraph on page 76 has been deleted.

APPROVED DURING CONTINGENCY PROCESS

English	English I/ PreAP	English II/ PreAP	English III/ AP/dual credit	English IV/ AP/ dual credit	4.0+ CC
Social Studies	World Geo/ PreAP	World Hist/ PreAP	U.S. History/ AP/dual credit	U.S. Government and Economics / AP/dual credit	4.0+ CC
Math – (Pre AP/AP and/or dual credit offered as guided by student ability)	Geometry (Algebra I in 8th Grade)	Algebra II	Pre-calculus	AP Calculus	5.0+ CC
Science– (Pre AP/AP and/or dual credit offered as guided by student ability)	Biology	Chemistry	Physics	AP Biology II, AP Chemistry II, or AP Physics	4.0+ CC
Spanish	Pre-AP Spanish I	Pre-AP Spanish II	AP Spanish III	AP Spanish IV	4.0+ CC
Communication				Communication	.5
Applications				Applications	
PE/Health— (dual credit offered as guided by TEA)	PE	PE		Health	2.0+ CC
Technology (dual credit offered as guided by TEA)			Computer Science		1.0+ CC
Fine Arts (dual credit offered as guided by TEA)	Visual or Performing Arts				1.0+ CC

Electives(dual credit offered as guided by TEA)		Visual or Performing Arts, Yearbook / Newspaper or other elective	Visual or Performing Arts, Yearbook/ Newspaper or other elective	Single semester Elective	2.5+ CC
Total Credits					28+ CC

Source: The provisions of this §74.3 adopted to be effective September 1, 1996, 21 TexReg4311; amended to be effective October 13, 1997, 22 TexReg10129; amended to be effective September 1, 1998, 23 TexReg5675; amended to be effective September 1, 2001, 25 TexReg7691; amended to be effective October 3, 2004, 29 TexReg9185; amended to be effective January 9, 2007, 32 TexReg80

Math Curriculum

Math is an area that is often a particular weakness of students in the International Leadership of Texas target group. Many students, especially those enrolling in later grades with International Leadership of Texas, come in with math gaps. Besides adhering to the TEKS and other sound instructional math strategies, much support including tutorials and technological acceleration and intervention will be incorporated throughout the school career of all International Leadership of Texas students. Summer math and science academies will also be a possibility, especially in the early years, as new students arrive with gaps in these areas. An overview of the Kindergarten through 12th grade math curriculum is included here.

Kindergarten - 5th Grade: Each student will receive 60 - 90 minutes of hands on mathematic instruction daily. Curriculum, in line with the TEKS, will include statistics and probability, measurement, shape and space, pattern and function, and understanding of numbers. These are the foundational steps that will prepare students for upper level mathematics. They are paramount for success therefore; students with low performance scores or who are struggling will be provided additional support.

Kindergarten - 2nd Grade: Grades kindergarten through second curriculum will be hands on and TEKS driven. A dual-language environment with exposure to the Chinese language and culture will begin in Kindergarten and move up each grade. Students will be given ample

opportunity to use manipulatives and technology to explore mathematics. Students will apply mathematics to real world situations.

In Kindergarten through second grade, students will build a foundation of basic understandings in number operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students will explore numbers in ordering, labeling and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols. Students will learn to read, write, estimate, order and count numbers from 1 to 1000. They will navigate multiplication and division using their own techniques and reasoning skills. They will begin to introduce fractions into their mathematical vocabulary to describe relationships between part and whole. Students will use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of language to describe their reasoning as they identify, compare, and classify two- or three-dimensional geometric figures; and they will use numbers, standard units and measurement tools to describe and compare objects, make estimates and solve application problems. Students will organize data, choose an appropriate method to display the data and interpret the data to make decisions and predictions and solve problems. A math project will be completed each year using cross-disciplinary standards that include writing across the curriculum strategies. Parents will be encouraged to use everyday household items to make relevant math conclusions, such as money concepts, measurement, weights, etc.

3rd-5th Grade: Throughout mathematics in third through fifth grades, students will develop numerical fluency with conceptual understanding and computational accuracy. Students in third through fifth grades will use knowledge of the base-ten place value system to compose and decompose numbers in order to solve problems requiring precision, estimation and reasonableness. By the end of fifth grade, students will know basic addition, subtraction, multiplication and division facts and will use them to work flexibly, efficiently, and accurately with numbers during addition, subtraction, multiplication and division computation.

Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades third through fifth, students will use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual

understanding and solve meaningful problems as they do mathematics. A math project will be completed each year using cross-disciplinary standards that include writing across the curriculum strategies. Parents will be asked to continue using math concepts in relevant everyday manner including grocery shopping, money, savings accounts, college account, etc.

Grades 6-8: Students in these grades will receive 60-90 minutes of instruction daily in mathematics. The curriculum will be TEKS driven and hands-on experience for all students. Students will cover rational numbers, patterns, algebraic thinking, coordinate geometry, geometry and spatial reasoning, predictions, measurement, probability and statistics, equivalent forms, proportional relationships, central tendency and logical reasoning. These skills are vital to the understanding of math at the high school level and will prepare students for college math as well. Students that are performing below grade level or have poor STAAR results will be paired with a peer tutor or mentor to provide the student with ample opportunity to improve and gain the knowledge necessary for upper level mathematics. An additional course to provide enhanced instructional time for mathematics may also be added to some students' schedules.

Students will have the opportunity to take Algebra I in the 8th grade to gear up for four years of math in high school, ending with Calculus. Eighth grade TEKS will be incorporated into the 7th grade curriculum to prevent a "gap" in mathematics conceptual development and understanding. These TEKS will also be addressed in the extended day curriculum. The 8th grade year in mathematics is very important and these TEKS are important for future success on the STAAR and SAT as well as higher level math courses.

Students will use technology on a regular basis in mathematics. Students will use computer software and scientific and graphing calculators. A math project will be completed each year using cross-disciplinary standards that include writing across the curriculum strategies. Parents will be asked to continue using math concepts in relevant everyday manner including budgeting, buying/leasing a car, saving money strategies, etc.

Grades 9-12: Students in grades nine through twelve will continue to receive 60-90 minutes of instruction daily in mathematics. Students will have the opportunity to take Algebra II, Geometry, Pre-Calculus, and Calculus. Calculus will be offered as a dual credit course for seniors. These courses will amplify and improve students' mathematical knowledge and skills to prepare them for entry into math required for degree programs at the university level. Students that are below

grade level or have poor testing scores will be paired with a mentor or tutor to improve their understanding and provide success for them in this area and may even have an additional math course to provide enhanced instructional time.

Geometry - Grade 9: The geometry curriculum at the ninth grade level will be TEKS driven and applied and used in real world circumstances. Students will continue to focus on foundation concepts presented in grades K-S; which include understanding of number operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics. Students will have knowledge of geometric thinking and spatial reasoning and use it to understand mathematical concepts and the relationships between them. Students will explore the properties; size, shape, location, direction and orientation of geometric figures of zero, one, two and three dimensions and the relationships among them. Students will navigate the connection between geometry and the real and mathematical worlds and use geometric ideas, relationships and properties to solve problems. A variety of representations, (concrete, pictorial, numerical, symbolic, graphical and verbal) tools and technology (including graphing calculators, data collection devices and computers) will be used by students to solve meaningful problems by representing and transforming figures and analyzing relationships. Throughout math students will use problem solving, language and communication, connections within and outside mathematics and reasoning (justification and proof). Multiple representations, technology, applications and modeling and numerical fluency in problem solving context will also be used by students.

Algebra II - Grade 10: Students will continue to focus on foundational concepts, such as numbers, operation, and quantitative reasoning; patterns, relationships and algebraic thinking; geometry; measurement; and probability and statistics. In Algebra II, in line with the TEKS, students will study algebraic concepts and the relationships among them to better understand the structure of algebra. They will also study symbolic reasoning and realize the part that it plays in algebra. Students will discover functions, equations as a means for analyzing and understating a broad variety of relationships as well as a useful tool for expressing generalizations. Students will make the connection between algebra and geometry and use tools from one to solve problems in the other. Students will utilize a variety of representations (concrete, pictorial, numerical, symbolic, graphical and verbal), tools and technology (including graphing calculators, data collection devices and computers) to model mathematical situations to solve meaningful problems. Throughout math students will use problem solving, language and communication,

connections within and outside mathematics and reasoning justification and proof). Multiple representations, technology, applications and modeling and numerical fluency in problem solving contexts will also be used by students.

Pre-Calculus - Grade 11: In Pre-calculus, students continue to build on the K-8, Algebra I, Algebra II, and Geometry foundations as they expand their understanding through other mathematical experiences. Students will use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students will use functions, equations and limits as useful tools for expressing generalizations and as a means for analyzing and understanding a broad variety of mathematical relationships. Students also will use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students will use a variety of representations (concrete, pictorial, numerical, symbolic, graphical and verbal), tools and technology (including, but not limited to, calculators with graphing capabilities, data collection devices and computers) to model functions and equations and solve real-life problems. Throughout math students will use problem solving, language and communication, connections within and outside mathematics and reasoning justification and proof). Multiple representations, technology, applications and modeling and numerical fluency in problem solving context will also be used by students.

AP Calculus (dual credit) - Grade 12: International Leadership of Texas will offer the calculus class as a dual credit course in addition to Advanced Placement. The curriculum will be developed by the college offering the course that year. Students will gain an understanding of functions, graphs and limits; derivatives; integrals; and polynomial approximations and series.

A math project will be completed each year in high school using cross-disciplinary standards that include writing across the curriculum strategies. Parents will be asked to continue using math concepts in relevant everyday manner including helping their children understand how to manage a checking accounts, debit cards, cost of living concept, etc.

Reading Curriculum

K-3rd Reading Instruction: In this dual language setting, students in the primary grades will receive 90 minutes of reading instruction daily in their primary language. Students who have not mastered specific skills needed for reading success will receive 45 minutes of reading

intervention daily, or Tier Two reading instruction. Each of the dual-language classrooms will be comprised of approximately half Spanish-speaking and half English-speaking students. Reading and writing skills are taught entirely in the student's primary language until the student develops basic proficiency, generally by second or third grade. At that time, students begin receiving 50 percent literacy instruction in Spanish and 50 percent in English.

The period spanning kindergarten through grade three is the most critical for instruction in the language arts. During that time students acquire the foundational skills needed for later academic, social, and economic success. By the end of the third grade, students should be able to (1) read complex word forms accurately and fluently in connected texts and decode multi-syllabic words independently; (2) read grade-level narrative and expository texts and recall sequence, main ideas, and supporting details; and (3) write compositions that describe familiar events and experiences and construct complete, correct sentences to communicate their ideas. (See Table 1) NCLB posits that reading has five essential components: phonemic awareness, knowledge of phonics, reading fluency, vocabulary and comprehension. A reading project will be completed each year using cross-disciplinary standards that include writing across the curriculum strategies.

Table 1. Progress-Monitoring Assessment Schedule for Kindergarten through Grade Three

Skill	Indicator	K	One	Two	Three
Phoneme Awareness	Spring (Initial and Final sounds) Fall/Winter (Initial, and Medial sounds diagnostic only)	Diagnostic only	Diagnostic only	Diagnostic only	Diagnostic only
Phoneme deletion and substitution	Initial sounds, Final sounds, First sound of a consonant blend, embedded sound of a consonant blend	Fall/Winter (Diagnostic only)	Diagnostic only	Diagnostic only	Diagnostic only
Phoneme segmentation	Segment sounds, Count phonemes	Fall/Winter Diagnostic only	Diagnostic only	Diagnostic only	Diagnostic only
Name upper and lower case letters,	Fall/Winter/Spring	Fall (Diagnostic	Diagnostic only	Diagnostic only	Diagnostic only

known consonant and short vowel sounds		only)			
Phonics and word reading	Decoding sound-spelling correspondences, High frequency words, Syllabication	Fall/Winter/Spring	Every 4-6 weeks until mastery	Every 4-6 weeks until mastery	Every 4-6 weeks until mastery
Oral reading (fluency)	Words correct per minute on grade-level text	Optional 1st 18 weeks, then every 6-8 weeks	Optional 1st 18 weeks, then every 6-8 weeks	Optional 1st 18 weeks, then every 6-8 weeks	Optional 1st 18 weeks, then every 6-8 weeks

4th & 5th Reading Instruction: Students in 4th and 5th grades undergo their first significant transition that occurs when they move from the state of learning to read in kindergarten through grade three to that of reading to learn in grade four (National Center to Improve the Tools of Educators 1997). It is important for students in the intermediate grades to begin to develop critical thinking skills, reading for information in the content areas and developing the ability to write a meaningful response from a reading passage. This is the bridge between primary and junior high expectations. It is also during this time period that the second-language acquisition in reading and writing will be increased to match their oral competencies.

It is critical to address the needs of students reading below grade level. All students in 4th & 5th grade reading below grade level will receive small group intervention, and other appropriate interventions. This team of support will enable these students the opportunity to make significant gains in reading. A reading project will be completed each year using cross-disciplinary standards that include writing across the curriculum strategies.

6th - 8th Reading Instruction: The standards for grades sixth through eight are expansive, revealing the important and weighty transitions in knowledge and skills expected of all students after the intermediate grades. Emphasis on subject-matter reading begins to exert its full force on all students at this stage as they begin to study history-social science and other sciences. The transition from learning to read and reading to learn precedes the next stage that extends through

grade eight. That stage is perhaps best characterized as reading and learning for life, during which students begin to grapple with the full and complex range of lifelong language and literacy skills (Biancarosa and Snow 2004; Snow 2002). Socratic questioning will also help students process in a way that leads to critical thinking. A reading project will be completed each year using cross-disciplinary standards that include writing across the curriculum strategies.

Students who are below grade level will receive 90 minutes of reading instruction through a program such as Fast Foreword or READ 180 in addition to classroom instruction.

Reading Instruction 9th - 12th: The standards for grades nine through twelve are similar to those for the earlier grades. For instance, the standards continue to emphasize reading informational and literary text critically, writing compositions according to major text structures and genres, and making oral presentations. By the twelfth grade students are expected each year to read independently two million words of running text. The content of the reading should include a wide variety of classic and contemporary literature, magazines, newspapers, and online information. For many students that amount of independent reading will not occur without strategic and systematic guidance in their selection of text and reinforcement of independent reading habits (Baker, Gersten, and Grossen 2002; Schumaker Oeshler, and McKnight 2002; Snow 2002). Socratic questioning will also help students process in a way that leads to critical thinking. A reading project will be completed each high school year using cross-disciplinary standards that include writing across the curriculum strategies.

Students in ninth through twelfth grades who are below grade level will receive 90 minutes of reading instruction through a program like READ 180.

Science Instruction

International Leadership of Texas Academy students will be involved in inquiry-based instruction for science. Their experiences will include hands-on, minds-on learning. Students will actively learn how to observe, ask questions, plan investigations, gather information using tools, predict, propose explanations, communicate results, and reflect on the process they have used. Students will also learn how to think critically, obtain information, think for themselves and actually learn how to learn (Science Toolkit Website). International Leadership of Texas will implement the computer-based curriculum framework of CSCAPE with help from Kilgo and Dana Center to fill in any gaps.

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

At the heart of the CSCOPE process is a guaranteed & viable curriculum. The key components of the CSCOPE curriculum are:

- A K-12 systemic model
- Common language, structure and process for curriculum delivery
- Innovative technology
- Aligned written, taught and tested curriculum
- Clarified and specific TEKS expectations assembled in a vertical-alignment format
- Customizable instructional plans that allow district resources to be integrated into the system
- Lessons in both English and Spanish

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

The curriculum component of CSCOPE is based on best practice models from top researchers. Lessons are all aligned with the TEKS and each lesson meets the highest standards of rigor and relevance. CSCOPE curriculum builds upon the previous year's concepts to create a foundation for all science classes students will encounter in junior high and high school. Understanding science is pivotal in connecting to the world in which we live. International Leadership of Texas Academy students will be able to connect their learning in science to other core subjects. Student will have the opportunity to have lab experiences and quality classroom instruction. The curriculum will require 40% of the time spent on a unit to be lab-based. Our students will be science minded with the ability to express their learning through technology and various other projects. A science fair project will be completed each year using cross-disciplinary standards that include writing across the curriculum strategies. Projects will be entered in regional competitions so that their quality can be measured against others, to ensure rigor.

Social Studies Curriculum

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Social Studies incorporate learning experiences from a variety of disciplines: civics, history, government, economics, geography, sociology, psychology and anthropology. In the words of the National Council for Social Studies (NCSS), "social studies promote knowledge of and involvement in civil affairs." The primary purpose of social studies is to help students "develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society" (<http://www.socialstudies.org/standards/execsummary>).

Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.

Application pages: 85-86

Educational Plan pp.85-86

As stated in the interview, ILT will not be using the curriculum framework of CSCOPE. The information under 'Science Instruction' regarding CSCOPE has been omitted.

APPROVED DURING CONTINGENCY PROCESS

Thomas Jefferson expressed it best when he said that the vitality of a democracy depends upon the education and participation of its citizens.

However, civic participation includes more than just becoming informed about issues and voting in elections. It includes knowing the many alternatives for political participation contributing money to candidates and causes of your choice, joining or participating in an interest group, writing letters, emails, making phone calls, signing petitions and many other activities. Mock elections during presidential and gubernatorial election years at International Leadership of Texas will be a way of not only studying the electoral process in a relevant way, but actually having students “vote” after research and studying the candidates’ platforms and deciding which one to vote for and why. Having students pretend to be the candidates and putting on debates will further their thinking skills as well.

The elementary years will focus on instilling patriotism and teaching the basics of Texas and American history and government. In middle school the emphasis will increasingly be on learning the mechanics of government, more specific details of the political system and understanding the major individuals and forces shaping our state's and nation's development. The emphasis in high school will be on instilling a more in-depth knowledge of our history and political system and helping our students to develop a critical mind on various political, social, economic and historical issues and challenges our nation confronts. At each level, the Constitution will be emphasized through the creation of a “Classroom Constitution”, where class rules will be decided upon at the beginning of each year by the teacher and students. A “Classroom Council”, made up of a rotating group of students, will work to settle classroom issues, such as bullying, playground incidents, etc., thereby helping students own and solve their own problems.

Assessment of students' mastery of social studies objectives will include a variety of methods, all age- and grade-level appropriate. In addition to the traditional tests and quizzes; authentic assessment will also include speeches and presentations, projects, essays, research papers, simulations, portfolios, role playing, volunteer work and service projects. Other formative assessments would include Stanford 10, STAAR and End-of-Course (EOC) Assessments at secondary levels. A social studies project will also be completed each year using cross-disciplinary standards that include writing across the curriculum strategies.

The goal of International Leadership of Texas' social studies program is to give the students the information about how the political system works, how they can get involved if they so choose and how to become an informed citizen and participant in the political process. Social studies should also help our students understand how past events, individuals and movements have shaped the present and that what we choose to do today in terms of political policies and individual actions will shape the future. As Spanish-born US philosopher George Santayana said in his *The Life of Reason, Volume 1*, "Those who cannot remember the past are condemned to repeat it." Knowing our history leads to a better understanding of our present, a greater appreciation of our nation's strengths and a better understanding of our nation's problems and challenges that must be tackled. With the inclusion of Chinese, it forces the inclusion of present-day issues that will form the future for which the students must be ready.

We believe that the social studies curriculum reinforces the values and character we want to instill in our students. The goal of International Leadership of Texas' social studies curriculum is to help form values and ethics consistent with democracy. International Leadership of Texas' social studies curriculum will also focus on citizenship training and ensure that its students will acquire the values, character, beliefs and core knowledge vital to a democracy, enabling them to become good citizens of the community, state and nation. Each classroom will create its own Constitution, therefore reinforcing in a relevant way, the basic foundation of this country. Our goal is to graduate students capable of participating in the political process as informed, knowledgeable citizens with critical minds, good character and integrity.

At the International Leadership of Texas, we believe that it is critically important for students to not only study about government from the classroom but also to take trips to observe city, county, state, federal and United Nations operations, visit sites of historical significance and have meaningful interactions with elected officials at all levels. The students from International Leadership of Texas will have field trip opportunities to travel to the Texas State Capitol, Bob Bullock History Museum, The Alamo, San Jacinto Battlefield, Memphis, Monticello, Jamestown, Williamsburg, Washington, DC, US Naval Academy, Baltimore, Gettysburg, Independence Hall, Valley Forge, Statue of Liberty, Wall Street, Twin Towers Memorial, West Point, Plymouth Rock, Boston, Air Force Academy, Custer's Last Stand, Yosemite, Glacier, San Diego, Los Angeles, San Francisco, Portland, and Seattle. Though this sounds impossible, it is actually quite doable when members of the International Leadership of Texas staff will be retired military

which opens access to military bases and lodges not normally open to civilians. Additionally, many of our students will travel and study in China.

Enrichment Curriculum

In addition to the TEKS, all students at International Leadership of Texas will be immersed in ongoing enrichment opportunities. Enrichment at International Leadership of Texas will mean adding Advanced Placement (AP) strategies to each teacher's "tool belt". No longer will just the "gifted kids" get the best teachers using the best strategies... now at our school ALL the teachers will use AP strategies with ALL students.

Students will also participate in a Chinese/Spanish-language program K – 12 is designed to allow students to be trilingual before graduation, promoting a well-rounded, "international" student. The emphasis on dual-credit classes along with the embedded college and career readiness standards and the technology application TEKS in each grade will add enrichment and purpose to each and every class at International Leadership of Texas. Students will be expected to take AP or dual credit Chinese and Spanish courses in high school to gain college credits early in their high school career. Second language acquisition offers students a variety of benefits. Besides enhanced career opportunities in an increasingly multi-lingual job market, a greater competitive edge in future markets and the global marketplace, a greater intercultural appreciation and sensitivity, and an expanded world view, there are academic and cognitive benefits from learning a second language, particularly learning it early in life. Learning a second and third language is an investment for a lifetime.

In addition, International Leadership of Texas students will grow in a unique environment using Project-based learning that will bring out the "gifted" in each student in a relevant, engaging way, but more than that, we will graduate student who are "effort"-based learners, not just smart. As mentioned by Carol Dweck in her book on bringing the best out of students: it is important that we teach students that working hard to learn something leads to internal satisfaction, versus relying on our basic ability.

Character & Leadership Development

Character development will be incorporated with the leadership curriculum adopted by International Leadership of Texas. Character development programs, such as Capturing Kids' Hearts provides tools for administrators, faculty and staff to build positive, productive, trusting

relationships — among themselves and with their students. This, combined with Daggett's leadership framework, can be easily integrated into the leadership development program implemented by the school and the core curriculum. This character development program "provides a framework for integrating guiding principles into the curriculum and the fabric of school life. It is based on the idea that developing character in students begins with the teacher modeling positive character attributes and actively coaching students to learn and practice the guiding principles which form the basis of sound character" (Daggett, 2006).

Each grade cluster will have the opportunity to complete service learning projects that incorporate these traits of exceptional character as well as practicing good leadership skills. These projects will be point based, so that every student has the opportunity to earn the Scholar Award at the end of each year.

The Behavior RTI model mentioned earlier reinforces responsibility, respect, and safety which will be modeled in relevant ways by International Leadership of Texas staff starting from each student's first day of school so that by the time they graduate, each of them has had hundreds of real-life examples of what those traits are and aren't. Implementing ongoing character development and a strong leadership program will increase student awareness in the larger context of "real life."

Service Learning

Service learning will be developed by teachers and student to ensure a developmentally appropriate activity that supports the core curriculum of the school through project learning and technology application skills. Students will be able to relate the service activities to experiences and concepts from the classroom experiences in the core curriculum. Included are a few examples of service projects our students might choose for their required service project:

Grades K-2 (primary School):

1. Service within the structure of the school: Students will assist new students and work with others that need special assistance in the classroom.
2. Adopting a grandparent: Students will read and participate in discussions, as well as prepare special activities for "grandparents" from the community to understand rewards that accompany giving to others.

3. Reading Buddies program will have 2nd graders reading to K – 1st graders to encourage more reading by all!

4. Keeping our school GREEN! will be a thread felt by all grade levels. At this level, students will be encouraged to keep their classrooms and school clean by making sure garbage goes where it is supposed to go! A recycling program will be part of science at each grade level!

Grades 3-5 (Intermediate School):

1. Visiting Nursing Homes: Students will read, do projects and visit with residents. Through this project, students strengthen their reading and communication skills while discovering their personal power to make positive changes in their communities.

2. Taking Technology to the Community: Community members bring in memorabilia and oral or written stories about their lives and work with their student partners to capture related memories, pictures and stories into an electronic scrapbook. The students and community members will work together to learn ways of using the Internet, such as finding health information, sending and receiving e-mail and researching genealogy.

3. School Guide: Students will provide an orientation to demonstrate knowledge of school rules, procedures and guidelines for community visitors.

4. A mentoring program will be considered at this level, to assist in mentoring lower grade buddies on an as-needed basis.

5. Reading Buddies program will have upper graders reading to lower graders to encourage more reading by all!

6. Keeping our school GREEN! will be a thread felt by all grade levels. At this level, science students will be helping to manage the recycling program for K - 5!

6-8 (Middle School):

1. Tutoring: Working with struggling students in grades K-5 in core academic areas.

2. Campus Improvement: Identify improvements that could be made in the school. Areas might include cleaning the school grounds, planting flowers outside the school, school orientation tours and welcoming activities, beautifying the lunchroom or creating a mural in the hallway.

3. Work for the Needy: Research (through newspapers, the Internet, interviews with local officials and contacts with local churches) to find the identity and location of the hungry in their community. Organize a canned food drive, take up contributions in their neighborhoods or work in the local kitchens that feed the homeless.

4. Keeping our school GREEN! will be a thread felt by all grade levels. At this level, science students will be overseeing and managing the recycling program K – 8.

5. A mentoring program will be considered at this level, to assist in mentoring lower grade buddies on an as-needed basis.

9-12 (High School):

1. Needs Assessment: Students will survey the community for needs and will create, articulate and implement a plan for meeting the community needs.

2. Community Governance: Given scenarios about community needs, students will discover and analyze methods that leaders might use to solve local problems. These solutions can then be shared with local governing entities.

3. A mentoring program will be considered at this level, to assist in mentoring lower grade buddies on an as-needed basis.

4. Keeping our school GREEN! will be a thread felt by all grade levels. Helping the community recycle will be a focus for this level, encouraging and educating families to do the same at home.

Bilingual/English Language Learners (ELL)

International Leadership of Texas will value the diversity of the student body. The school's culture will recognize the contributions of the linguistic and cultural backgrounds of the English-language learners while promoting high academic achievement for all. We are committed to having a dual-language program starting in Kindergarten with certified bilingual teachers in each grade level through fifth grade. The certified Bilingual teacher will co-teach with a mainstream teacher, each providing reading instruction to their students' in their primary language for half a day, then switch classes, using the other content areas to build vocabulary fluency in the second language. The goal is for the majority of students to be proficient in the second-language by Grade 3. The incorporation of a dual language program for early childhood students will allow native Spanish speakers to emerge as leaders and peer tutors for their English-only speaking peers and provide rich opportunities for both languages to be more fully developed by all students at International Leadership of Texas. The school would incorporate ESL and sheltered instructional strategies for all teachers, emphasizing the use of the English Language Proficiency Standards (ELPS) within the everyday curriculum.

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Other p.92: Confirm your understanding that bilingual/ESL teachers must be certified.

ILT confirms its understanding that bilingual/ESL teachers must be certified.

Other p.92: Confirm your understanding that the charter will follow state law concerning bilingual/ESL and may be required to offer bilingual classes in accordance with TEC, Chapter 29.

ILT confirms its understanding that the charter will follow state law concerning bilingual/ESL and may be required to offer bilingual classes in accordance with TEC, Chapter 29.

APPROVED DURING CONTINGENCY PROCESS

All state and federally mandated laws (NCLB, Title III) will be followed according to the bilingual and ESL student assessment and instruction, LPAC committee recommendations, as well as required teacher recruitment, training, and certification. The TEA Limited English Proficient (LEP) Decision Chart will be utilized to guide decisions for LEP students. School and home partnerships will be developed to establish not only the LPAC decisions, but also the Individual Learning Plan (ILP) for each student to ensure that limited English proficient students have the opportunity to master the essential knowledge and skills of the required curriculum and to goal-set towards success each year. The English-as-a-second-language program will be rigorous to increase proficiency in the comprehension, speaking, reading and composition in the English language. The following will be incorporated based on student need:

- Student specific interventions based on LPAC committee decisions as well as their Individual Learning Plan (ILP)
- Sheltered instruction such as the SIOP model (The SIOP model address the academic and linguistic needs of English Language Learners (ELL) by teaching language and academic content simultaneously. The SIOP model is a research-based model of sheltered instruction that helps teachers plan and deliver lessons that allow English Language Learners to acquire grade level academic knowledge that is comprehensible as they continue to develop English language proficiency.)
- Focus on literacy fluency and cultural enrichment
- AVID-like strategies
- Technology-based learning
- Utilization of common instructional vocabulary among faculty
- Collaborative teaching among the disciplines
- Teacher utilization of differentiated learning styles
- Cooperative learning activities (structured discussions, Think-Pair-Share, Jig Saw)
- Use of graphic organizers and mind-maps
- Learning connected to culture, language and background of students
- Vocabulary strategies to introduce and reinforce content vocabulary
- Comprehension strategies such as pre-reading, frequent summarization and post-reading activities
- Varied means of instruction (cooperative learning, individual projects, technology based)
- Consideration of looping students in critical grades

- High expectations embedded within school culture
- College-bound expectation
- Ongoing documentation of informal and formal assessments used to drive instruction
- Data driven decisions concerning instruction and curriculum for Bil/ESL students
- Professional development on effective BE/ESL strategies

Students in English Language Learning programs are provided a specific curriculum by the state of Texas. This curriculum is intended to align with core curricular goals while providing the additional support needed for students learning English as a Second Language. These TEKS are referred to English Language Proficiency Standards (ELPS).

Education Region Service Center 13 offers an ELPS Toolkit that is designed to help teachers incorporate the English Language Proficiency Standards (ELPS) when planning lessons and delivering instruction. The toolkit contains a copy of the ELPS, guidelines for differentiating instruction and interactive strategies for developing academic language, resources and strategies for lesson planning designed with ELL students in mind. These strategies include creating language objectives, access prior knowledge, building vocabulary and concept knowledge, engaging students with interaction, teaching learning strategies and assessing students. Teachers will be provided with sample lesson plan templates and corresponding ELPS, sample sentence stems and classroom strategies for ELL students. This resource would be used in addition to the TEKS to support an appropriate ELL program.

Region 10 offers SIOP and ELPS professional development free of charge for campuses in the Dallas area. This valuable resource will be tapped into as a way for teachers to learn how to differentiate their instruction according to the language level of their students. It will also be used for administrators to stay in compliance with current policies and directives on the teaching and testing of ELL students.

Special Education Students

Students with special education needs will be provided full access to the curriculum through an inclusion program or any other special education services determined by the student's Admission Review and Dismissal (ARD) committee. Students will be provided support in the classroom through the use of inclusion teachers who will ensure that the student's individual educational plan is implemented effectively. Incorporated in the IEP, each special education student will

receive an ILP, as all general education students do to make sure the student is involved in his or her own goal-setting towards academic success. In addition, International Leadership of Texas Academy students that are identified as having a need for special education services will be provided the same legal rights and-procedural protections as those in other schools, including access to all extra-curricular activities. The ARD committee will meet annually and the committee will decide educational placement and services. The school will provide the services as decided by the ARD committee including contract services through the Region 10 Service Center if our staff cannot meet the services needed. All teachers that work with special education students are required by law to be certified, and as such, International Leadership of Texas will not only hire certified teachers, it will hire only those certified teachers who show a passion for working with our children!

The driving force of our curriculum and instruction is to individualize instruction for all students, regardless of language acquisition, learning disability or other special need. International Leadership of Texas will ensure that all procedural and legal requirements established by federal and state law will be prioritized and followed for the best education in the least restrictive environment for each identified special education child.

Provide three specific examples of the ways that the TEKS and the assessment of the TEKS will be incorporated into classroom instruction.

The following provides a view of what one might find visiting the classrooms of International Leadership of Texas as they take the research and data analysis from the Kilgo and Curriculum Matrix to choose the most challenging TEKS, utilize the innovative and rigorous instructional techniques described throughout the charter application, and finally end with authentic, relevant assessments that also translate to higher student performance on traditional assessments like TAKS and the upcoming State of Texas Assessments of Academic Readiness (STAAR).

The first specific example of how the TEKS will be incorporated into classroom instruction and assessment is from the 8th grade mathematics TEKS. The objective throughout the mathematics test from the 8th grade, as well as on SAT with the lowest student mastery is the following: *The student will demonstrate an understanding of the concepts and uses of measurement.*

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Other p.95: Confirm your understanding that special education teachers must be certified.

ILT confirms its understanding that special education teachers must be certified.

Other p.95: Confirm your understanding that placement of and requirements for special education students cannot be predetermined and will be outlined in each special education student's individualized education program (IEP) by the Admission, Review, and Dismissal (ARD) Committee and that the charter school will offer a full continuum of special education services.

ILT confirms its understanding that placement of and requirements for special education students cannot be predetermined and will be outlined in each special education student's IEP by the ARD Committee and that the charter school will offer a full continuum of special education services.

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The specific student expectations on measurement will vary depending on the grade level, but one that has been particularly troublesome in the 8th grade is to find lateral and total surface area of prisms, pyramids and cylinders using [concrete] models and nets (two-dimensional models). A question on this student expectation from the 2003 TAKS test asked the students to do the following: "For small paving jobs, a contractor uses a roller pushed by a worker (picture was included). To the nearest square inch, what is the area of pavement with which the surface of the roller will come into contact in one complete rotation?" Only 47% of the students throughout the state answered that question correctly. On the 2006 TAKS, a question on the same student expectation from the TEKS asked the students to do the following: "Moffett's Candy Factory makes candy in the shape of cylinders. (The net of a cylindrical piece of candy was pictured.) Which is closest to the total surface area of this piece of candy?" On this question only 51 % of students throughout the state answered correctly (Kilgo Data Driven Decision Making notebook).

To master this challenging student expectation, students must be actively engaged in projects or activities where they apply the learning to complex situations, so the teacher, after assessing students prior knowledge and skills, could have the students go to web sites like <http://www.mathmovesu.com> for an overview of the concept. Next, the teacher would divide the class into small groups and give each group a copy of the question from the past TAKS. Students would be expected to develop their own lesson to teach to the class utilizing technology and innovative teaching techniques they think would engage the rest of the class.

For example, a group might do a skit, or a television show including a song, rap or dance to teach the measurement concept or design models for others to measure for surface area. Students would be required to present their lesson in some format like posting it on YouTube or other technology venues for an authentic audience. Since this particular student expectation is so challenging, having students prepare and teach it will heighten their mastery. In addition, they will hear several other groups of students who will approach the target in other ways, meeting varied learning styles. Brain-compatible learning discusses the heightened learning through allowing students interactions with peers (relationships) as they prepare the lessons and enjoy one another's presentations. The novelty and even the humor that will accompany the demonstrations, will also take the learning into long-term memory storage according to brain researchers. This deep mastery of a student expectation by an authentic assessment product of a student-developed teaching tool would reverse student poor performance on this instructional target. In addition the three R's of relationships, rigor and relevance have been incorporated into the curriculum.

The second example of how to take a student expectation from TEKS to how it is taught and to TAKS or STAAR assessment rigor will be from the 8th grade science TEKS. Secondary schools in County that were rated "Low Performing" on the most recent administration of TAKS had difficulty on the 8th grade science test. In fifth and eighth grade, earth science is the content area of the TEKS that has the lowest scores throughout the state. The specific student expectation that has a high failure rate in both grade levels where it is assessed concerns an understanding of the cyclical movements of the Sun, Earth, and Moon. The student expectation of 8.7b asks students to demonstrate and predict the sequence of events in the lunar cycle. The web-based program from Explore Learning called "Gizmo" has visual lessons where students can view and manipulate the movement of the Sun and see the effect that has on the Earth and Moon.

Teachers could have students use the computer to view the Gizmo lesson concerning this target. Next, the teacher could put students into groups of three, with each one being assigned the role of the Sun, Moon or Earth. The students would have to model with their bodies how the tilted Earth rotates on its axis, revolves around the Sun, the changes in the lunar cycle and other events caused by these movements. Groups would physically demonstrate this for the teacher or a student coach. Next, the students would be given a question where they would have to produce an accurate drawing that matched the description in the question.

If there was still quite a bit of ambiguity among the students, she or he would allow them to do the drawings with their peers from the group. For example, in view A, the Moon is passing behind Earth and it is covered by Earth's shadow or illustrates the phase of the Moon and the subsequent position of the Earth if it is in the First Quarter of the Moon. The teacher would randomly choose 4 or 5 of the students' illustrations and project them for the class to see. She would do a quick, whole class assessment to see if they agreed or disagreed that the drawing matched the statement.

The student's next assignment would have them individually explain in a brief essay, with illustrations, the cyclical movements. This serves as our third example of a TEKS that is challenging for students, as summarization and short essay answers on the reading and English Language Arts assessments are among the lowest scores on that content test each year throughout the state. Students need to summarize content from other disciplines, but particularly in science, math and technical writing.

In this assignment the students would be asked to orally present the information from their summary essay to their buddy student in a grade below them. This authentic type of assessment for an audience heightens the relevance and rigor of an assignment, builds relationships and leadership skills, and as they discuss and teach the material, their learning goes into long term storage. Students were taught the content by technology like a video-game on Gizmo, students modeled the concept with their physical bodies (brain-compatible strategies) and explained it, then they illustrated the concept (learning is heightened when it is done through various styles). Finally, the students were assessed with an individual writing assignment and teaching it to another student. Teachers often contend there is not enough time to spend this length of time on a particular student expectation, yet in the status quo teachers are "telling the students" the information many times and often over a period of many years and yet students are not retaining it and mastering the content on state assessments.

Describe the manner in which the science curriculum will meet the 40% laboratory and field investigation requirement/or middle and high school courses.

At International Leadership of Texas, we believe experiencing science is the key to understanding science. According to the American Association for the Advancement of Science (AAAS), science instruction should be hands-on and inquiry-based to promote and sustain student interest and enthusiasm in science, with 40-80 percent of science education devoted to laboratory time. Students in 6th through 12th grade will spend a minimum of two out of five class periods in a laboratory setting giving a minimum of 40% lab time.

K-5th: International Leadership of Texas realizes the necessity-of science instruction and the relevance to real world application. At International Leadership of Texas, we have developed the following approach to ensure our students K-8th will receive a minimum of 40% of science through lab experiences. This will be accomplished through science integration, project-based learning and technology integration.

Science integration would happen through designing "universal labs." Universal labs are designed with all subjects in mind. Teachers from K-8th would meet during the summer mapping out for each six weeks the best way to integrate labs to ensure impact across multiple disciplines. The time spent in lab time would be cataloged through lab reports and an interactive science

notebook. The reports and science notebooks would be evaluated each six weeks to ensure the quality of lab experiences and quantity of time spent in hands-on science..

Project-based learning is the systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed AAAS products and tasks. Projects allow students to invest in the learning process by engaging in what is relevant to them. Personally connecting to the content helps students learn the information, explore their own' interests and make real-world connections beyond school. This approach encourages in-depth knowledge and thinking by involving students in answering questions, making connections and using analytical skills. Connecting personally to science is a key factor in developing a deeper understanding of the world in which we live and the outcomes of decisions.

Technology integration is another means to ensure our students have access to lab experiences and inquiries beyond the capabilities of the classroom. Students are able to log into the internet to watch dissections, download photographs from orbiting satellites and/or converse with experts worldwide. The students at International Leadership of Texas will be obtaining an in-depth analysis of the functioning of the human body and watching chemical reactions through interactive computer programs that connect classrooms to other classrooms and scientific facilities anywhere.

International Leadership of Texas is planning to design the science lab experiences for flexibility in the arrangement of space. This will allow students of various ages to utilize the lab experiences in ways that best meets the individual needs of the learners. Science is as much about creativity and wonder as it is about logical thinking and factual knowledge. With a little creativity, science learning opportunities can be made available throughout the school.

6th-12th: At International Leadership of Texas, science credits will be divided into two categories for science with a combination of laboratory/classroom time. Students will receive .5 credits for laboratory time and .5 credits classroom time. This would model how college science classes are divided up. Assigning credit weight to laboratory time ensures students will receive hands-on experiences to solidify their learning in the various aspects of science. Students in 6th-12th grades will have the same opportunities as those in the lower grades-with science-integration options, project-based learning and technology integration. The effectiveness of the laboratory

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Educational Plan p.99: Confirm your understanding that awarding credits at the high school level must match state graduation requirements and that students who leave International Leadership of Texas must have academic achievement records (AAR) to transfer to other schools.

ILT confirms its understanding that awarding credits at the high school level much match state graduation requirements, and students who leave ILT must have an AAR to transfer to other school.

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and classroom instruction will be evaluated through project outcomes, lab reports and the students', Individual Learning Plan (ILP), if needed.

Describe the educational program and the setting that will be used to offer courses to meet the requirements for physical education.

The purpose of Physical Education at International Leadership of Texas is to offer creative physical education programs that are designed to promote a healthy and active lifestyle for our students in grades K -12.

Utilizing the strategies of problem solving, goal setting and cooperative learning, the physical education program at International Leadership of Texas will contribute to the understanding and knowledge of a healthy, active lifestyle, emphasizing safe and cooperative physical activity practices. Another important component of physical education is the way it contributes to understanding physical health and wellness, including the consequences of risky behaviors such as substance abuse and obesity. The practice and promotion of nonviolent physical activity will be emphasized. This is an area which our medical community partners wish to collaborate to ensure that the content of healthy choices becomes part of the lifestyle of the children and families we serve. As a result of an excellent physical education program, students are more likely to be better prepared as productive students, workers and contributors to their communities and organizations within society, as documented by the American Heart Association; the U.S. Department of Health and Human Services, "A Report of the Surgeon General and the National Association for Sport and Physical Education (NASPE)."

Through regular participation in physical activity, students will have the opportunity to develop a pattern of life-enhancing and self-rewarding experiences that contribute to their potential to be healthier members of society. Through the state's K-12 TEKS in physical education, students will be challenged to participate daily in healthy choices and health-enhancing activities and behaviors.

The purpose of physical education is for all students:

- to learn and develop fundamental movement skills
- to become physically fit to participate regularly in physical activity

- to know the implications of and the benefits from involvement in physical activities, and to appreciate the value of physical activity and its contributions to a healthy lifestyle.

International Leadership of Texas will conduct many of its physical education activities outdoors. In the event of bad weather, students will utilize an indoor all purpose room that will hold approximately 50 students safely. Nutrition will be also emphasized along with the need for physical activity, since research is clear that eating right goes hand in hand with staying healthy.

- a) *Describe the educational program and the setting that will be used to offer courses to meet the requirements in fine arts and technology.*

Fine Arts

International Leadership of Texas will provide a diverse Fine Arts Program through exceptional fine arts teachers and eclectic programming that will meet the needs of each individual student. The program will be built around Dr. Bill Daggett's Rigor and Relevance framework, with an emphasis on building positive relationships. Students will be given quality instruction within the classroom with the goal that students will eventually create original works, critique peer projects and reflect on the creative process.

The fine arts program will consist of art, music, theatre and dance, although not all may be available the first year or two. In addition, we may offer subjects such as drawing, painting, printmaking, sculpture, ceramics, jewelry, photography, filmmaking and electronic media. Exhibits that reflect the eclectic curriculum and individual creativity will be displayed by students throughout the year. These projects will be exhibited in a variety of venues, such as the Ellen Noel Art Museum, the Permian Basin Fair and Expo, Music City Mall, local business partners and at the campus.

Musical performances will also be presented throughout the year at the school and at a variety of community venues. Students will be encouraged to write and produce their own performances under the guidance of their teachers. Musical performances will also be coordinated with the Dallas Symphony.

Students in theatre, drama and dance will also demonstrate performing and producing skills by participating in short theatrical play performances within our school, as well as more

sophisticated community performances at the different theaters around the Dallas area. These students will be encouraged to take leadership roles within the theatre community and within school productions.

Students in the fine arts will be encouraged to participate in community competitions and UIL performances, both individually and as a group. Additionally, International Leadership of Texas will host a culminating fine arts fair at the end of each school year that will encourage all students avenues of creativity. We will ask professionals from the community to be judges and we will invite the public to participate in the celebration. Auctioning off projects each year will allow for a building of a college fund for deserving students when it reaches a certain amount.

Fine arts instruction will take place on campus within several settings. Musical, dance and theatre arts will have larger classrooms and access to an auditorium. Other art classes will be provided classrooms with access to extra storage and facilities for cleaning tools and protecting art projects. Safety for students and their artwork will be significant in determining the location of these rooms.

Technology

International Leadership of Texas is committed to be a state and national leader among all forms of public schools in student-centric technology and upon charter approval will establish a technology committee to strategically develop and implement a plan for developing outstanding technology innovation and expertise in all students. At the present time technological improvements make learning more engaging and research advances enable the design of student-centric software so students can choose from a variety of delivery options that are more appropriate to each student's personal learning style. However, most schools continue to operate in the old teacher-controlled technology paradigm. This model has a teacher operating a computer, projector or SmartBoard delivering instruction to the whole class for the majority of the class time. Researchers continually bemoan whole group instruction of this nature, stating that approximately one-third of the students already know the material being presented and an even larger percentage will not understand and be able to apply the material through this delivery method. International Leadership of Texas will commit to exciting technology integration that nurtures the understanding that people see and learn differently and that those differences merit respect instead of persecution and humiliation or school failure.

The goal of the school is to issue a laptop or net book to every student. Certainly this is required for the New Tech Middle and High school levels. Each laptop will have access to textbooks, reducing textbook costs to the school. This alleviates many textbook issues and allows students to be more productive on an individual basis.

In order to implement technology in an educational system several components must be in place. There must be the physical components, the electrical and/or wireless system that allows for access to technology, and the educator's ability to deliver instructional/educational information using the technology available to them. Technology Application TEKS provide a baseline for the technology curriculum up to about the 7th grade, yet they will be augmented by the school technology plan throughout a student's school career. After 8th grade, we will significantly increase the technology curriculum by incorporating opportunities that embellish the student's chosen educational path, including dual enrollment in Dallas Community College's technology courses and the business/community partnerships to develop innovative technology products. As stated in the student goals section, every student will have technology assessments, demonstrations with rubrics of mastery goals and other assessments that will be incorporated in the student's ILP.

Kindergarten-2nd: In these grades students must have access to computers to meet expectations as outlined by the Texas Education Agency. The requirements include using correct vocabulary; knowing how to locate information on-line; being able to save, print, and access files; being able to use a mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM; demonstrating correct keyboarding techniques including capitalization, punctuation, spelling, word division; and use of numbers and symbols as grade level appropriate. Students must also be aware of copyright laws, how to use a search engine to acquire information, and use on-line help desks. Students should be able to use technology as a problem solving tool as appropriate to the task, including the use of word processors and multimedia presentation software. They should be able to create and publish projects after building a knowledge base individually or in groups. This will result in the evaluation of a final product.

Grades 3-5: Technology TEKS build on the TEKS previously outlined for the younger students with some additional concepts. These concepts include the ability to navigate and access information on local area networks (LANS), wide area networks (WANS) or WIFI for research and resource sharing. Students should also be able to evaluate information, resolve information

conflicts and validate information. This age group should be able to create graphics which will require document cameras, create databases, spreadsheets and do simulations. They should also be proficient in utilizing electronic science or mathematics laboratories, go on virtual field trips and create virtual field trips for other students, do online interactive lessons and manipulate information. These students should not just only publish multimedia presentations, but also be able to present these presentations as a reliable authority on the subject matter and create technology assessment tools such as check lists, timelines or rubrics.

Grades 6-8: Technology TEKS build on skills already mastered and completed in previous years. In addition students will become familiar with networking components, be able to compare, contrast and use various input, processing, output and primary/secondary storage devices. They will be able to use terminology related to the internet, such as e-mail, URLs, social networking, electronic bookmarks, WWW, HTML and compare LANs, WANs, the internet and the intranet. They will be able to develop strategies for capturing digital files while conserving memory and retaining image quality. The students will be familiar with the ethical ramifications of copyright violations, piracy, hacking, virus setting and the invasion of privacy. The students will possess an in depth knowledge of all Microsoft Office products and be able to manipulate them in order to create a product necessary to be successful in class. An example would be a technical instruction guide that students would publish on-line. They should be able to use telecommunication tools such as Internet browsers, video conferencing and distance learning.

Designing and implementing procedures to track trends, set timelines, and review/evaluate technology products should be routine procedures at this level.

Grades 9-12: The students will be required to begin building their college readiness website in 9th grade, using Career Cruising, or another similar online career guidance and planning system. Students will have numerous technology projects required for graduation. Additionally, the school will offer a place to study with a highly qualified teacher on staff to help students achieve success. Students would be encouraged to take courses through Dallas Community College to segue into college and earn their high school diploma at the same time. By already having their own laptops, students could also take the basic academic classes in a community college setting or even audit classes offered through online universities. MIT offers 1900 free online classes that range from aeronautics and anthropology to writing and women's studies. Student technology projects at this level will be extremely advanced and evaluated by industry standards and

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Educational Plan pp.104 and 131: Confirm your understanding that any course offered through distance learning technologies, such as, but not limited to, satellite, Internet, two-way video-conferencing, online courses, the Texas Virtual School Network (TxVSN), and instructional television, will comply with 19 Texas Administrative Code (TAC) §74.23 and that any shift in focus from traditional instructional methods to a primary use of technology to deliver instruction will require approval of a substantive charter amendment request by the commissioner of education.

The district understands that any course offered through distance learning technologies, such as, but not limited to, satellite, Internet, two-way video-conferencing, online courses, the Texas Virtual School Network (TxVSN), and instructional television, will comply with 19 Texas Administrative Code (TAC) §74.23 and that any shift in focus from traditional instructional methods to a primary use of technology to deliver instruction will require approval of a substantive charter amendment request by the commissioner of education.

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authentic audiences. It is the commitment of International Leadership of Texas that secondary students will be involved in a technology driven business venture that could be operated collaboratively between International Leadership of Texas students, faculty and local businesses or they will work directly with a business or higher education research team to be leaders in educational technology innovation.

Technology Setting

Non-negotiable technology in a classroom includes a networked computer linked to a network printer, a projector and document camera in each class. Each grade level will have a SmartBoard to better enhance student learning. Another pertinent component would be access to a computer lab with desktop computers with internet access and printing capabilities. Additional appropriate technology will be added as enrollment increases through grant funding and school generated funds. Technological advances will be monitored and incorporated appropriately.

Additionally, every computer needs a program, such as Deep Freeze, that will prevent students from destroying the integrity of the machine, and a safety net, like Net Nanny, that will keep students from accidentally being exposed to inappropriate sites on the internet. There is an additional-cost of \$2500 for site based licenses for both. Grants, business partnerships, and fund raising drives will be a priority to attain the technology resources to propel International Leadership of Texas to being a leader in this field.

Community Agreement for the International Leadership of Texas Educational Program

International Leadership of Texas staff, administrators, students, and parents will understand that:

- The TEKS define what students should know and be able to do in all basic and enrichment subject areas.
- Scaffolding knowledge and skills are the basis of quality educational programs for Texas students. Scaffolding is an instructional technique whereby the teacher models the desired learning strategy or task, and then gradually shifts responsibility to the students.
- TEKS are age-appropriate at each course level.
- The TEKS must be embedded with college readiness and technology application strands in a relevant, rigorous manner to ensure high quality teaching and learning.
- Student expectations are based on careful consideration of the distinctive cognitive, social/emotional, and physical development of adolescents and teenagers.

- The TEKS are attentive on learners, their current capabilities, and ways to help them advance to higher levels of knowledge and skills.
 - The TEKS must be taught in such a way that they connect with the prior knowledge of the learners.
 - The TEKS highlight what students should learn rather than what teachers should teach.
- b) *Describe how the teaching methods to be used will provide a rigorous and relevant academic program and state the reasons for choosing them, explaining how the methods enhance student learning and promote high expectations for all students. Include information about materials, strategies, techniques and procedures to be used to meet the needs of the student population, including students with disabilities and those requiring BE/ESL services, and clearly state the number of instructional hours per day that will be afforded to students.*

Educator Quality

Teachers must utilize the best of strategies and materials to enhance student success. The catalyst for those choices and the success of their implementation rests solely on the shoulders of the classroom teacher. The most significant determinant of student success is educator quality according to Dr. Marina Walne, UT professor who is heavily involved in the University of Texas-University Charter School. In research done by Linda-Darling-Hammond-(1999) it was found that it takes children up to seven years to overcome the impact of a poor teacher on standardized test results. To best meet the needs of our student population, particularly those with disabilities, requiring bilingual/ESL services and/or other significant deficiencies in academic performance International Leadership of Texas will prioritize educator quality. The hiring process for teachers will be rigorous, ensuring only the most qualified, certified, and energized teachers are placed in our classrooms.

Best Methods, Strategies and Techniques

A careful review of research and best practices of high performing classrooms reveals significant commonalities among the practices of America's best teachers. Teachers that are closing the achievement gap and bringing increasing numbers of students to high levels of performance share many similar approaches. These teachers:

- understand and manage the curriculum

- know how to design, implement and assess meaningful and engaging learning experiences
- are relentless in their pursuit of making sure all learners learn, despite any gaps, learning disabilities, and or language proficiency issues that may be found within their students
- understand the need to collaborate with other teachers, analyzing the most current assessment, which leads to a change in instruction
- know how to create and analyze common assessments
- use formative and authentic assessments
- know how to involve their students in goal-setting and reflection around their own assessment results
- contribute to the overall effectiveness of the school and
- create and or participate in support systems for students and connect with parents and the community in a meaningful way.

Outstanding teachers look for professional development that will enhance or fill any needed gaps, as shown by the data they analyze. They know how to collaborate with other educators, constantly professionally dialoguing around the current academic issue or upcoming concept. They integrate these strategies in an instructional process that is focused on content, learning skills, technology tools, assessment results, and goal-setting for students' success in their future.

Curriculum Management

TEKS will be taught in a way that is academically rigorous and relevant to the students. To enhance student achievement, students must see the relevance and need of what they are learning. This relevance then leads students to increase the rigor and perseverance in the curriculum (*Rigor and Relevance*, Dr. Willard Daggett 2008). Project based, interdisciplinary lessons developed by teams of teachers using a curriculum matrix of TEKS most tested on the state assessment will be used throughout the grades. The lessons focus on taking students beyond knowledge and comprehension into applying the content into real-world or relevant experiences as well as projecting how those TEKS can be implemented in new and unique environments.

The Margaret Kilgo scope and sequence resource materials will also be utilized to assist teachers in determining when to teach student expectations. The Curriculum Matrix and Kilgo resources will provide an important framework for teachers to target the most important TEKS and assist in

teaching to mastery through project-based active learning products. These were chosen because International Leadership of Texas founders have worked with both Dr. Daggett and Margaret Kilgo. One International Leadership of Texas Academy founder, when serving as a principal, had significant increases in students' commended-performance on TAKS utilizing the Kilgo materials.

International Leadership of Texas will provide training to faculty on the Kilgo resources, an analysis of the most assessed TEKS, as well as those that are most utilized in the world of work according to business leaders. These frameworks will provide the scope and sequence as well as target specific TEKS in the curriculum at International Leadership of Texas.

Engaging Instructional Practices

"Schools cannot be made great by great teacher performances. They will only be made great by great student performances." The key to school success is to be found in identifying or creating engaging schoolwork for students. (Phillip C. Schlechty, *Working on the Work*, 2002). William Glasser noted that we actually learn and retain only about 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we both see and hear, 70% of what we discuss with others, 80% of what we experience personally and 90% of what we teach to someone else (Glasser, William. *Control Theory in the Classroom*, 1986). Students must be actively engaged and take responsibility for their learning by performing the majority of the work themselves. When students are actively engaged throughout the learning process, they understand the purpose (relevance) as well as fulfill their own aspirations for success and enjoy increasing the rigor of their work.

To ensure student engagement is a priority, the following will be implemented by the school:

- Classroom walkthroughs by the administrator will occur continuously throughout the year with reflective feedback
- Teaching/Learning teams will determine professional development
- Best practice sharing sessions
- Differentiated instruction will be used to ensure scaffolded learning by all students
- Project-based lessons will be used as models to develop additional engaging projects that promote high expectations for students.

Students and staff will be engaged in formative assessment that increases students' responsibility for their own progress. Students will have personal responsibility for their own learning by:

- Individual Learning Plan (ILP) development

- Ongoing reviews that require students to reflect over their performance results, set goals, monitor their attainment and make decisions.
- Interacting frequently and appropriately with teachers to receive ongoing active feedback that enables learning to be authentic.

Contribute to the Overall Effectiveness of the School

Because so much of the research about the most successful teachers contends that they should be involved in the school's decisions for heightened effectiveness, this is one of the driving forces for the establishment of charter schools. The main distinguishing characteristic of a charter compared to a traditional school is the lack of bureaucracy that is typical in a larger school district. Teachers, who are the key to student performance and closest to the students, will be the decision makers in selecting curriculum, projects and teaching methods that engage students and lead to excellence. Through Teaching/Learning teams who analyze data, support and monitor one another and determine best practices and decisions for the school, classroom teachers will wield the power to make the soundest instructional decisions to meet the needs of the student population, including our students with disabilities and those requiring bilingual, ESL or other special services.

Students with disabilities are held to the same challenging standards as all students in the general population, and school support is essential to meet the guidelines for special education students. Regular education teachers must know and utilize strategies based on the student's Individualized Education Plan (IEP) so they can help students with disabilities learn in regular education classes as much as possible. Special education teachers need to know the academic content in which their students will be tested on STAAR as well as NCLB standards for Adequate Yearly Progress (AYP). International Leadership of Texas will hire certified, qualified faculty to work with students with disabilities and provide professional development to all faculty to implement effective strategies for special needs students.

Effective Strategies for Identifying Student Needs

One of the first strategic steps for the campus to follow for student success involves identifying the student's needs. Based on the student evaluations, students will be offered services for Special Education, English Language Acquisition or any other individualized support program that is based on specific student need. This will be an ongoing process, with assessment results from not

only standardized tests but student work products and other information helping teachers know if their instruction is having a high-level of impact on the students' learning and thinking processes.

Participants in Decision-Making

Parents, staff members and students will participate in ARD as appropriate to the needs of each student. All staff members and parents will be trained on ARD procedures and decision making for students with special needs. Students identified as Limited English Proficient will be monitored by the LPAC Committee, which will consist of staff members and parents. Training will be provided these participants as well. Parental and student involvement is key for student success in any special program provided.

School Responsibilities

Next, we must determine the teacher's capacity to address the needs of students served by special education and identify areas for mentoring, coaching or targeted instruction. Exploring the possibilities of team or co-teaching will encourage increased rigor of student learning. As we continue to analyze the success of our students served with special education services we will monitor for the need of additional classroom and external interventions. A partnership will be developed with the Region 18 ESC for assistance on the kinds of plans or strategies needed to more successfully meet the needs of our special education students. The UTPB Special Education department and ELL department have outstanding professors for collaboration to meet the needs of our students and enhance our teachers' success through team teaching and other professional development.

Required Committees

For both special education and English Language Learners (ELL) NCLB requires the participation of designated students on the state STAAR assessment. An ARD or LPAC committee determines what assessments are most appropriate for students in special populations.

Limited English Proficient Students

International Leadership of Texas will research the types of LEP services that best meet the needs of identified students at our campus. Planning teams will provide services that align with state and federal policies. International Leadership of Texas understands that according to Texas Education Code Chapter, 29 Sec. 29.061, a teacher assigned to a bilingual education program must be appropriately certified for bilingual education by the State Board of Education

Certification. In the same manner, a teacher assigned to an English-as-a-second-language program by the State Board for Education Certification.

International Leadership of Texas also understands that a district with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level shall offer a bilingual or special language program.

Programs could include a bilingual, developmental bilingual, dual language or ESL program to build proficiency in both languages by building on the primary language and expanding English language skills. According to TAC, Chapter 89, Subchapter BB, all limited English proficient students for whom a district is required to offer a bilingual program shall be provided an English as a second language program as described in subsection (c) of 89.1205, regardless of the students' grade levels and home language, and regardless of the number of such students.

Newcomer or sheltered English instruction will be provided for newly arrived immigrants or students with limited English proficiency and will also be considered for students needing more intensive language support. We will assign the appropriate, certified personnel to serve LEP students and ensure the alignment of services, instruction, resources and support for the ELL student's needs. The campus will establish and maintain high expectations for all students, including the ELL population. Faculty and peers will develop caring and nurturing relationships with mentors to assist in the students' success in language acquisition. These relationships will enhance relevance and rigor into the students' academic life. With the magnetic draw of our caring culture for students and their families, we will reach out to the families of ELL students with information on schooling, career pathways and resources to transition to secondary school and college readiness.

Special Education Students

Students that are identified to receive Special Education services will meet state and federal requirements for such services. Additionally, they will be afforded all rights and services provided other public school students as determined by the ARD committee. Faculty and staff will have training in the identification of the students as well as training in meeting any needs of any special education student. All teachers hired to instruct special education students will be certified as special education teachers by the state of Texas, as designed by law.

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Educational Plan p.110: Confirm your understanding that parents cannot be required to participate in ARD meetings.

ILT confirms its understanding that parents cannot be required to participate in ARD meetings.

APPROVED DURING CONTINGENCY PROCESS

All special education students must only have plans established by the Admissions review and Dismissal (ARD) Committee; therefore, students served by Special Education Services will have Individual Education Plans (IEPs) that are designed through the ARD Committee rather than through the Individual Learning Plans (ILPs). Although students in special education will have ILPs, these will never conflict with the ILP but in fact will complement each other, helping the student feel like s/he is the same as other students, using an ILP twice a year to goal-set towards college readiness!

Additional Programs

The use of student-centric technology to individualize instruction and meet student learning styles and pacing will be utilized for the entire student body, including ELL and special education students. The goal will be to fill gaps in learning and to accelerate students' mastery of content. Instructional hours and increased Time on Task students at International Leadership of Texas will have more time to ensure that they have mastered the material – especially with the mandatory (4-6 p.m.) Homework Academy.

Summer school will be offered for all students who need additional instructional time to meet state standards if budget allows, but the intent is at International Leadership of Texas that few students will need to go because they will pass the STAAR.

Time on task is also referred to as academic learning time (ALT). ALT is the amount of time and quality of educational time a student spends attending to relevant academic tasks (Caldwell, Huitt, & Berliner). International Leadership of Texas contends that the increased time created by extending our school day and school calendar along with a focus on engaging academic learning time will translate to significant achievement gains for all students, particularly those who are at-risk. Extended day and time has yielded successful results in other charter schools such as KIPP, YES Prep and Uplift.

Another unique component of the schedule at International Leadership of Texas is the 2:00 pm dismissal for students on Friday. On one of those Fridays each month, special area teachers will take a grade level or selected student groups from lunch until dismissal to participate in service projects, extra-curricular club meetings, fine arts or technology projects and other-productions. At this time, faculty whose students are participating in the planned activities will have an extended embedded professional development and collaborative planning time. This will include a lunch

time together; and then the time from 1:30 to 4:30 will be devoted to needs identified by Teaching and Learning Teams and other assessment measures.

Technology and learning methods to meet student needs

International Leadership of Texas will not ignore the fact that students currently enjoy powerful technology that assesses skills and interests and even customizes the methods for delivering the content. Unfortunately, it does not occur during school, but after school when they play games or spend time on their computer (Tom Vander Ark, President, X PRIZE Foundation). Student time on technology-driven products is astounding, yet the educational community has not embraced this exciting learning methodology that accentuates the learning process. The question is whether this next innovation, which can truly individualize much of the instructional process, will occur inside or outside of public education (Kathleen McCartney, Dean, Harvard Graduate School of Education, 2008). International Leadership of Texas will maximize this type of technology innovation by recruiting and hiring teachers who are highly skilled in technology innovation, plus provide on-going professional development in technology advances. All teachers will require students' maximized time utilizing technology in projects across the disciplines.

Due to the overwhelming impact of a quality teacher in the classroom and the teacher quality skills that effective teachers employ described above, International Leadership of Texas will focus on hiring, training and retaining teachers meeting these dynamic skill sets. A thorough interview process with the superintendent/principal, as well as representatives from the Board of Directors and Community Parent Council will be incorporated with requirements such as a demonstration lesson and portfolio review to select the best teacher candidates to promote high expectations for all students.

c) Describe the planned academic assessment program, including the process to be used to determine baseline achievement levels of students and the methods of measurement to be used.

International Leadership of Texas will use collected student data to drive instructional decisions.

Baseline Levels

At the beginning of the school year the Stanford 10 will be given to new students to establish a baseline for math, reading, science and social studies from which the school can monitor student performance and academic achievement. The results from the Stanford 10 will become part of

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Educational Plan instructional Hours p.113: State the number of instructional hours per day to be offered.

ILT will offer 7.5 instructional hours per day.

APPROVED DURING CONTINGENCY PROCESS

each student's Individual Learning Plan (ILP) and the point from which each subsequent assessment will be compared. The Stanford 10 will be administered each spring to all enrolled students to determine annual growth.

All subject areas tested on STAAR will be analyzed by the faculty, as well as students, to measure academic improvement based on the student's individual scaled scores. Instead of focusing on school or grade level scores, the school will focus on each student to improve his own scaled score to attain, and then maintain commended level performance.

Assessments

School-wide benchmarks and short formative assessments will be administered to measure the effectiveness of instruction and make informed decisions pinpointing areas of needed intervention.

Performance on the STAAR will be a focused area for data analysis to drive student achievement decisions. Teachers will use these assessments to measure the mastery of specific objectives. As a highly successful school, International Leadership of Texas will use quality data to make laser-like decisions about curriculum through data disaggregation. After determining appropriate solutions for the problem areas, they will implement adjustments effectively to meet the needs of all students. Recorded results from quantifiable measures will guide teachers in shaping interventions and in planning future lessons.

Assessments that help our students connect what they learn in class to the world beyond the classroom and school walls will be the focus of classroom instruction. For that reason, performance assessments will be accentuated throughout the student's career at International Leadership of Texas as a visible way for others to view our students' work as well as monitoring the progress of student achievement. Performance assessments include products, performances, quality responses and electronic portfolios.

This type of assessment supports the rigor and relevance that are inherent in the International Leadership of Texas design. These authentic tasks give the teacher and students insights into students' metacognition and opportunities to view and reflect on progress in the social and academic skills and behaviors that are not easily demonstrated in paper-and pencil assessments. Teacher committees will determine specific performance assessments in addition to those

identified in the character/leadership program. It is our plan for the entire learning community to be involved in these authentic assessments as audiences and to provide feedback on student products.

If through any of the formal or informal assessment processes a student presents an educational need an RTI (Response to Intervention) Team will begin the process to address needs of the student through a continuum of services which include more intense intervention, frequent monitoring of student progress, appropriate formal assessments and additional diagnostic assessment when necessary.

d) Describe strategies to ensure that the educational program will effectively prepare students to enter kindergarten on or above grade level and ensure a successful transition from pre-kindergarten into grade school.

According to Chris Ferguson and Lacy Wood, in the document *Family and Community Connections with Schools, Easing the Transition from Pre-K to Kindergarten: What Schools and Families Can Do to Address Child Readiness*, learning before kindergarten is the educational foundation that sets the tone for their long-term educational experience and academic success. Two ways to ensure successful early school experiences is through family involvement and assessing school readiness.

Transition to Kindergarten

Once state funding is 100% for Pre-K and/or the school can financially support the Pre-K population (presumably in Year 4), then Pre-K will be added. Until Pre-kindergarten is available, the transition services provided in the kindergarten year will be crucial to student success.

Upon entering kindergarten, International Leadership of Texas will incorporate parental involvement and educational assistance as well as assessing each child's status to develop a plan for success. These two strategies will assure a positive transition from home or pre-kindergarten to kindergarten. Family involvement is the capstone of International Leadership of Texas. When schools and families collaborate to help young children transition from home to Pre-K to kindergarten, the result can be measurable dividends for students (Rathbun & Germino-Hausken, 2001). It guarantees academic success for each child, in that it safeguards each child's potential and decreases the achievement gap.

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Educational Plan p.115: Confirm your understanding that offering a PreK program in the future will require the submission of a substantive amendment request and approval by the commissioner of education prior to the charter making this change.

At this time, ILT will not offer Pre-K but understands if offered in the future, it will require the submission of a substantive amendment request and approval by the commissioner of education prior to making this change.

APPROVED DURING CONTINGENCY PROCESS

International Leadership of Texas will use specific transition activities before children begin Kindergarten by promoting a high level of family involvement and establishing expectations for continued family-school connections for the future.

1. Our school staff will make direct contact with parents before a child enters school and will continue that contact throughout the child's education. Once the pre-kindergarten program has started, pre-kindergarten teachers will have an end-of-school conference with parents to provide parents with present levels of performance and academic skills as they relate to kindergarten expectations as part of the Individual Learning Plan.
2. We will host a special meet the teacher night for parents and children to meet the kindergarten teacher and to visit the classroom. This will give teachers the opportunity to speak to parents and to provide information on what to expect from a typical school day.
3. We will provide brochures or fliers on school expectations and tips for parents to assist their children to better prepare them for school.
4. Our school will invite families and school staff to participate in groups to reflect on our school's overall goals for students and staff. The goal will be to explore families' and the school's expectations for students, and determine families' needs in supporting their child's transition to school.
5. Specific parenting seminars to address school success will be conducted.
6. Kindergarten parents/guardians are invited to attend all curriculum activities that International Leadership of Texas will offer.

International Leadership of Texas understands that assessments for children must be used to guide parents, teachers, and the school as a whole on how to focus on the most important skills for school success. Children's attributes, such as language development, following directions, pre-academic skills, social interaction with peers and others will be part of the assessment of a child entering International Leadership of Texas. To effectively prepare students to enter kindergarten on or above grade level, teachers will use these early assessments to:

1. Develop organized classrooms to deliver quality instruction to enhance high levels of productivity and increase engagement to improve the competencies of young children, for a simple and successful transition. "Intentionality" is the directed,

designed, rich interactions between children and teachers in which teachers purposefully challenge, scaffold and extend children's skills (Pianta, 2004).

2. Understand that it is the implementation of the curriculum and the requirements of direct, comprehensive and on-going feedback to and from teachers regarding high quality performance that will bring better results in children's achievement.
3. Use ongoing, developmental appropriate assessments to measure growth and development of the child and share this with the parent throughout the process.

Transition is considered to be a process that happens over a period of time and involves all of the "stake holders" (children, parents, preschool teachers, child care professionals, kindergarten teachers, and likely other family members and adults) rather than just a specific event that happens only to a child. The National Educational Goals (Shore, 1998) stresses calling not just for children to be ready for school, but for schools to be ready for children. International Leadership of Texas will utilize the data and adequately prepare students, teachers and parents to provide optimal educational services.

e) Describe strategies to be used to prepare all students to meet graduation requirements, including students with disabilities and those requiring BE/ESL services.

Preparation for higher education begins in the cradle and an emphasis on early childhood education and primary grade interventions brings tremendous gains for students. However, these effects diminish over time if not continually reinforced. The Gates foundation (2006) reports that "we must establish mechanisms that allow all students to select from a range of rigorous, high-quality schools, and access the school of their choice" (*The Silent Epidemic: Perspectives of High School Dropouts*). This is why International Leadership of Texas has chosen to ensure that students who commit to this school environment will have a state of the art education. The small secondary school environment at International Leadership of Texas will encourage a caring and concerned environment that will be built on powerful relationships and sustained involvement with caring adults, who will mentor, advice and support students throughout their high school careers. With strong, empathic relationships in place, the rigor of high expectations and meaningful courses will be combined with relevance to the global world in order to prepare students for success in college, work and life.

Specific strategies prepare all our students for high school graduation and college readiness will include the following from the report on the "10 Strategies for Improving High School Graduation Rates and Student Achievement", Southern Regional Education Board, November 2006:

1. International Leadership of Texas will increase the achievement, course requirements and graduation rates of all students by requiring all students to complete a solid academic core including additional courses in mathematics, science and humanities to meet or exceed all state requirements. Our students will have course requirements that include academic core courses, fine and performing arts and career/technical education programs. Additionally, more time is provided in the school day and there is a longer school year to meet these requirements. All high school students (as well as some 8th graders) will be in dual enrollment college courses, Advanced Placement courses or will be expected to audit a college course.
2. Better preparation through career awareness, in-depth guidance and counseling, as well as increased parental involvement and individual graduation plans (included in the high school student's ILP) will promote a seamless transition from middle school to high school and from high school to postsecondary studies and careers.
3. Students' plans will be reviewed each semester as part of the ILP review to ensure students are on track. Each secondary faculty member at International Leadership of Texas will serve as an advisor and graduation coach for a cadre of students. The graduation coach/advisor will work with the counselor and faculty to forge more in-depth relationships with the identified at-risk students and determine additional support for the student based on his/her individual needs. Two-thirds of high school dropouts report they would have worked harder if more was demanded of them, about half said they did not feel comfortable going to a staff member and over 60% said their school needed to do more to help students with problems outside of class (The Silent Epidemic: Perspectives of High School Dropouts from the Bill and Melinda Gates Foundation, 2006). The small school environment of International Leadership of Texas with close, caring relationships will significantly diminish this obstacle to secondary student success.
4. Middle school transition to high school is a primary mission of our middle school faculty. Standards must be increased in language arts/reading, math and science so the students are prepared for their high school courses.

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Educational Plan p.118: Confirm your understanding that requirements for special education students cannot be predetermined and will be outlined in each special education student's IEP by the ARD Committee.

ILT confirms its understanding that requirements for special education students cannot be predetermined and will be outline in each special education student's IEP by the ARD Committee.

Educational Plan p.118: Confirm your understanding that the charter school will offer a full continuum of special education services

ILT confirms its understanding that it will offer a full continuum of special education services.

APPROVED DURING CONTINGENCY PROCESS

5. Increased percentages of eighth grade students taking and succeeding in Pre-Algebra and Algebra I is key to better college readiness. This means a continued dedication to tutoring and personalized instruction so that all our students can meet the math standards.
6. With our Parent as Partners program, we will orient middle school students and their parents to the high school expectations and the high school planning process. With ninth grade being a pivotal year for dropouts, especially among male and minority students, increased guidance and personalized time with the ILP and counseling services will be utilized to ensure students spend their extended time addressing needed academic skills.
7. Students at this particular age need extra and co-curricular activities to heighten their attachment to other peers and their satisfaction with the school. With our extended days, all of our students will be involved in an activity of their choosing.
8. Create partnerships with employers and community and technical college programs to provide students access to high quality career/technical studies in high demand fields. In addition to preparing our students for academic college work, we will also encourage those relevant experiences that assist in career choices and add relevance to their academic achievement. Partnerships with Dallas Community College will be formalized for concurrent and dual enrollment courses.
9. We will implement a program such as the Daggett Personal Skills development program, focused on organization and study skills. These programs teach time-management, note-taking and other student behaviors that maximize college success.
10. Develop a support system for students who fail a course or the STAAR assessment. The graduation coach/advisor will determine tutorial options, technology assistance, including online offerings, and increased monitoring for encouragement and support for student efforts.

Special Education

Students served by special education will begin transition services by age 14. These services include career and post-secondary planning, as well as assessing curricular needs for high school graduation. A full range of special education services and support will be provided to every special education student to maximize academic success. (It is understood that all teachers hired to instruct special education students will be certified as special education teachers by the state of Texas, as designated by law.) Students begin taking an active role in the ARD decision making

process at this point. International Leadership of Texas will encourage each special education student to participate in the ARD process during these secondary years and will also include the student's graduation coach, advisor and parent in each meeting. This will assist students in making the best decisions possible when planning for future endeavors. The goal of International Leadership of Texas is to prepare each student to accomplish all educational and career goals. This includes setting high standards of expectation and assisting each student in whatever way necessary to accomplish their individual goals.

Bilingual/English Language Learners

This population is the most overlooked in our community, yet it is one of the largest populations. International Leadership of Texas understands and will comply with Texas Education Code, Chapter 29, stating that each district with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level shall offer a bilingual education or special language program. International Leadership of Texas understands that according to TAC, Chapter 89, Subchapter BB that all limited English proficient students for whom a district is not required to offer a bilingual education program shall be provided an English as a second language program as described in subsection (e) of 89.1205, regardless of the students' grade levels and home language, and regardless of the number of such students.

To best meet the needs of these students, a staff member who has specialized training and expertise in working with ELL students will participate in each LPAC meeting. If a student is Limited English Proficient, an LPAC-trained member will also participate in the annual ILP meeting. With ELL students, academic language most often develops last and in response to this, International Leadership of Texas will provide additional academic language lessons to ELL students weekly with additional tutorials in any area of weakness as needed.

The graduation coach of every ELL student will weekly monitor the progress of each student in all academic areas and will provide additional supports to struggling students prior to student failure. The goal of International Leadership of Texas is to prepare each student to accomplish all educational and career goals. This includes setting high standards of expectation and assisting each student in whatever way necessary to accomplish goals.

f) Discuss the academic and enrichment support that will be provided to engage or reengage students in school.

Engagement and Reengagement through Academics

Quality instruction and strong student-to-teacher relationships are the crux of student engagement. To accomplish the goal of providing engaging, quality instruction, International Leadership of Texas will utilize the Curriculum Matrix for the content areas as well as Gold Seal Lessons from the International Center for Leadership in Education. Additional technology resource lessons, small group instruction (Tier II), tutorials and other assistance will be provided to reengage students struggling with academics. The ILP team will monitor academic performance of students and incorporate the following:

- Transition programs (kindergarten, elementary to middle school, middle school to high school, 12th grade to post-secondary)
- Utilizing cooperative learning
- Incorporating systematic vocabulary strategies to introduce and reinforce content area vocabulary
- Content reading comprehension strategies such as pre-reading and frequent summarization to ensure understanding of the required material
- Professional development of staff that targets engagement of students
- Response to Intervention (RTI) strategies
- Technology-based learning

For students who are still at-risk and need reengagement, additional support from small group instruction and tutors will be provided.

Engagement and Re-engagement through Relationships

Relationships also play a key role in the learning process. In *Student Engagement - Creating a Culture of Academic Achievement*, Dr. Richard Jones states, Strong positive relationships are critical to the education process. Students are more likely to make a personal commitment to engage in rigorous learning when they know teachers, parents and other students care about how well they do. They are willing to continue making the investment when they are encouraged, supported, and assisted. Building good relationships complements rigor and relevance. For students to engage fully in challenging learning, they must have increased levels of support from the people around them. Following this philosophy, International Leadership of Texas will be built upon a challenging curriculum intertwined with strong personal relationships by:

- Providing one-on-one relationships

- Creating a school wide positive culture (school activities, rigor, relevance and relationships)
- Incorporating character education and service learning
- Prevention and early intervention through Personal Intervention Plans (PIP)
- Utilizing small learning communities
- Community outreach support
- Creating business partnerships
- Family involvement and participation programs
- Advisory Programs

Engagement and Re-engagement through Mentoring

Mentors offer friendship, guidance and positive role models while instilling the social skills needed in the workplace. Jekielek, et al (2002) found that students with the highest risk of dropping out benefited the most from mentoring. Their grades improved and they were more likely to pursue postsecondary education. She also found that the more positive the perception of the mentoring relationship, the better the outcome for the students involved. The most successful mentoring programs were highly structured, driven by the needs of the youth involved and provided mentors with in-depth training.

At International Leadership of Texas, mentoring is a key factor in engaging and reengaging students in the learning process. In addition to high quality instruction and innovative learning experiences, mentoring is a great avenue in which to develop even stronger academic and enrichment support.

International Leadership of Texas will offer several mentoring programs/opportunities for students:

- Pairing at-risk students with trained mentors who engage in a supportive relationship based on academic tutoring or enrichment. While the focus is primarily academic, mentors will also work with students to develop better self-esteem and achievement motivation. Academic mentoring is very effective and is one of the easiest programs to establish.
- Partnering with our community partners to enlist mentors for our 7th-12th grade students. We will also utilize mentors within our walls. Since one of our goals at International Leadership of Texas is to develop leaders that give back to the

community, expecting our students to be mentors on campus is a great starting point for developing skills that have a compound effect.

- Students at higher grades will be paired with younger students. This is beneficial socially and academically.

Our adult mentors will be carefully screened and selected. Then the mentors are matched with mentees; both groups will attend training and orientation sessions. They will meet together as a pair weekly. Mentors will also attend scheduled team meetings each month. We believe that this inward support system will become a model for other school districts to follow.

International Leadership of Texas will adjust our mentoring programs to help students develop the skills and attitudes that are essential to academic success. Our mentors will focus on self-esteem, social and behavioral skills and achievement motivation. Our mentors will encourage good attendance and also serve as advocates when students have problems or concerns. We realize the time sensitive nature of mentoring. At International Leadership of Texas, mentoring will be a solid foundation for long-term academic and personal success of our students.

With our partnerships with non-profit corporations, businesses and educational entities as well as our internal mentoring program, we believe that International Leadership of Texas will be a place where students succeed and break the cycle of dropping out of school. The mentoring program also offers students the support system to be successful in tackling college and life-long learning opportunities. Students experiencing heightened difficulties in their academic or social life will be given additional consideration to determine how the mentoring program can be adjusted for success.

Engagement and Re-engagement through Peer Tutoring

For students interested in volunteering to serve as a tutor, such academic involvement can prove to be beneficial both socially and academically. As the Corporation for National and Community Service (CNCS) explains, "Cross-age tutoring can have benefits for both the tee and the tutor. Using high school students to tutor students in elementary school has the potential to be a win-win situation."

As the CNCS further explores, one Seattle school district paired high school and elementary students in academic tutoring programs, which resulted in beneficial learning opportunities for

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Educational Plan p.125: Provide specific details on the dual credit opportunities to be afforded to the students by the charter school.

The district is currently working with Dallas Community College and University of Texas Arlington to provide specific details on the dual credit opportunities to be offered to the students by the charter school. The contacts have been established and will continue in an effort to have a signed agreement as soon as possible.

APPROVED DURING CONTINGENCY PROCESS

- **Middle School Program:**
- In middle school the emphasis will be on "career exploration." Students will be given an opportunity to research careers of personal interest.
- International Leadership of Texas will partner with local business and community leaders to provide "job shadowing experiences" and site tours for students.
- Age-appropriate career assessments and a comprehensive college/career software system will be utilized.
- These experiences will prepare students to develop what Achieve Texas terms their Texas Achievement Plan (TAP), a comprehensive educational plan during the eighth grade.
- **High School Program:**
- In high school the focused on what students will have learned from career concentration." Based on what students will have learned form career information provided during elementary and middle school, students will be prepared to choose an initial career cluster and program of study and create their own TAP for high school and beyond. This will become part of the Individual Learning Plan and the career component will be reviewed at least once a year.
- Students will begin to see how their high school courses relate to real careers and postsecondary opportunities.
- Students will have the opportunity to review and revise their plans at least once a year.

Students will create a strategic plan for their postsecondary education training. This could include attending either a two-year or four year college or university, participating in an apprenticeship, joining the military or on-the-job training. Students will also be taught that individuals need to keep learning throughout their lifetimes to remain competitive in their careers.

Career Planning:

International Leadership of Texas' Career Preparation will include the following components for students:

1. **Helping Students Prepare in Advance:** Equip students with the resources to begin developing their personalized program study
2. **Helping Students Choose a Cluster:** Help students match their strengths and interests with related careers

3. **Helping Students Pick a Program of Study:** Help students choose a program of study including academic courses, -career-electives and -postsecondary options
4. **Helping Students Identify a Career Goal:** Help students realize that working toward a tangible career goal makes school more relevant
5. **Helping Students Identify a Postsecondary Goal:** Help students plan for education and training after high school to reinforce the value of lifelong learning
6. **Helping Students Design a Course Schedule:** Help students see that the rigorous academic and relevant career classes will help them achieve their goals
7. **Encouraging Extended Learning Activities:** Show students how out-of-class experiences enhance and expand their education and career preparation. This would include clubs, community service projects and both paid and unpaid career learning experiences.

Career Readiness:

For career readiness, several strategies will be utilized.

- Career awareness, job shadowing, internships and partnerships will be offered with businesses to better prepare students for entering the job market. This will provide students with valuable experience in the workplace. In addition, it will help them to learn employer expectations regarding acceptable behavior, dress and manners. The internship will also help develop a strong work ethic.
- A second strategy will be to provide students with an opportunity to run a school business such as a school store or technology service company.
- Third, interview skills will be taught. Students will engage in role playing to practice and develop good interview skills.
- Learning to write an effective resume and cover letter will also be taught. International Leadership of Texas will also teach students to develop a portfolio of their work as it relates to their career choices.
- Students will present their portfolio to a committee of teachers and parents in their senior year.

Students will also be taught how to plan for and choose a career. Students will learn to consider not only their interests, but their aptitudes, economic and job trends, and the educational requirements and salary ranges of various professions.

- A career aptitude test such as the Career Clusters survey (www.careerclusters.org) and the SDS Self-Directed Search Form R survey will be given to all students at the beginning of their sophomore year. This test will be given to assess the students' interests, strengths and weaknesses. Career assessments help students align their natural motivations and talents with career choices to help them discover what they best suited to do.
 - The results will then determine which of the 16 career clusters is most appropriate for the student.
 - Students will then be given an "Achieve Texas in Action" booklet on that career cluster.
 - The career cluster booklet will list the types of professions and occupations in that career cluster.
 - The career cluster booklet provides students with salary ranges, the number of expected annual openings, and the predicted growth rate for each job in the state of Texas.
- Other tools, as developed or discovered, may be used in lieu of the Career Clusters survey.

h) State the maximum teacher-to-student ratio to be maintained by the proposed school and the rationale for maintaining this ratio.

International Leadership of Texas will provide students the most effective classroom arrangement fiscally possible. International Leadership of Texas will have a 1-to-25 teacher to student ratio in K-4th. All other grade levels will follow the 1-to-30 ratio. But if one considers all the certified instructional staff in the district (1 Superintendent, three Principals, three Assistant Principals, 47 classroom teachers, three PE teachers, three music teachers, three inclusion teachers) the overall student-to-teacher ratio is 18-to-1 the first year!

The research behind the importance of the early childhood grades is such that early intense reading instruction in smaller classrooms equals academic success in 9th grade. Another way of emphasizing the importance of reading: future prison-space is based on current passing rate on the 4th grade reading TAKS...

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.*

Application page: 128

Educational Plan p.128: Confirm that the maximum teacher to student ratio will be as follows: 1:25 Kindergarten — grade four; and 1:30 grades five — twelve.

ILT confirms its maximum teacher to student ratio will be as follows: Kindergarten – 2nd grade is 1-18; 3rd-5th grade is 1:24; 6th – 8th is 1:24; and 9th – 12th is 1:32.

The paragraph is revised as follows: "International Leadership of Texas will provide students the most effective classroom arrangement fiscally possible. International Leadership of Texas will have a 1 to 18 teacher to student ratio in K-2nd, 1 to 24 3rd-8th; and 1 to 32 teacher to student ratio in grades 9th – 12th, the teacher to student ratio 9th-12th includes eight foreign exchange students from China in each of the classes (24 American students with 8 Chinese students for a total of 32 students in each class)."

APPROVED DURING CONTINGENCY PROCESS

When reviewing the research over class size effect, many studies found that small class size impact was insignificant while others contended that there were benefits. Some researchers suggest smaller class sizes have a high impact on student achievement while others suggest the effect is minimal. Research evidence indicates that a classroom with a good learning environment is not negatively affected by class sizes up to 30 students. (Eric Hanushek, Executive Committee for Texas School Project – http://www.McLennannews.com/news/education/headlines/20110105-it_s_unclear-whether-slight-rise-in-texas-class-size-would-hurt-learning.ece)

i) Describe any unique curricular experiences to be offered by the proposed school.

The two areas where unique curricular experiences will be offered by International Leadership of Texas will be in the areas of a Kinder through high school Chinese and Spanish curriculum and the unique use of technology. Dual-language early childhood grades will be a strong foundation for the project-based learning that will be a part of the International Leadership of Texas curriculum. The College Readiness standards woven into the everyday curriculum will ensure that students in all grades are getting the type of rigorous instruction that will prepare 9th graders to begin their dual credit experience. The New Tech Middle School and High School environment will expose students to relevant project-based learning opportunities that prepares them through critical thinking activities, oral presentation experience, teamwork, and other needed “soft skills” now valued by our business community.

Chinese Language Acquisition has been previously discussed and highlights the uniqueness of the Chinese program at International Leadership of Texas.

Spanish Language Acquisition By providing Spanish as a part of the curriculum from Kindergarten through the twelfth grade, we envision the students of International Leadership of Texas graduating with fluency in both English and Spanish. This program is important because:

- Students will be able to read, write and speak Spanish fluently, better preparing them for the growing number of employers in the ~~Pertinax~~ Basin and Texas looking for bilingual employees.
- The graduates of International Leadership of Texas will also possess an asset that is increasingly needed by businesses in Texas: knowledge of both Spanish and Latin American cultures.

REVISED DURING CONTINGENCY PROCESS. SEE INSERT.

*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.*

Application page: 129

Educational Plan p.129: Explain why students residing in the Metroplex will be preparing for jobs in the Permian Basin

The International Leadership of Texas (ILT) will be providing students language skills in Spanish and in Chinese and will be preparing students for careers not only in the Metroplex but anywhere in the world that the Global Economy needs them. Delete "the Permian Basin".

APPROVED DURING CONTINGENCY PROCESS

- Mexico is the largest export market for Texas businesses.
- As the demographics of our state, the Southwest and our nation become increasingly Hispanic, this capability will give the graduates of International Leadership of Texas a competitive edge in the job market.
- With 14 years of exposure to a foreign language, our students will be better able to adapt to an increasingly diverse workplace as the study of any foreign language exposes students to different cultures and lifestyles.
- Graduating with fluency in a second language will also accelerate our graduates' college career path since most colleges require at least two years of a foreign language as part of a degree plan.
- Most importantly, research shows that learning a second language has numerous academic benefits for the students.
- Learning a second language enhances listening skills and memory and leads to higher scores on standardized tests in reading, language arts and mathematics (Masciantoniio, Raffety).
- Students learning a second language develop greater cognitive skills in mental flexibility, creativity, divergent thinking and higher order thinking skills (Foster and Reeves; Landry, Rafferty, Ginsburg, and McCoy).
- According to data from the Admissions Testing Program of the College Board, there is also a positive correlation between SAT scores and the study of a foreign language.

Technology Integration

The second unique innovation to International Leadership of Texas is a diverse or "disruptive" integration of technology throughout the school. When one hears the words technology, using a computer or SmartBoard is often what comes to mind, which certainly isn't unique. Yet, "\$60 billion has been spent over the last two decades putting computers and learning software in schools with no effect on student achievement (William Andrekopoulous, Superintendent Milwaukee Schools). Clayton M. Christensen, Professor of Harvard Business School and author of the recent book impacting educational circles as his business book did industry states "if the addition of computers to classrooms were a cure, there would be evidence of it by now. There is not." The author states that we are using computers in our present teacher-driven paradigm instead of in the hands of students who use technology in a totally different way than most adults (*Disrupting Class: How Disruptive Innovation will Change the Way the World Learns, 2008*).

both age groups. The local high school and elementary school "partnered to create a service-learning program where high school students enrolled in a home/family life class and also tutored elementary students during the week. The high-school tutors worked in teams and were coached by an on-site reading specialist." Three to five days a week, tutors would meet with their assigned elementary student, focusing on the lowest-scoring and achieving students so as to provide strong support early on. It is our contention that at-risk students who most need reengagement will also benefit by teaching younger students. As they teach concepts and are expected to serve as a leader to another student, their academic engagement will improve.

g) Discuss the instructional strategies to be used to target college and/or career readiness.

College Readiness Instructional Strategies:

To ensure students are college ready, several instructional strategies will be employed, such as:

- **Note Taking and Study Skills:**
 - Students will learn note-taking skills, such as Cornell note taking through core academic courses.
 - Students will learn study skills through programs, such as Avid or similar programs, based on funding.
- **Instructional Technology Program:**
 - Student-driven technology programming will increase student preparedness by:
 - Increasing critical thinking through planning and implementation of technology portfolios and products
 - Increasing student written skills through planning and implementation of course material
 - Increasing student communication skills in written, oral and visual media
 - Students will be prepared to learn through a variety of media, increasing ability to learn in online college programs.
 - Students will have the unique ability to present course material at a level of depth and complexity required of post-secondary students.
- **Advanced placement courses:**

- Advanced Placement courses will be offered for those students who need to be challenged and stretched beyond the traditional high school course offerings.
- These courses will be encouraged for all students.
- Spanish Advanced Placement courses will be an expectation for all International Leadership of Texas students
- **Earning concurrent college credits:**
 - Dual or concurrent credit classes with Dallas County Community College District (DCCCD) will be offered so that students will be able to earn college credit while attending the last few years of high school. (The collaboration with DCCCD in technology courses dual enrollment offers exciting possibilities for our students.)
 - Students will be expected to earn a minimum number of college credits by graduation.
 - These classes will not only give students a head start in pursuing their college degree but also challenge them intellectually as they take courses that are developed by leading professors to reflect the level of learning happening at colleges throughout the country.

Career Readiness

The goal of International Leadership of Texas is to provide students with "a wide variety of career-related activities, resources, and opportunities during elementary and middle school, so that by high school, students are better prepared to make an informed decision about what career cluster best fits their personal interests, talents and career goals" (Achieve Texas).

Academic Planning

- **Elementary Program:**
 - In elementary school International Leadership of Texas will emphasize incorporating age-appropriate activities to help students may want to do when they grow up.
 - These activities would include field trips, parents sharing information about their career, and professionals coming in and talking about their personal experiences.
 - The goal is to help students develop a basic understanding of all career clusters, how clusters relate to all school subjects, and what professions might interest them in the future.

International Leadership of Texas wants to be on the cutting edge of the improvement wave to come in the area of technology with student-driven or student-centric technology. The following are goals of International Leadership of Texas:

- In addition to matching learning styles and pacing to individual student needs, the development of curriculum products by our own students will be emphasized.
- A school competition will be held as well as entering our students in the Student Video Network opportunities.
- The development of educational curriculum materials utilizing technology could grow into a viable economic industry for our area and would be housed at International Leadership of Texas.
- Secondary students at International Leadership of Texas will have the opportunity to take dual enrollment technology courses.
- With the inclusion on a New Tech Middle school, it would be the first such charter school to have this, therefor leading the way for others to follow.
- Video conferencing, online courses, and other tech-based opportunities will be sought as solutions for needed math and science teachers, career and technology courses, and dual credit courses.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

j) *Describe plans to provide personal attention and guidance to all students.*

Individual Learning Plans (ILP)

Every student at International Leadership of Texas will create an Individual Learning Plan (ILP) with faculty and parental guidance, based on baseline assessments, academic performance and personal goals. The ILP will be monitored annually through a committee process, similar to that of academic advising in college.

Students will be responsible for showing growth based on ILP goals through academic progress, extracurricular participation and assessment performance; The members of the ILP team will work collaboratively with each student to set and meet annual goals.

Graduation Coaches/Advisors

The graduation coach/advisor (a faculty member assigned to each student in their secondary years) will work with the faculty to forge more in-depth relationships with the identified at-risk students and determine additional support for the student based on his/her individual needs. This person will have the role of helping his or her students to not only plan for

Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.

Application page: 131

Educational Plan pp.104 and 131: Confirm your understanding that any course offered through distance learning technologies, such as, but not limited to, satellite, Internet, two-way video-conferencing, online courses, the Texas Virtual School Network (TxVSN), and instructional television, will comply with 19 Texas Administrative Code (TAC) §74.23 and that any shift in focus from traditional instructional methods to a primary use of technology to deliver instruction will require approval of a substantive charter amendment request by the commissioner of education.

The district understands that any course offered through distance learning technologies, such as, but not limited to, satellite, Internet, two-way video-conferencing, online courses, the Texas Virtual School Network (TxVSN), and instructional television, will comply with 19 Texas Administrative Code (TAC) §74.23 and that any shift in focus from traditional instructional methods to a primary use of technology to deliver instruction will require approval of a substantive charter amendment request by the commissioner of education.

Educational Plan p.131

As stated in the interview, ILT will not be a "New Tech" campus but will use the concepts of the "New Tech" high school model such as project based learning and the use of technology as a resource beginning in the middle school years.

APPROVED DURING CONTINGENCY PROCESS

graduation, but also help the student manage the dual credit courses, do college guidance, and make sure the parents are kept abreast of all credit issues. The graduation coach will participate in all areas of planning and scheduling high school courses. These coaches will be personal advocates for these students and will participate in all ILP meetings, ARD and LPAC meetings. These coaches will ensure that all students set high, attainable goals.

TEC § 33.005 Developmental Guidance and Counseling Programs

International Leadership of Texas is founded on the importance of fully developing each student's academic, career, personal and social abilities. The Texas Comprehensive, Developmental Guidance and Counseling Program outlines a model guidance and counseling program for students. International Leadership of Texas is committed to having counseling services and will begin with a contract arrangement for counseling services as well as working with the community partners of Southwest Medical Center and Baylor Hospital's resources to provide services to families at International Leadership of Texas. When finances permit, International Leadership of Texas is committed to hiring a counselor for a more fully developed guidance and counseling program based on "A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development Prek-12 grade," Revised 2004. These services include delivering a guidance curriculum to support students in developing their full educational potential, providing responsive services to intervene on behalf of any student whose immediate personal concerns or problems put the student's educational, career, personal, or social development at risk, an individual planning system to guide the student's future development, deliver classroom guidance activities, etc. (Texas Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools, 4th Edition).

Mentoring Program

International Leadership of Texas will provide mentoring programs to help students develop the skills and attitudes that are essential to academic success. Our mentors will focus on self-esteem, social and behavioral skills and achievement motivation. Our mentors will encourage good attendance and also serve as advocates when students have problems or concerns. At International Leadership of Texas, mentoring will be a solid foundation for long-term academic and personal success of our students. Mentors will be encouraged to speak on their college experiences, helping students understand the importance of using their time at Legacy as a preparation for their college career. With our partnerships with nonprofit corporations, businesses and educational entities for external mentoring as well as our internal mentoring program, we believe that

International Leadership of Texas will be a place where students succeed and break the cycle of dropping out of school. The mentoring program offers students the support system to be successful in tackling college and life-long learning opportunities.

LPAC/ARD Committees

As required by law, Special Education students will have annual ARD meetings and Limited English Proficient students will have annual LPAC meetings. In addition to parent and student participation, the students may have personal advocates participate in these meetings. The graduation coach and ILP members will be invited to attend. Parents or students may also invite mentors to participate. Each student's learning team will be part of the educational process.

k) If the proposed school will offer a gifted and talented program describe it.

While International Leadership of Texas will not offer a separate gifted and talented program, students will be challenged through the development of an Individual Learning Plan (ILP) and through the use of the College Readiness Standards woven into the everyday curriculum in each grade beginning in Kindergarten. The ILP includes rigorous academic yearly growth expectations as well as enriching activities to include fine arts, projects and products, Socratic activities and debates, leadership and service learning, and will ensure the needs of gifted and talented students are being met. In addition, extracurricular clubs and athletics will be offered. This includes Destination ImagiNation, a program developed for gifted students, UIL student government, and others provided with our college and university partners. Students in grades 8-12 who are academically gifted will take Pre-AP and Advanced Placement (AP) classes, dual enrollment and on-line courses developed at post-secondary institutions to better meet their personal and academic needs. They will also be encouraged to meet the expectation of graduating from International Leadership of Texas with 30+ transferable hours of college. Students may also accelerate courses or grades to accommodate gifted and high performing students' needs as necessary. The offering of a third language in the 4th/5th grade, plus offering the New Tech Middle School and High School embeds enrichment in a relevant manner and will intrinsically motivate learners to want to work harder.

Professional development for all teachers at International Leadership of Texas on differentiated instruction as well as gifted and talented instructional strategies such as Sandra Kaplan's Depth and Complexity model will be implemented. Laying the Foundation training from the College

Board will also assure that Advanced Placement strategies are woven in to instruction on a daily basis. As we emphasize students performing at the highest of standards, teachers must seek strategies and programs to meet the needs of our students to show individual progress in rigorous and relevant performances, as they accentuate the giftedness in every child.

Expecting all students to strive for Pre-AP and AP courses whenever possible, and taking the AP test for dual credit, will be a International Leadership of Texas foundation. College readiness must be developed, and having high expectations is an integral part of that success.

l) Describe the extracurricular activities (e.g. athletics, clubs, and organizations), that will be offered.

Middle School and High School Athletics

International Leadership of Texas will offer a variety of sporting opportunities to our students based upon student interests. We want to be flexible in the offerings we provide to engage our students. The offerings will include soccer and may include volleyball, cheerleading, basketball, baseball, softball, track, golf, tennis, and sailing depending on available facilities and coaches.

International Leadership of Texas believes that athletic programs are a healthy way to engage students and enable long-term academic success. To be an athlete, students must maintain a specific grade point average, organize their schedules, and have a coach that is interested in them not only athletically, but academically and personally as well. Benefits of participating in an athletic program include:

- Students who do not participate in sports average a 2.39 GPA. Those who participate in one sport average a 2.61 GPA and those in two sports average a GPA of 2.82.
- Student athletes do better in the classroom, are more involved in school activity programs, and stay involved in the community after graduation.
- High school athletic participation has a positive educational and social impact on many minority and female students.
- Besides the health benefits of sports, students gain a sense of self confidence, belonging, and discipline.
- Participation in junior high and high school athletics and activities are a much better indicator of overall college performance than other yardsticks. (Educational Testing Service and College Board Study)

- Extracurricular participation is a school's best predictor of an adult's success. (Fulfilling Lives - Paths to Maturity and Success, by Douglas H. Health, based on a 40-year survey).

Being part of athletics provides students with a model and mentor for personal success. At International Leadership of Texas, athletics is another avenue to engage students, connect learning to real-life and develop organizational skills.

Destination ImagiNation

Destination ImagiNation, Inc. is a non-profit organization that provides educational programs for students to earn and expense creativity, teamwork and problem solving. Destination ImagiNation's core program is an after-school or extension activity in which students work in teams to solve mind-bending challenges and present their solutions at tournaments. Teams are tested to think on their feet, work together, and devise original solutions that satisfy the requirements of the challenges. Participants gain more than just basic knowledge and skills; they learn to unleash their imaginations and take unique approaches to problem solving (<http://www.idodi.org/>). This program will increase engagement and promote higher level thinking skills.

University Interscholastic League

Interscholastic competition is an engaging way to encourage students to enrich their education and expand their horizons. Leadership and citizenship experiences through UIL activities help prepare students for a more useful and wholesome life. The University Interscholastic League:

- Provides students with educational experiences through competition
- Promotes good sportsmanship and cooperation among member schools
- Works to prevent exploitation of students by special interest groups
- Sponsors regional conferences and clinics for athletic, music, drama and academic contests
- Provides materials to schools for use in UIL contests
- Sponsors district, regional, and state tournaments or meets in athletic, music, drama and academic contests.
- Provides drama teachers with an extensive Drama Loan Library of more than 26,000 plays.

- Administers the Texas Interscholastic League Foundation which provides scholarships for drama and academic state competitors.

UIL Activities can include:

Academics: theatre, journalism, speech/debate, A+ Program, accounting, calculator applications, computer applications, computer science, current issues and events, literary criticism, mathematics, number sense, ready writing, science, spelling & vocabulary, editorial writing, feature writing, headline writing, news writing, social studies, informative speaking, persuasive speaking, poetry & prose interpretation, one act play and debate.

Music: band, choir, orchestra, mariachi

Athletics: track and field, football, basketball, soccer, tennis, volleyball, swimming, diving, wrestling, golf, softball and baseball.

International Leadership of Texas will look for talented adults who can serve as coaches and sponsors in the above-mentioned areas. As research clearly shows, students who are involved in extra-curricular activities have higher interest in staying in school. Many times these classes/activities become the “anchor” for children to continue coming to school, even when they are struggling in core academic areas.

Student government

Student government serves to engage students in learning about democracy and leadership. The student government will help share students' ideas, interests, and concerns with teachers, administrators and the community. They can help raise funds for school-wide activities, including social events, participate in community projects; and promote school reform. They will also be a voice in school decisions when appropriate, building leadership capacity in them as they help tackle and solve campus issues.

Honor Society

Selection for the honor society is based on five criteria: citizenship, service, leadership, scholarship and character. Members must maintain a high grade point average (the national minimum is a 3.5) and become good citizens (by participating in service projects). Participation requirements include some sort of school service to the community, school or other organizations. The projects help students meet the required service hour monthly total.

m) Describe any plans to partner with other public or private agencies for the provision of student activities.

International Leadership of Texas plans to have the majority of student activities, including clubs and athletics, to be led by teachers and staff members. However, there are some activities that will be led by community members, parents and area colleges. Some clubs will require that the school hire, or invite, private providers, such as some fine arts activities and technology based activities.

Other partnerships will be developed with the area colleges. Faculty and college students in fine arts, technology, math and science, kinesiology and other departments that are interested in working with our students will be invited to guide our students under the supervision of a International Leadership of Texas Academy or college staff member. Leadership development with the Chinese/Hispanic/African American Chambers of Commerce will be also incorporated.

Destination ImagiNation activities will provide a positive way to include parents and community members in school activities. Each team has a Team Manager of Record, 18 years of age or older, who may be a parent, teacher, or other interested adult. This group would meet on campus, and be monitored closely by school personnel. Additionally, all Team Managers will be required to pass a criminal background check prior to being assigned a group. The campus will have a coordinator for this program that is a staff member.

n) Describe any strategies to be used that win enhance parental or community involvement in the educational opportunities of the students.

Parental Involvement

International Leadership of Texas plans on enhancing parental involvement in the education opportunities of the students by a variety of ways. Parents will be surveyed about their goals for their children and how they can help those goals to be reached. International Leadership of Texas will have a "Parents as Partners" program. We will develop and share a "Job description" of an involved parent. Parents of students attending International Leadership of Texas will be required to sign contracts pledging to participate in volunteer work with the school. Parental involvement will even translate into gaining extra points for their child so he/she can gain the coveted Gold

Scholar Award, given yearly to those students in each grade who have reached the necessary total points.

International Leadership of Texas will offer parent workshops and training for committee work. Opportunities for parental involvement will be accessible on International Leadership of Texas' webpage. This volunteer work could take various forms, such as:

- Attending at least one ILP student/parent/teacher conference per semester to review student goals, progress and assessment results
- Attending exhibitions of student work, demonstrations and performances
- Serving as a mentor to a student
- Accompanying students on field trips
- Running the concession stand at athletic events
- Serving on Parental Advisory Committees (Publicity, Facility Management, Fundraising, Safety, Wellness, Athletic Booster Club)
- Serving as a school steward, helping in the maintenance of the school building and its grounds
- Attending Parent Coffee Hours/Parent Academy/ Parent University

Community Involvement

Community involvement is another key to International Leadership of Texas' success and will be a true grass roots movement. The charter's large Development Team is a community resource itself and is committed to the long term success of International Leadership of Texas. These team members have been contacted by colleagues and others in the community to share their excitement of the opportunities this brings to our area and the possibilities of collaborations with the school. As described previously in the application, some of the collaborations in place include the medical personnel from UT Southwest Medical Center and Baylor Hospital to focus on physical and mental health of young children, adolescents and adults as well as wellness and fitness target areas. The partnership with the Chinese/Hispanic/African American Chambers for planning, leadership development and to assist in the parental involvement to maximize participation in our Hispanic community is a strong asset. The Dallas Housing Authority's plans for outreach and maximizing services for high-need families will provide unique opportunities for students on our campus. The wide range of opportunities that Dallas Community College will offer our student population in areas such as technology, child development and innovative special courses will accentuate the diverse and innovative offerings of International Leadership of

*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.*

Application pages: 137-138

Educational Plan pp.137-138: Remove the parent requirements for students to earn points towards a college scholarship medal as parent involvement cannot be required at a public school.

The parent requirements for students to earn points towards a college scholarship medal have been removed. ILT confirms its understanding that parent involvement cannot be required at a public school.

The last paragraph on page 137 that continues to page 138 is revised as follows: "International Leadership of Texas plans on enhancing parental involvement in the education opportunities of the students by a variety of ways. Parents will be surveyed about their goals for their children and how they can help those goals to be reached. International Leadership of Texas will have a "Parents as Partners" program available to parents who choose to participate. We will develop and share a job description of an involved parent."

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Texas while paving the way to college enrollment. Other non-profit agencies will be approached to volunteer to partner with school activities and plans. These collaborative initiatives with leaders in the medical, business and educational sectors provide many additional opportunities for the students to be involved in unique and relevant relationships with leaders in the community.

To create a true sense of community and partnership in learning, community members will have access to all parent participation activities. Additionally, International Leadership of Texas will form partnerships that could include:

- Access to businesses for student internships
- Access to businesses for job shadowing
- Participation in career or life skills presentations
- Providing courses on special skills (i.e. family consumer sciences, technical skills)
- Career planning services
- Community members working with parents to provide assistance with job skills or job acquisition skills
- Events at the school that incorporate student activities with community events
- Membership on advisory boards, ILP committees and planning committees
- Community theatre, music and dance opportunities for students

Decisive efforts will be made to create an environment that values and maximizes participation among all community and school constituents.

o) Describe plans for program evaluation and explain the ways in which results will be used to improve instructional programs for all students.

Successful schools use formative assessments in an organized, deliberate, and on-going fashion to monitor student progress. Data is used immediately to adjust instructional practices and to meet needs. In addition to formative program evaluation, results from STAAR which includes End of Course (EOC) exams, and Stanford 10 will be analyzed by faculty to unpack those student expectations identified as needing additional support for mastery of the targeted objectives. Faculty will utilize a coherent systems approach to making decisions on program evaluation to improve student achievement through the instructional programs. Students will also be taught to analyze their own results from various tests to celebrate successes, determine areas of strength,

and to select particular learning targets to address more thoroughly in their Individual Learning Plan for personal mastery.

Too often schools find a "solution" without clearly articulating the-need or-defining the location of the area to address and the direction to take. This involves assessing problem areas thoroughly and defining ways to measure improvement. By having clear comprehensive indicators of student learning as evident in the International Leadership of Texas student goals, schools are better prepared to select, adapt and implement best practices that will make a difference in student learning (Daggett, 2008).

International Leadership of Texas values the input of all stake holders when evaluating the effectiveness of programs and the impact those programs have on student achievement. International Leadership of Texas will include parents, students, staff, community members and the governing body to assess the numerous programs offered and International Leadership of Texas will make data-driven decisions in regards to those programs. The same thorough and rigorous process will be used when examining new and innovative programs that International Leadership of Texas may consider for implementation.

Academic Programming

At the end of each year the principal/superintendent will evaluate instructional programs that have been implemented according to two variables: the degree to which the program has been successfully implemented and the degree to which student performance has been impacted.

International Leadership of Texas will use the following academic indicators for student success:

- Student goals as recorded in Section 4
- Percentage of students meeting proficiency level on STAAR
- Percentage of students meeting commended level on STAAR
- Percentage of students meeting goals set in the Individual Learning Plans (ILP)
- Achievement levels on standardized tests based on performance and Lexile/Quantile level improvement
- Percentage of BE/ESL and special education students who meet STAAR/TELPAS standards
- Percentage of performance-based assessments as evidenced in portfolio-developed projects that are aligned with college readiness standards
- Average scores on *ACT/SAT*

- Percentage of students requiring English/math remediation courses in college
- Achievement/growth of second- and third- language acquisition

The results of these evaluations and data analysis will drive the preparations for professional development and will allow the staff and governing board to make decisions on implementation of curriculum and programs for the coming school year. The Parent and Community Advisory Committee will also be involved in this process of evaluation and data analysis.

Character Education and Student Leadership

A unique aspect of International Leadership of Texas is the determination to develop strong student leaders who are service oriented both now and in the future. Embedding character education as a foundational component at International Leadership of Texas enables us to create a school culture that can potentially transform students, staff, home, and community. To evaluate the success of our character education and leadership program, the following will be evaluated:

- Students holding successful leadership positions in clubs, organizations, school, sports and other areas both in the school and in the community
- Participation in service learning projects (quantified by number of projects and/or hours)
- Follow-up survey on the growth of personal skills
- Analysis of disciplinary issues and frequency of student referrals and infraction reports

The results of these evaluations and data analysis will drive the preparations for professional development and will allow the staff and governing board to make decisions on revisions to the character and leadership program for the coming school year.

Parent Satisfaction

Parents will complete a parent satisfaction survey year. The results of this survey will drive the preparations for parent and community involvement and will allow the staff and governing board to make decisions on implementation of curriculum and programs for the coming school year. A thorough analysis of parent attitudes concerning the school will be used to address culture and school practices.

Student Satisfaction

Students will complete a student survey every year. The results of this survey will drive the preparations for student involvement and service learning opportunities and will allow the staff and governing board to make decisions on implementation of curriculum and programs for the coming school year as well as address issues impacting the school culture based on student feedback.

Staff Satisfaction

Staff will complete a campus climate survey every year. The results of this survey will drive the preparations for professional and campus development and will allow the staff and governing board to make decisions on implementation of curriculum, programs and school culture and morale issues for the coming school year.

Spanish Language Program

International Leadership of Texas will use the following academic indicators for the evaluation of the Spanish Language Program:

- Scores on end of year oral and written Spanish exams
- Percentage of students meeting goals set in the Individual Learning Education Plans (ILP)
- Achievement levels on standardized tests based on performance
- Percentage of BE/ESL and special education students who meet standards
- Percentage of performance-based assessments as evidenced in portfolio-developed projects
- Percentage of students meeting proficiency level AP and pre-AP exams
- Percentage of students exempt from Spanish courses in college or percentage of students who test for and receive college credit for Spanish

The results of the evaluation will drive the preparations for professional and campus development and will allow the staff and governing board to make decisions on implementation of curriculum and programs for the coming school year.

Professional Development Plan

Professional development activities will be based on the identified needs of the campus. Additionally, staff members are invited to request specific training. Through the use of the

Professional Learning Committees (PLCs), job-embedded professional development will take place. The success of the professional development will be evaluated based on:

- Increase in student achievement and other success indicators
- Observable changes in teacher and/or student behavior observed in walkthroughs or peer visits
- Inclusion of specific activities from professional development courses observed in walkthroughs or peer visits
- Lesson plans and assessments created by the teacher

The results of the evaluation will drive the preparations for professional and campus development by core content area and will allow the staff and governing board to make decisions on implementation of curriculum and programs for the coming school year.

Technology Use

Innovative technology implementation and innovations are required of students and teachers who choose to be a part of International Leadership of Texas. Results from the technology assessments and products will be used to improve the technology instructional programs for students. Use of technology by students will be assessed through a variety of measurements including:

- The STAAR assessment and others determined by a faculty, business/community partnerships and technology strategic plan
- Projects, presentations and exhibits including digital portfolios
- Analysis of technology skill mastery based on individual student chart and performance. This chart of skill mastery will be included in the student's ILP.
- The use of online courses for upper-level and dual credit courses
- Business and non-profit requests for technology collaborations with International Leadership of Texas students
- Awards from state and national competitions

Teacher use of technology will be assessed through:

- Student-created products
- Teacher lesson plans and teacher products
- Teacher presentations to staff, parents and students
- The facilitation of online courses for upper-level and dual credit courses

- Awards from state and national competitions products will be used to improve the technology instructional programs for students.

The parents, staff and student surveys will also include technology assessment items. The results of the evaluation will drive the preparations for professional and campus development and will allow the staff and governing board to make decisions on implementation of curriculum and programs for the coming school year.

p) Discuss whether or not the charter holder will seek annual state accountability ratings through traditional procedures or alternative education accountability (AEA) procedures for the proposed school. (See <http://ritter.tea.state.tx.us/aea>.) If the evaluation plans include using AEA procedures, explain specifically how this school will qualify for at-risk designation and what makes this proposed school a distinct alternative from the traditional school in the independent school districts in the area.

International Leadership of Texas will seek annual state accountability ratings through the traditional Academic Excellence Indicator System (AEIS) as developed by the Texas Education Agency and plans to be Recognized or Exemplary in annual AEIS reports.

Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.

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Other p.144: If awarded a charter, the applicant will seek accountability ratings through traditional procedures.

ILT confirms it will seek accountability ratings through traditional procedures.

APPROVED DURING CONTINGENCY PROCESS

Section 6: Special Needs Students and Programs

6. Special Needs Students and Programs (Reviewed by TEA)

Note that the SBOE's approval of an application should not be construed as a determination that the application complies with the various legal requirements concerning programs for special needs students.

Special Education Assurances and Development of Policies and Procedures

A statement of the sponsoring entity's willingness to comply with state and federal requirements if a charter is granted will suffice as the response to this section.

The school will comply with state and federal requirements if a charter is granted.

Electronic Submission of Charter Policies and Procedures Assurances

*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. 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"** <http://www.esc18.net/>.*

The school will comply with the Texas Education agency for a plan that provides assurances that there are policies, procedures and programs consistent with State policies and other ESCs.

Technical Assistance. *For questions concerning or information about the electronic submission of charter policies and procedures, please contact your regional ESC special education contact at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.*

Section 7: Geographic Boundary

7. Geographic Boundary (Reviewed by TEA)

- a) *List the school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be.*

TREETOPS SCHOOL INTERNATIONAL
 ARLINGTON CLASSICS ACADEMY
 FORT WORTH CAN ACADEMY
 THERESA B LEE ACADEMY
 METRO ACADEMY OF MATH AND SCIENCE
 FORT WORTH ACADEMY OF FINE ARTS
 WESTLAKE ACADEMY CHARTER SCHOOL
 EAST FORT WORTH MONTESSORI ACADEMY
 RICHARD MILBURN ACADEMY (FORT WORTH)
 HARMONY SCIENCE ACAD (FORT WORTH)
 TEXAS ELEMENTARY SCHOOL OF THE ARTS
 CHAPEL HILL ACADEMY
 UPLIFT EDUCATION-SUMMIT INTERNATIONAL
 PREPARATORY
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON
 ARLINGTON ISD
 BIRDVILLE ISD
 EVERMAN ISD
 FORT WORTH ISD
 GRAPEVINE-COLLEYVILLE ISD
 KELLER ISD
 MANSFIELD ISD
 LAKE WORTH ISD
 CROWLEY ISD
 KENNEDALE ISD
 AZLE ISD
 HURST-EULESS-BEDFORD ISD
 CASTLEBERRY ISD
 EAGLE MT-SAGINAW ISD
 CARROLL ISD
 WHITE SETTLEMENT ISD
 ROCKWALL ISD
 ROYSE CITY ISD
 WAXAHACHIE FAITH FAMILY ACADEMY
 AVALON ISD
 ENNIS ISD
 FERRIS ISD

ITALY ISD
MIDLOTHIAN ISD
MILFORD ISD
PALMER ISD
RED OAK ISD
WAXAHACHIE ISD
MAYPEARL ISD
UNIVERSITY OF NORTH TEXAS
TEXAS EDUCATION CENTERS
THE LEGENDS ACADEMY
LEADERSHIP PREP SCHOOL
DENTON ISD
LEWISVILLE ISD
PILOT POINT ISD
KRUM ISD
PONDER ISD
AUBREY ISD
SANGER ISD
ARGYLE ISD
NORTHWEST ISD
LAKE DALLAS ISD
LITTLE ELM ISD
PEGASUS SCHOOL OF LIBERAL ARTS AND SCIENCES
UPLIFT EDUCATION - NORTH HILLS PREPARATORY
DALLAS CAN ACADEMY CHARTER
DALLAS COMMUNITY CHARTER SCHOOL
ADVANTAGE ACADEMY
LIFE SCHOOL
UNIVERSAL ACADEMY
NOVA ACADEMY
ACADEMY OF DALLAS
CHILDREN FIRST ACADEMY OF DALLAS
TRINITY BASIN PREPARATORY
DALLAS COUNTY JUVENILE JUSTICE
FAITH FAMILY ACADEMY OF OAK CLIFF
A W BROWN-FELLOWSHIP LEADERSHIP ACADEMY
FOCUS LEARNING ACADEMY
JEAN MASSIEU ACADEMY
HONORS ACADEMY
NOVA ACADEMY (SOUTHEAST)
WINFREE ACADEMY CHARTER SCHOOLS
A+ ACADEMY
INSPIRED VISION ACADEMY

GATEWAY CHARTER ACADEMY
 ALPHA CHARTER SCHOOL
 EDUCATION CENTER INTERNATIONAL ACADEMY
 EVOLUTION ACADEMY CHARTER SCHOOL
 GOLDEN RULE CHARTER SCHOOL
 ST ANTHONY SCHOOL
 KIPP TRUTH ACADEMY
 UPLIFT EDUCATION - PEAK PREPARATORY
 LA ACADEMIA DE ESTRELLAS
 RICHLAND COLLEGIATE HIGH SCHOOL
 RECONCILIATION ACADEMY
 UPLIFT EDUCATION - WILLIAMS PREPARATORY
 UPLIFT EDUCATION - HAMPTON PREPARATORY
 MANARA ACADEMY
 CARROLLTON-FARMERS BRANCH ISD
 CEDAR HILL ISD
 DALLAS ISD
 DESOTO ISD
 DUNCANVILLE ISD

GARLAND ISD
 GRAND PRAIRIE ISD
 HIGHLAND PARK ISD
 IRVING ISD
 LANCASTER ISD
 MESQUITE ISD
 RICHARDSON ISD
 SUNNYVALE ISD
 COPPELL ISD
 IMAGINE INTERNATIONAL ACADEMY
 OF NORTH TEXAS
 ALLEN ISD
 ANNA ISD

CELINA ISD
 FARMERSVILLE ISD
 FRISCO ISD
 MCKINNEY ISD
 MELISSA ISD
 PLANO ISD
 PRINCETON ISD
 PROSPER ISD
 WYLIE ISD
 BLUE RIDGE ISD
 COMMUNITY ISD
 LOVEJOY ISD

b) If the proposed charter school will have a "transfer policy" in accordance with 19 TAC, §100.1207(e) (i.e., it will admit students who reside outside of the geographic boundary just described), once all eligible applicants who reside within the geographic boundary have submitted a timely application and have been enrolled, list the school districts from which the proposed charter school will accept transfer students.

The School will not admit transfer students at this time.

c. The sponsoring entity must send copies of the Statement of Impact form and

*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.*

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Geographic Boundary p. 150: Transfer Boundary: Confirm your understanding that adding a transfer boundary or any change to the primary boundary in the future will require the submission of a substantive amendment request and approval by the commissioner of education prior to the charter making these changes.

ILT confirms its understanding that adding a transfer boundary or any change to the primary boundary in the future will require the submission of a substantive amendment request and approval by the commissioner of education prior to the charter making these changes.

APPROVED DURING CONTINGENCY PROCESS

Application Coversheet, accompanied by a letter from the sponsoring entity, to all superintendents of school districts and charter schools within the proposed school's designated geographic boundary and transfer boundary, if applicable.

See Attachment C

Section 8: Admissions and Enrollment Policies

8. Admissions and Enrollment Policies

a.) Specify the period (both the beginning and ending dates) during which applications for admission will be accepted.

The application for admission to the school will be available on the first business day in January, and the deadline will be the first business day in April at 5pm.

b.) Describe the procedures to be followed in conducting a lottery when a grade or class is oversubscribed.

If a grade or class is oversubscribed, the school will conduct a lottery, acknowledging that the school is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services. The school will not discriminate on the basis of sex, national origin, race, color, ethnicity, religion, disability, academic, artistic, or athletic ability, pregnancy, marital status, or sexual orientation.

The school will be an open-enrollment school with no tests or academic requirements for admission as well as no tuition charges. A student is eligible for admission to our school if he or she resides within the boundaries of the school districts referenced in Section 7 of this application and will be entering the grade for which he or she is applying.

Lottery procedures

If, after the application period has ended and the number of applications received exceeds the number of open student positions, the school will hold a public lottery, supervised by a CPA firm, to select students for admission.

(1) Application deadline will be the first business day in April. If more than applications are received for a single grade than planned, the school will conduct a lottery.

(2) In years following the school's first year of operation, first preference will be given to returning students, who will automatically be assigned a space within the school. The

next preference will be given to siblings of students already enrolled in the school.

Two or more children will be considered siblings if they are related either by 1) birth, by means of the same father or mother, or by 2) legal adoption.

(3) Children of the founders and children of the school's teachers are exempt from the lottery as permitted by federal guidelines.

(4) The school will print out labels of all students eligible for the lottery during the second week of April.

(5) A representative from a local auditing firm will pull labels in a public setting at a date, time and location advertised publicly and provided to applicants. Lottery results in each applicant receiving a number beginning at 1, 2, 3, and continuing until all applicant labels have been pulled and read aloud. Once the number of applications selected in the lottery equals the number of available spaces for a grade, a waiting list will be generated by continuing to assign numbers to the remaining applicants.

(6) All applicants will receive a letter indicating whether they were selected as one of the first students in the grade or whether they are on the waiting list. Students selected in the first group for a grade will receive notification via certified letter. Waiting list students will receive notification via regular mail.

(7) The first group of students for a grade have 30 days to submit a signed letter of intent to enroll form. Failure to submit a signed letter of intent to enroll by that date results in forfeiture of opportunity to enroll.

(8) In the event seats become available, The school will attempt to contact waiting list students via phone, and if unable to do so will mail certified letters offering the opportunity to enroll by a selected date. Waiting list students who fail to submit a signed letter of intent to enroll by the selected date results in a forfeiture of opportunity to enroll.

c) If the charter school will exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and teachers (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) as permitted by the federal guidance on the Charter Schools Program, state the categories of applicants that will be exempted.

First preference will be given to returning students. After the first year of operation, these students will be automatically assigned a spot at the school. The next preference will be given to siblings of students already enrolled in the school. For definition purposes, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, or by 2) legal adoption.

d.) Specify the approximate date on which a lottery will be conducted if required.

If a lottery is required, the school will conduct the lottery during the second week of April.

e.) State whether a waiting list will be developed for the applicants who were not admitted through the lottery. If a waiting list will be used, describe the process.

There will be a waiting list for the applicants who were not admitted through the lottery. The lottery results in each applicant receiving a number beginning at 1, 2, 3, and continuing until all applicant labels have been pulled and read aloud. Once the number of applications selected in the lottery equals the number of available spaces for a grade, a waiting list is generated by continuing to assign numbers to the remaining applicants. This waiting list will be the only official, legal document identifying the names of eligible students who have applied to the school.

Parents will be notified by phone and given 24 hours to accept. This process will repeat until all the slots have been filled. The waiting list will carry over through the entire school year. Failure to submit a signed letter of intent to enroll by that date results in

forfeiture of opportunity to enroll. In the event seats become available, the school will attempt to contact waiting list students via phone, and if unable to do so will mail certified letters offering the opportunity to enroll by a selected date. Waiting list students who fail to submit a signed letter of intent to enroll by the selected date results in a forfeiture of opportunity to enroll.

f.) If the school will accept applications that are submitted outside of the designated application period, describe how the school will treat such applications.

Applications that are submitted outside of the designated application period will not be processed until after the lottery is held.

g.) Provide the non-discrimination statement that will be included in the proposed school's admissions policy.

The school will include in its admission policy a statement that the school will not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic ability, athletic ability, artistic ability or the district the child would normally attend.

i.) State whether the school will exclude from admission students with documented histories of any of the types of misconduct listed in TEC, §12.111(6). TEC, §12.111(a)(6)

The school reserves the right to exclude a student from admission if the student has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under TEA Subchapter A, Chapter 37.

j.) Describe the manner in which the proposed school will admit students under TEC, §25.001. What information must an applicant provide in order to establish eligibility for admission.

A student application form must be filled out and submitted by an application due date in order to be admitted to the school or included in the lottery process if the school is oversubscribed. The information required on the application includes:

Student Information:

- Grade for upcoming year
- Name
- Date of Birth
- * Home Address
- * District of Residence
- * Telephone Number (cell)

Parent or Guardian Information:

- Name
- Relationship to student
- Telephone Numbers (Home, work, cell/pager, fax)
- * Email Address
- * Home Address

k) Described the manner in which the proposed school will enroll students under TEC, §25.002 and 19 TAC, §129.1. What information must an enrolling student provide beyond that is required by TEC, §25.002?

An enrolling student is not required to provide information in addition to the items enumerated in TEC §25.002. As such, the enrolling student must provide:

- a. A birth certificate or another document suitable as proof of the child's identity
- b. a copy of the child's records from the school the child most recently attended or information regarding where this information may be obtained by the school
- c. A record showing that the child has immunizations as required by state law

Section 9: Governance

9. Governance *(Reviewed by TEA)*

Governing Body of the Sponsoring Entity

a) List the members of the governing body of the sponsoring entity.

1. Mr. Frank Corte
2. Mr. Curtis Donaldson
3. Ms. Carmen Valdivia
4. Mr. Jerry McCreight
5. Mrs. Constance Ramirez

Submit, as part of Attachment D, a notarized biographical affidavit for each member of the governing body of the sponsoring entity.

See Attachment D.

b) If the sponsoring entity is an out-of-state organization, state whether or not a majority of the members of the governing body of the sponsoring entity reside within 50 miles of the proposed charter school's designated geographic boundary (as described in response to item "a" in Section 7 Geographic Boundary).

International American Education Federation, Inc. is not an out-of-state organization and all members of the governing body of the sponsoring entity reside within 50 miles of the proposed charter school's designated geographic boundary.

c) Submit, as Attachment E, the 501(c) (3) determination letter from the

IRS or a statement that this is not necessary because the sponsoring entity is an institution of higher education or a governmental entity.

See Attachment E: Determination Letter

d) Submit, as Attachment F, the original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation, any Restated Articles of Incorporation, and any Articles of Amendment. If the sponsoring entity has amended its original Articles of Incorporation and does not submit both the original Articles of Incorporation and all of the documents reflecting the amendments, this attachment will be considered incomplete. If incorporated after January 1, 2006, substitute with Certificate of Formation and Certificate of Filing. Comparable documents must be submitted if the sponsoring entity is a nonprofit corporation incorporated in another state. If the sponsoring entity is an institution of higher education or a governmental entity, the entity should submit a statement that this requirement is inapplicable.

See Attachment F: Articles of Incorporation

e) Submit, as Attachment G, a complete copy (originals and any amendments) of the bylaws of the sponsoring entity. If the sponsoring entity is an institution of higher education or a governmental entity, the entity should submit a statement that this requirement is inapplicable.

See Attachment G: Bylaws

f) State the approximate date on which the sponsoring entity was incorporated or established.

January 4, 2011

g) Describe the purpose for which the sponsoring entity was established.

The sponsoring entity was established to provide education success for all students. The mission of ILT is to prepare all students who attend and excel at the nation's top colleges and universities.

h) Describe the activities in which the sponsoring entity has been engaged in the past and in which it is currently engaged. Agency staff will review the franchise tax status on the website of the State of Texas Comptroller's Office. See <http://www.window.state.tx.us/taxingo/franchise/>.

International American Education Federation, Inc. was created to be the sponsoring entity of the charter application. International Educational Foundation, Inc. has not been involved in any past activities save for the purpose of Texas charter application submission for Generation I7.

i) Disclose whether the sponsoring entity has operated a private daycare, private school, public daycare, or public school.

The sponsoring entity has not operated any type of school.

j) Disclose whether the sponsoring entity is a religious or faith-based organization or engages in any activities with a religious purpose.

International Education Federation, Inc. is not a faith-based 501(c)(3).

k) Discuss any litigation in which the sponsoring entity has been involved.

Korea as a policy planner. In March 2007 [REDACTED] was awarded the Bronze Star Medal for meritorious service for [REDACTED] service in Iraq. [REDACTED] graduated from San Antonio Christian Schools in 1977 and from Texas A&M in 1982 with a Bachelor of Science Degree in Building Construction. [REDACTED] was a member of the Corps of Cadets and the Fighting Texas Aggie Band. In 1993 and 1995, [REDACTED] was awarded the "Guardian of Small Business Award" from the National Federation of Independent Business. In 2004, [REDACTED] was recognized by the Texas Christian Coalition with its "Friend of the Family Award." [REDACTED]
[REDACTED] have [REDACTED].

Mr. Curtis Donaldson: Graduated from Texas A&M, College Station, Texas. Member of the National Propane Gas Association, Texas Propane Gas Association, and Petroleum Equipment Institute. He is the CEO and Founder of Clear Fuel Holdings, Inc. since 1993.

Ms. Carmen Valdivia: Graduated from Texas Wesleyan School of Law with a Juris Prudence Degree in 1998. Is currently working with Dallas ISD, and worked with Valdivia & Associates, LLC law firm from 1998 to 2006.

Mr. Jerry McCreight: Graduated from Texas A&M, College Station, Texas. Member of the Texas Society of Certified Public Accounts in the Ft. Worth Chapter and the American Institute of Certified Public Accountants.

Mrs. Constance Ramirez: Graduated from Texas A&M, Commerce, Texas with a BS in Elementary Education and English. Her graduate studies at Texas A&M earned her a masters in Counseling and Guidance; and earned her

Doctoral in Educational Leadership K-12 at Dallas Baptist University. She serves as a member of the National Association of Black School Teachers, Texas Association of School Administrators, and Dallas-Regional Association of Black School Educators. Mrs. Ramirez worked at Dallas ISD as a Counselor 1991-1999; Duncanville ISD as Assistant Principal from 1999-2002; Dallas ISD as Principal from 2002-2010; and currently working in Cedar Hill ISD as Principal from 2010 to present.

n) Discuss any plans for further recruitment of organizers of the proposed school.

Pending charter school approval, International Education Federation, Inc. will continue to recruit the best talent and leadership to add to the depth of experience to lead the school into the future.

o) Describe the methods used to inform parents, students, and employees about procedures for receiving and responding to complaints. Note that under 19 TAC, §100.1033(c) (6) (C), the governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns.

At the beginning of each school year, an updated Parent and Student Handbook will be given to all families. This document outlines rules and procedures for the school. Additionally, this document explains in detail how parents and students can report complaints to the administration and governing board.

All employees will be giving an updated Employee Handbook at the beginning of each school year. This document will explain the procedures to file complaints to the

administration and the governing board.

p) Describe the following elements of the governance structure of the governing body of the sponsoring entity.

1) the officer positions designated;

The officer positions of the governing body of the sponsoring entity are President, Secretary, and Treasurer.

2) the manner in which officers are selected and removed from office;

All officers shall be elected and appointed annually by the Board of Directors at the regular annual meeting of the Board of Director. Any office elected or appointed may be removed by the Board of Directors whenever in their judgment the best interests of the Corporation will be served thereby.

3) the manner in which members of the governing body are selected and removed from office;

Members of the governing body are also officers of the governing body and are therefore covered in item 2, above.

4) the manner in which vacancies on the governing body are filled;

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

5) the term for which members of the governing body serve; and

All officers serve in three year terms.

6) whether the terms are to be staggered.

The officers do serve in staggered terms.

Governing Body of the Charter School (if different from the governing body of the sponsoring entity)

Some charter holders choose to delegate some powers or duties of the governing body of the charter holder to a governing body of the charter school. Non-delegable duties are listed in 19 TAC, § 100.1033(c)(6)(C). Members of the governing body of a charter school will be required to undergo training as defined by 19 TAC, §100.1102.

q) If a governing body of the charter school exists, list the members.

International American Education Federation, Inc. formerly NorthStar Prep, Inc., was created to be the sponsoring entity of a Texas Charter School application. The governing board for the sponsoring entity and the future charter school board a.k.a. “charter holder” (pending charter approval) is Mr. Frank Corte, Mr. Curtis Donaldson, Ms. Carmen Valdivia, Mr. Jerry McCreight and Mrs. Constance Ramirez.

r) If a governing body of the charter school exists, describe the powers or duties delegated to it by the governing body of the charter holder. Non-delegable duties are listed in 19 TAC, §100.1033(c)(7)(C).

The powers or duties of board that are non-delegable duties found in 19 TAC, §100.1033(c)(7)(C) are listed below. The sponsoring entity and pending charter holder board understands that these duties are non-delegable.

(C) The following powers and duties must generally be exercised by the governing body

of the charter holder itself, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551. Absent a specific written exception of this subparagraph, setting forth good cause why a specific function listed in clauses (i) - (vi) of this subparagraph cannot reasonably be carried out by the charter holder governing body, the commissioner may not grant an amendment delegating such functions to any person or entity through a contract for management services or otherwise. An amendment that is not authorized by such a specific written exception is not effective for any purpose. Absent such exception, the governing body of the charter holder shall not delegate:

(i) final authority to hear or decide employee grievances, citizen complaints, or parental concerns;

(ii) final authority to adopt or amend the budget of the charter holder or the charter school, or to authorize the expenditure or obligation of state funds or the use of public property;

(iii) final authority to direct the disposition or safekeeping of public records, except that the governing body may delegate this function to any person, subject to the governing body's superior right of immediate access to, control over, and possession of such records;

(iv) final authority to adopt policies governing charter school operations;

(v) final authority to approve audit reports under TEC, §44.008(d); or

(vi) initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for a chief executive officer.

(D) The following powers and duties must generally be exercised by the chief executive officer of the charter holder. Absent a specific written exception of this subparagraph, setting forth good cause why a specific function listed in clauses (i) - (iii) of this subparagraph cannot reasonably be carried out by the chief executive officer of the charter holder, the commissioner may not grant an amendment permitting the chief executive officer to delegate such function through a contract for management services or otherwise. An amendment that is not authorized by such a specific written exception is not effective for any purpose. Absent such exception, the chief executive officer of the charter holder shall not delegate final authority:

(i) to organize the charter school's central administration;

(ii) to approve reports or data submissions required by law; or

(iii) to select charter school employees or officers.

See Attachment D.

s) Describe the following elements of the governance structure of the governing body of the charter school:

1) the officer positions designated;

The elected officers of the Corporation shall be a President and a Secretary, who may not be the same person. The Board may elect a Chairman of the Board, and one or more Vice Presidents and a Treasurer.

2) the manner in which officers are selected and removed from office;

The Officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting. Any officer who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Officers when they have missed three (3) regular consecutive meetings. If the Secretary has missed three (3) regular consecutive meetings, then the Chair is to notify the Secretary. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Officer may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3) the manner in which members of the governing body are selected and removed from office;

The Directors of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting. Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal.

4) the manner in which vacancies on the governing body are filled;

The Chairman of the Board will appoint Directors to fill vacancies in accordance with the Texas Business Organizations Act. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the vacancy. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

5) the term for which members of the governing body serve; and

Four (4) of the seven (7) Directors or five (5) of the nine (9) Directors' seats shall be designated as two-year terms; and the remaining Directors' seats shall be designated as three-year terms. Each term may be renewed by each respective Director at the discretion of the Board, and with state law governing qualifications and restrictions on service as a member of a governing body of a charter holder or charter school. The Chairman of the Board's seat shall be included in those serving a three-year term, which may be renewed indefinitely by the Chairman of the Board.

6) whether the terms are to be staggered.

These terms will be staggered.

Other Governance

If at some point, the charter holder plans to enter into an agreement with a management company, the contract/or services must be approved by the commissioner of education at least 30 calendar days prior to any performance or payments under the contract. See 19 TAC, §100.1155.

t) Describe the extent to which any private entity, including any management company, other nonprofit group, other governmental agency and/or any other educational organization will be involved in the operation of the charter school. Identify any members of the governing board or officers of the charter school who are affiliated with all such entities.

International American Education Federation, Inc. governing board has not made any decisions as to any management company or any other entity or agency involved in the operations of the school.

Section 10: Human Resources Information

10. Human Resources Information (Scored by External Review Panel)

a) *Submit, as Attachment H, the sponsoring entity's organizational chart.*

See Attachment H

b) *Describe how the charter holder board will maintain responsibility for and oversight of:*

The school officers of the school in conjunction with the Board of Directors have a clear understanding of the responsibilities as delegated and monitored by the Board of Directors. The School Board and School Administrators will have a clear understanding that a quorum of board members cannot discuss issues outside of open meetings as required by the Texas Open Meetings Act (TOMA). Each area designated below is enumerated within the school officer job description. The following table shows the link between responsibilities listed in the charter application guidelines and the responsibilities identified in the job postings.

Responsibilities in Charter Application

1) student and school performance;

Superintendent/CEO: Create a culture of high expectations for the school where all students will be academically prepared to succeed in high school and college; provide instructional leadership to school officers and staff by requiring the school to employ instructional practices grounded in scientifically based or best practice research; focus the school on student performance results and require decisions about curriculum, instruction, programs, assessment and professional development to be driven by results; focus the school officers and staff on the importance of relational interactions with students.

Principal: Oversee all aspects of the instructional program and ensure a focus on improving student performance; work with staff, Board of Directors and community to develop curriculum and programs; prepare reports evaluating the effectiveness of school programs; promote relational importance in learning; support achievement of student and campus performance objectives; ensure an appropriate educational program for each

student in a Personal Education Plan developed for each individual student's specific needs.

Asst. Principal (When implemented): Monitor the instruction program; work closely with instructional staff on the curriculum to ensure alignment with TEKS and high level of rigor; recommend improvement to the instruction program; identify and use research and statistical information for program and instructional improvement; develop a strong advisory and mentoring system for students; oversee the school's counseling programs.

2) management and administrative practices;

Superintendent/CEO: Lead the development, implementation of and any subsequent revisions of the school's strategic plan; build unity for and communicate the school's vision, mission, and goals; anticipate the needs of the school through short- and long-term planning and provide timely and responsive action to address the needs.

Principal: Work with the Superintendent/CEO to develop administrative procedures to manage school operations and implement policies; ensure that school plant and facilities are properly maintained and provide for the safety of students and staff; define the responsibilities and duties of all personnel; recruit and evaluate faculty and staff, and recommend to the superintendent/CEO the employment or discharge of faculty and staff. Assist staff in developing professional growth plans; establish and maintain a positive work environment conducive to high staff morale; communicate with students, staff, and parents in a clear and effective manner.

3) student attendance accounting reporting requirements;

Superintendent/CEO: Approve reports and data requirements; submissions to TEA

Principal: Work with Business Manager to prepare and submit accurate and timely reports to TEA. Prepare all necessary reports to the State for student attendance.

4) compliance with generally accepted accounting principles and generally accepted standards of fiscal management;

Superintendent/CEO: Exercise fiduciary responsibility, including complying with generally accepted accounting principles and generally accepted standards of fiscal management, to ensure that all resources are used effectively and efficiently. The charter hold oversees the operations of the charter, and TOMA will be followed.

Principal: Supervise financial operations to ensure compliance.

Business Manager: Manage the work of the back office.

5) compliance with special education and bilingual education/English as a second language (BE/ESL) program requirements

Superintendent/CEO: Ensure that school officers and bilingual educational English as a second staff are informed about relevant federal and state laws language (BE/ESL) program requirements;

Principal: Ensure compliance with all applicable state and federal requirements, including special education and bilingual/ESL; hire and manage staff to support these populations.

6) financial accounting reporting requirements, including grant reporting requirements;

Superintendent/CEO: Sign off on the Back Office hire of the business manager; approve reports and data submissions to TEA.

Principal: Work with business manager to prepare and submit accurate and timely reports to TEA.

Business Manager: Prepare all necessary reports to the State for financial information and other information required by the State.

7) reporting requirements, including those through the Public Education Information

Management System (PEIMS);

Superintendent/CEO: Approve reports and data submissions to TEA.

Principal: Work with Business Manager to prepare and submit accurate and timely reports to TEA.

Business Manager: Enter (or cause to be entered) all PEIMS data meeting timelines; prepare (or oversee preparation) reports and analyses of PEIMS information; handle all tasks associated with PEIMS as identified.

8) reporting annual school and student performance to students, parents, and the school public

Superintendent/CEO: Develop procedures for the school to report annual school and student performance to students, parents, and the public.

Principal: Report annual school and student performance to students, parents, and the public through a variety media, such as school website, social networking site (i.e. Facebook), written notices, and other as provided by Superintendent.

9) distribute to parents information related to the qualifications of each teacher of the program, including any professional or the qualifications of the teacher, a statement of any certification under Subchapter B, Chapter 21, held by each teacher, and any relevant experience of each teacher.

Superintendent/CEO: Develop procedures for the school to distribute to parents information related to each professional employee at the school.

Principal: Distribute to parents information related to the qualifications of each professional employee at the school.

c) **Submit, as part of Attachment D, a notarized biographical affidavit for each school officer.**

See Attachment D: Notarized Biographical Affidavits.

d) **Submit as Attachment I, a Supplemental Human Resources Information Form for each officer position.**

See Attachment I: Supplemental Human Resources Information Form

e) *Describe professional development opportunities that will be offered to school officers.*

The school will provide professional development opportunities to all school officers. The superintendent and the principal/school director, when that position is activated, will attend state conferences and trainings sponsored by the Texas Association of School Administrators, Texas Association of School Boards, and the Texas associations for the appropriate grade level, to be differentiated as grade levels are added to the school. They will also participate in other national conferences and trainings, to include the National Charter Schools Conference and the Texas Charter School Association.

As part of the annual review process, school officers, including the Superintendent/Principal, Business Manager, and Assistant Principal, will map out their own professional growth plan for the year ahead. Each professional development activity will be aligned with organization and personal learning goals. Progress on these goals will be reported to the supervising individual or entity at the conclusion of each year.

In addition, the Superintendent/Principal and/or Assistant Principal will receive American Red Cross, cardiopulmonary resuscitation (CPR), and automated external defibrillation (AED) training. The Business Manager will be required to attend trainings on PEIMS compliance and student attendance compliance, Grant Management and other financial training. He or she will also be encouraged to attend trainings hosted by the Texas Association of School Business Officials and Texas Charter School Association.

All school officers will comply with the training required in 19 TAC 100.1103-100.1105 for their respective positions.

f) Explain the method(s) and timelines that will be used to evaluate school officers; designate the responsible party for the evaluations.

All administrative personnel will be evaluated in accordance with provisions of Chapter 150, Subchapter BB, Texas Administrative Code. The Commissioner's rules regarding administrator appraisal identify ten domains and descriptors for evaluating performance.

During the first year of operation, there will only be a Superintendent/Principal. Thus it will be the duty of the Board Chair to evaluate the Superintendent/Principal. The Superintendent/Principal will be held accountable by the board. The Superintendent/Principal will have the duty of evaluating other staff members. Success criteria used in the annual principal evaluation process are as follows:

Student Academic Achievement

- School level growth targets achieved
- 90% of students entering as 6th graders continuously enrolled culminate middle school in 3 years (for middle grades or secondary administrator)
- 80% of grade 8 students culminate ready for high school mathematics, as defined by a student passing Algebra and ready for Geometry (for middle grades administrator) 80% of 8th grade students score proficient or advanced on the writing diagnostic (for middle grades or secondary administrator)
- 90% of students entering as 9th graders who are continuously enrolled graduate within four years (for high school administrator)
- 90% of high school graduates enrolled in 2- or 4-year colleges (for high school or secondary administrator)
- 50% of graduating class has at least 2 AP tests (for high school administrator)
Average SAT score for graduating class is at least 500 per subject area on reading, writing, and mathematics (for high school or secondary administrator)

Instructional Quality

- 90% of classrooms consistently reflect rigorous, standards-based instructional criteria

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Attendance and Enrollment

- Average daily student attendance rate of at least 95%

Satisfaction and Continuity

- 80% of parents will rate the school, on average, at least a four on a five-point scale
- 80% of students will respond with "agree" on questions from the student perceptions survey that relate to the school culture as a whole
- 90% of students who were enrolled at the beginning of the prior school year, and who still live within commuting distance, remain enrolled at the start of the current school year
- 70% of the staff will rate the school, on average, at least a four on a five-point scale on staff satisfaction
- 70% of teachers still living in the area, AND invited back will return to the school annually

Parent Engagement (Note: Parent Engagement goals are only goals. These goals are not to be considered something that is required by the school of the parent. Parent volunteer hours, and their attendance a parent/teacher conference and other parent meetings will not be a requirement for the parent, but a goal of the school administration.)

- At least 80% of parents will complete at least 40 volunteer hours annually
- At least 75% of parents will attend scheduled parent/teacher conferences
- Average attendance at monthly parent informational meetings is at least 50%

g) Submit as Attachment I, a Supplemental Human Resources Information Form for all teacher and other instructional staff positions.

Please see Attachment I.

h) *Explain the manner in which the school will distribute to parents information related to the qualifications of each teacher, including any degrees or certifications held and any relevant experience.*

At the beginning of each school year, parents will be given a packet of information regarding the upcoming school year. This will include a calendar of dates

*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.*

Application page: 178

Admissions and Enrollment Policies p.178: On page 178, under Parent Engagement, the applicant states that the parent involvement goals are only goals. However, those goals will have "chilling effect" on those parents contemplating enrolling their children in the charter school.

In order to prevent a "chilling effect" on parents who are contemplating enrolling their children in ILT, the revisions are as follows:

- At least 80% of parents will volunteer in one or more activities every year
- At least 75% of parents will attend scheduled parent/teacher conferences
- At least 50% of parents will attend monthly parent informational meetings

APPROVED DURING CONTINGENCY PROCESS

and activities, introduction to new clubs/programs, and information on new staff members.

One item that parents will receive during this annual disbursement of information is a document that outlines the qualifications of each teacher, including any degrees or certifications held as well as any relevant experience. In addition, this information will be distributed through a variety of media, such as the school website, written notices, and other as provided by the Board.

i) Describe professional development opportunities that will be offered to teachers and other instructional staff.

One of the most innovative aspects of the school model will be our approach to recruiting and developing the best teacher talent from around the country. We believe that the quality of a student's teacher is the greatest controllable factor contributing to that student's success or failure. Professional development opportunities will be made available to teachers on a consistent basis.

Our school will feature a coaching program where veteran "master teachers" are paired with teachers in need of greater development. Following a standardized coaching plan, both the coach and novice teacher will be expected to demonstrate professional growth at the end of the yearlong program. The coach's goals lie in the area of leadership development, while the novice teacher's goals are focused on instructional development. Furthering the believe that teachers must lead one another, teachers demonstrating mastery in certain areas will regularly be asked to demonstrate these "best practices" for their peers. Teachers will be asked to teach mock lessons for one another, modeling best practice, not merely describing how to utilize the practice.

The professional development series offered to teachers and instructional staff each year will have fixed features but also respond to specific needs, either explicitly stated and implicitly observed. In addition to state-required professional development trainings, school-selected topics may include, but are not limited to:

- Data-driven decision making
- Response to Intervention
- Innovative technology instruction

- Conflict resolution
- Behavioral management .

Teachers will also be encouraged to attend conferences on research-based practices in their subject area or grade level. Like school officers, all instructional staff will create their own professional growth plan at the beginning of the school year. Teachers will be required to complete 40 hours of professional development each year, including school-based offerings.

j) Explain the method(s) and timelines that will be used to evaluate teachers and other instructional staff. Designate the responsible party for the evaluations.

The superintendent, principal/school director, or any other designated school officer, will evaluate teachers and other instructional staff utilizing the Professional Development and Appraisal System (PDAS). PDAS will form the core of the school's teacher evaluation system. The process includes a minimum of one 30-minute observation and completion of the Teacher Self-Report form. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-centered Instruction adopted by the State Board of Educator Certification (SBOE).

At the beginning of the year, each staff member will meet with the designated appraiser to set goals based on the following PDAS domains:

- Active, successful student participation in the learning process
- Learner-centered instruction
- Evaluation of and feedback on student progress
- Management of student discipline, instructional strategies, time and materials
- Professional communication
- Professional development
- Compliance with policies, operating procedures, and requirements
- Improvement of academic performance of all students on the campus

The teacher is required to complete his/her self-evaluation and the designated appraiser will have a summative conference with the teacher at the end of the year to discuss the results of the observations and self-appraisal. The meeting will focus on the teacher's progress in meeting the performance objectives identified at the beginning of the school year. For teachers in need of assistance, an extensive intervention plan will be developed.

Student Survey Questions

(Students will be asked to respond on a scale of 1-5, where 1 =strongly disagree, 2=somewhat disagree, 3=neutral, 4=somewhat agree, and 5=strongly agree. There will also be a "Do not know" answer choice.)

CARE

My teacher in this class makes me feel that she really cares about me.

My teacher seems to know if something is bothering me.

My teacher really tries to understand how students feel about things.

CONTROL

Student behavior in this class is under control.

I hate the way that students behave in this class.

Student behavior in this class makes the teacher angry.

Student behavior in this class is a problem.

My classmates behave the way my teacher wants them to.

Students in this class treat the teacher with respect.

Our class stays busy and doesn't waste time.

CLARIFY

If you don't understand something, my teacher explains it another way.

My teacher knows when the class understands, and when we do not.

When s/he is teaching us, my teacher thinks we understand even when we do not.

My teacher has several good ways to explain each topic that we cover in this class.

My teacher explains difficult things clearly.

CHALLENGE

My teacher asks questions to be sure we are following along when s/he is teaching.

My teacher asks students to explain more about answers they give.

In this class, my teacher accepts nothing less than our full effort.

My teacher doesn't let people give up when the work gets hard
 My teacher wants us to use our thinking skills, not just memorize things.
 My teacher wants me to explain my answers-why I think what I think.
 In this class, we learn a lot almost every day.
 In this class, we learn to correct our mistakes.

CAPTIVATE

This class does not keep my attention-I get bored
 My teacher makes learning enjoyable.
 My teacher makes lessons interesting.
 I like the ways we learn in this class.

CONFER

My teacher wants us to share our thoughts.
 Students get to decide how activities are done in this class.
 My teacher gives us time to explain our ideas.
 Students speak up and share their ideas about class work.
 My teacher respects my ideas and suggestions.

CONSOLIDATE

My teacher takes the time to summarize what we learn each day.
 My teacher checks to make sure we understand what s/he is teaching us.
 We get helpful comments to let us know what we did wrong on assignments.
 The comments that I get on my work in this class help me understand how to improve.

Family Survey Questions

(Families will be asked to respond on a scale of 1-5, where 1=strongly disagree, 2=somewhat disagree, 3=neutral, 4=somewhat agree, and 5=strongly agree. There will also be a "Do not know" answer choice. Surveys will also be sent home in Spanish.)

1. Teachers at this school provide lots of encouragement and support for students.
2. The teachers at this school truly care about my child.
3. My child is getting a good education at this school.
4. Teachers and administrators treat students with respect.
5. Communication to home from this school is easy to understand.
6. Because of race or ethnicity, my child gets disciplined harder or less fairly in school than some other children do.
7. There are enough after-school programs and extended-day learning opportunities available for my child.

8. When my child works hard in school, an important reason is because I demand it.
9. My child can get extra help at this school if he or she needs it.
10. I make sure my child spends enough time to complete his or her homework assignments.
11. There is a lot of teasing and/or bullying at the school.
12. Adults at the school do whatever they can to help my child.
13. Because of race or ethnicity, some teachers think my child is less smart than he or she really is.
14. I expect my child to graduate from high school.
15. The school is overcrowded - too many children go there.
16. Teachers at the school make my child excited about learning.
17. If my child needs help with school work and I can't provide it, I am able to find someone else who can.
18. If my child does not understand a school assignment, there is usually someone at home who can help.

Peer Survey Questions

(Peers will be asked to respond on a scale of 1-5, where 1=strongly disagree, 2=some what disagree, 3=neutral, 4=somewhat agree, and 5= strongly agree. There will also be a "Do not know" answer choice.)

Student relationship

1. This teacher builds strong relationships with students.
2. This teacher truly cares about all students in the school.

Student character

3. This teacher has a positive impact on the character and values of students at this school.
4. This teacher has a positive impact on the behavior of students at this school.
5. This teacher encourages excellent character from all students, not just his or her students.
6. This teacher consistently reinforces school culture systems.
7. This teacher is respected by students.
8. This teacher holds students to the common expectations established by the school.

Core values

9. This teacher owns shortcomings and doesn't look to blame external forces.
10. This teacher seeks out and acts on feedback.
11. This teacher treats all teachers and staff with respect.
12. This teacher treats students with respect.
13. This teacher contributes to a sense of team & family in our school.
14. This teacher sets high expectations for students.
15. This teacher is positive and professional even when dealing with problems.

16. This teacher does whatever it takes to help students succeed.
17. This teacher models the school's values.
18. This teacher celebrates the achievement of peers.
19. This teacher is a role model in our school.
20. This teacher is on time for the school day, classes, duties, and meetings.
21. This teacher follows through on commitments and does quality work on time.

Contribution

22. This teacher willingly and proactively shares his or her knowledge and expertise (e.g. lesson plans, class materials, etc.) with other teachers.
23. This teacher takes on leadership roles in school/team projects and activities (e.g. field trips, parent nights, etc.)
24. This teacher helps other teachers succeed in the classroom.
25. This teacher is willing to help when a teacher is struggling.
26. This teacher thoughtfully problem-solves adjustments to school culture systems with team members.
27. This teacher makes our school a more positive and joyful place to work.
28. This teacher raises tough issues in a professional manner.

PEIMS Coordinator, Student Attendance Staff, and Other Staff

k) Submit as Attachment I, a Supplemental Human Resources Information Form for the PEIMS coordinator, the student attendance staff position, and any other staff position.

See Attachment I: Supplemental Human Resources Information

l) Describe professional development opportunities that will be offered to the PEIMS coordinator, student attendance staff, and any other staff not already addressed.

The PEIMS coordinator (Business Administer) will receive training with JR3 back office service company in Waco for PEIMS coordinators and on the Student Attendance Accounting Handbook. When the school grows to include a full-time student attendance coordinator, that individual will receive the same training from JR3 back office services in Waco.

Designated administrative personnel, including the school secretary, will obtain American Red Cross training and certification for first aid, cardiopulmonary resuscitation (CPR), and automated external defibrillation (AED).

Administrative personnel, including the school secretary, will also be given opportunities to pursue continuing education to enhance their professional knowledge. Examples of trainings include: computer applications, training related to specific student health or learning needs, and training for campus-wide initiatives. The school will reimburse administrative staff for continuing education expenses if the classes are part of the personal growth plan agreed to by the appraiser and employee during an annual employee evaluation.

Custodial and cafeteria staff will attend health and safety professional development related to their positions. These activities may take place on the school location with JR3 training associates.

m) Explain the method(s) and timelines that will be used to evaluate the PEIMS coordinator, student attendance staff, and any other staff not already addressed.

The PEIMS Coordinator will be evaluated on an annual basis by the Business Manager. The evaluation will be aligned with job duties and responsibilities outlined in the supplemental HR form for the PEIMS Coordinator.

The evaluation for other personnel will be conducted on an annual basis as well. These evaluations will be similar to the evaluation for the PEIMS Coordinator in that the original job duties and responsibilities will be used as the success criteria for job performance.

In addition to being formally evaluated on an annual basis, the administration will evaluate performance of all staff on a daily basis. Should an employee exhibit poor performance on their specific duties, the administrator reserves the right to terminate their employment.

Section 11: Business Plan

11. Business Plan (Reviewed by TEA)

Financial History of Sponsoring Entity

a) Discuss the sources of funding used by the sponsoring entity to start up its operations.

The \$1,500,000 letter/s of commitment from The Charter School Fund will provide start up funds for the charter school.

b) Discuss the current assets of the sponsoring entity.

The sponsoring entity does not hold any current assets.

c) Discuss the current liabilities of the sponsoring entity.

Sponsoring entity has no current liabilities.

d) Disclose any liens, litigation history, and/or any sanctions from any local, state and/or federal regulatory agency against the sponsoring entity.

At this time there are no liens, litigation history, or any sanctions from any local, state, or federal regulatory agency against the sponsoring entity.

e) State the names of any open-enrollment charters already held by the sponsoring entity.

The sponsoring entity does not hold any open-enrollment charters at this time.

f) Submit, as Attachment J, a copy of the most recent audit report.

See Attachment J.

g) Submit, as Attachment K, a credit report of the sponsoring entity.

See Attachment K.

h) Submit, as Attachment L, a copy of the most recently filed Internal Revenue Service Form 990.

See Attachment L.

Current Operations of Sponsoring Entity

i) If non-charter programs are currently operated by the sponsoring entity, describe how, or if, these non-charter programs will relate to the charter school.

There are no operations of any kind by International American Education Federation, Inc. save the activity of submitting a Generation 17 charter application.

j) If there are plans to begin operating any non-charter programs within the next two years, describe whether these non-charter programs will relate to the charter school.

The sponsoring entity does not plan to begin operating any non-charter programs, within the next two years.

k) If there are plans to begin operating any non-charter programs within the next two years, discuss the physical location of the programs. Describe how the charter school will maintain separate administrative, business, financial, payroll, personnel and other records.

There are no plans to begin operating any non-charter programs within the next two years.

Start - Up of Charter School Operations

l) Provide a statement describing the projected amounts of start-up funding. The statement must identify the amount of each source of funds and the specific source of funding (i.e., private donor, charitable foundation, local government, state/federal agency).

The \$1,500,000 letter/s of commitment from The Charter School Fund will provide start up funds for the charter school.

m) Submit, as Attachment M, documentation (i.e., letters of credit, letters from donors, loan agreements, notices of grant awards, etc.) verifying all nongovernmental sources of funding. Letters of support for the proposed school should not be included in Attachment M.

See Attachment M.

n) Describe the process by which the annual budget of the charter school will be adopted.

The budget for each coming year will be prepared by the superintendent in conjunction with the principal of each campus detailing all sources of revenue and expenses. The budget will be prepared and approved by the Board prior to each school year. The budget will be in accordance with the Texas Education Agency's required financial accounting guidelines, and will be prepared in accordance to General Accepted Accounting Principles (GAAP). The discussion and approval of the budget will be recorded in the minutes.

o) Submit, as Attachment N, a start-up budget;

See Attachment N.

p) Submit, as Attachment O,

See Attachment O.

Management Company and Other Contracted Services

q) Describe the manner in which an annual audit of the financial and programmatic operations of the program is to be conducted.

The governing charter board will engage an independent auditor licensed in the State of Texas to perform a complete audit of the operations of the Charter School within 120 days after

Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.

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Business Plan Attachment M (Section I) p.188: The applicant states there are \$1,500,000 in letters of commitment but the letter is not signed and the amount is an estimated amount. TEA confirmed the letters of commitment with the specified sources. Please obtain a signed comp of this letter of commitment.

There is now a signed letter of commitment included in the application as Attachment M on p. 402.

Business Plan Attachment N p.188: The applicant failed to provide any calculations or sources to support and derive the amount in the start-up budget for the estimated revenues. The Instructions to complete the Start-Up Budget Template state in Step #10 that revenues for each entry in the budget template must be supported with written calculations indicating how the amounts were derived.

We have attached a revised start-up budget as Attachment N to replace pp. 404 – 415 of our original application. We have included calculations showing how the revenues in the start-up budget are derived.

Business Plan Attachment N p. 188: The Start-Up Budget states revenues at \$526,848 but expenditures at \$1,450,185, leaving a deficit on Net Assets at End of Year. At the beginning of first year the Net Assets are at negative and remain negative at the end of the first year. Confirm the charter is intending to operate with a negative net asset position in the first year.

We have attached a revised start-up budget as Attachment N to replace pp. 404 – 415 of our original application. This revised budget states revenues at \$0 and expenditures at \$1,172,859 during the start-up phase, leaving a deficit on Net Assets at End of Year. At the beginning of the first year the Net Assets are at negative but become positive by the end of the first year. We confirm that we intend to operate at a negative net asset position during the start-up phase and during the first part of the first year.

Business Plan Attachment O (Section p) p.188: The applicant states in Attachment O, that the first year's budget revenues are calculated with 96% attendance. Consistent with the instructions, justify the estimated 96% attendance as it is higher than the ADA attendance percentage provided in the application instructions.

We have revised our Year One Budget Attachment O to reflect an Average Daily Attendance of \$6,000 in accordance with p. 81 of the instructions.

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*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
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Business Plan Attachment N (Section 1 p. 188): The Start-Up Budget states revenues at \$526,848 but expenditures at \$1,450,185, leaving a deficit on Net Assets at End of Year. At the beginning of first year the Net Assets are at negative and remain negative at the end of the first year. Confirm the charter is intending to operate with a negative net asset position in the first year.

We have attached a revised start-up budget as Attachment N to replace pp. 404 – 415 of our original application. This revised budget states revenues at \$0 and expenditures at \$1,181,366 during the start-up phase, leaving a deficit on Net Assets at End of Year. At the beginning of the first year the Net Assets are at negative and are still negative at the end of the first year. We confirm that we intend to operate at a negative net asset position during the start-up phase and during the first year.

APPROVED DURING CONTINGENCY PROCESS

the close of the fiscal year. The audit report will meet the state requirements and be submitted to the Texas Education Agency as required. Furthermore, the report will be in the format required by the Texas State Board of Education. The Board will review the audit with the auditor and make changes that are recommended.

r) Identify any organization(s) and/or individual(s) that will provide financial accounting, payroll, and/or tax accounting services for the proposed charter school.

The Business Manager/PEIMS Coordinator will be responsible to oversee and set up the internal accounting programs, payroll, provide financial reporting, budgeting, cost controls, PEIMS data collection and recording. ILT is considering on the back office support from WebSmart in Waco, Texas. A contract has not been requested from WebSmart. The Business Manager/PEIMS Coordinator will also work with the accounting, audit, and finance professionals to prepare required reports, report to the Board and administration, and concerning year-end financials. In hiring/selecting accounting, audit and finance professionals, the Board will comply with applicable state laws concerning professional services procurement. The Board will procure an annual audit and ensure its audit and reporting complies with Texas Education Agency rules and law.

s) Discuss the qualifications of the organization(s) and/or individual(s). Include a list of any current or former clients that were charter schools.

WebSmart: Service Focus - Total Back Office Texas Compliant Services, Administration and School Model Support, Training, Inquiry Based Coaching, Policy Creation and Implementation Support, Hiring Advisement, Board Consulting, etc. WebSmart partnered together in a co-branding relationship that would allow both companies to better service charter schools in the State of Texas. A company alliance enhanced their services to charter schools to allow for school administration to focus on what is most important – the students and their success in academics and life preparation. WebSmart provide over 200 years in school administration. Former Superintendents of Bruceville-Eddy ISD, Waxahachie ISD, County Superintendent of McLennan County Dept. Ed., and Bruceville ISD serve as directors and advisors.

In addition, there are four individuals on staff that are TASBO certified business managers. The staff includes PEIMS specialists and technology specialists.

The Back Office company has served the following charter schools in Texas:

Austin Discovery School
Cedars International
Academy

The Education Center Little
Elm
EQUITY CENTER

Evolution Academy
 Groveton-HTC Coop
 Liberty Gulf Coast
 Consortium
 New Frontiers Charter
 Paradigm Charter
 Por Vida Charter

Rapoport Charter Schools
 Sturdisteel-Waco
 Temple Education Center
 Harmony Charter School
 Texas Can Academy
 Uplift Education

t) Submit, as Attachment P, a copy of the negotiated service agreement(s) with any organization(s) and/or individual(s) that will provide financial accounting, payroll, and/or tax accounting services for the proposed charter school.

The charter school will put out bids for work to be commissioned for service agreements. For budgetary purposes, estimates were obtained from several sources. Once the charter is obtained the services will be put out on a bid process. A qualified business will be chosen based on cost and experience.

See Attachment P

u) Indicate whether the charter holder will adopt the provisions of Texas Education Code (TEC), Chapter 44, Subchapter B, as the process for awarding a contract for the construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property. If so, the provisions of TEC, Chapter 44, Subchapter B, will control in lieu of Subchapter B, Chapter 271, Texas Local Government Code.

Charter holder will adopt the provisions of the TEC, Chapter 44, Subchapter B, as the process for awarding a contract for the construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property. Charter holder will also look for opportunities to consummate contracts with a sizeable portion to minority companies.

Financial Accounting System

v) Identify and discuss the capabilities of the financial accounting software (i.e., the complete name of the software application and the software version) that the proposed charter school will use.

The charter school will utilize the WebSmart to satisfy all TEA compliance expectations.

The software is:

Texas Compliant

- PEIMS compliant integrates Texas PEIMS code
- Complies with all FASRG standards
- TRS TRAQS compliant
- Texas audit friendly
- Complies with all required state and federal reports including new required web

- based financial reports
- Electronic submissions
- NACHA compliant for electronic payroll

Integrated

- Automatic Student Services and Business Applications integration
- Meets PEIMS requirements with no duplicated data
- PEIMS submissions does not require merging of data

Business software Includes:

- Human Resources
- Payroll
- Accounts Receivable
- Accounts Payable
- Purchasing/Requisition
- Inventory & Fixed Asset Management
- Budget Management

Student software includes:

- Teacher Grade Book
- Student Demographics
- Student Attendance
- Grade Reporting
- Student Permanent Record Transcripts
- Individual Student Discipline Reports
- Student Health Records
- Special Education
- Scheduling
- PEIMS
- Parent Portal

Back Office Finance and Business Services

1. Back Office Regional Campus Support
 - a. Company will maintain a full time employee who will serve as the Information Coordinator for multiple schools in the region.
 - b. Teachers in the classroom at each campus will take attendance at ___?___ AM/PM and submit classroom attendance report to the Principal designee.
 - c. The Principal designee will compile, review, verify, and submit attendance report to Principal by ___?___ AM/PM.
 - d. The Principal will review, verify and submit attendance report to Company Information Coordinator by ___?___ AM/PM.
2. Accounting
 - a. Maintain Accounting ledgers as required by Independent Auditors in compliance with TEA regulations.
 - b. Submit financial records to independent auditor in format requested
 - c. Provide Internal Audit to assist district staff in verifying data integrity for audit submission.
 - d. Reconcile bank Statements.
 - e. Process submitted requisitions and purchase orders.

- f. Track encumbrance of funds.
 - g. Prepare vouchers for printing or electronic payment.
 - h. Post receipts.
 - i. Prepare 1099's for distribution
 - j. Obtain W9's
3. Budget Management
- a. Assist Superintendent in budget preparation in compliance with FASRG
 - b. Post receipts and track revenues
 - c. Report budget violations to Superintendent and Board
 - d. Budget Tracking and cash flow reporting
4. Reporting
- a. Submit state reports including but not limited to TRAQS, TWC
 - b. Submit federal reports including but not limited to W2's, 941's and 1099's
 - c. Maintenance of Effort Schedules
5. Payroll Administration
- a. Complete two payrolls monthly from data submitted and approved by district
 - b. Assist district in maintenance of Payroll/HR files in compliance with state and federal requirements
 - c. Electronic submission of approved payrolls
 - d. Prepare printed checks for district approval and distribution
 - e. Distribute electronic check stubs and information to employees
 - f. Report TRAQS, 941's, Workers Compensation, Unemployment
6. Human Resources – Benefits and Compliance
7. Internal Audit
- a. Internal audit of finance and payroll information
 - b. Internal audit of Student Information System data
 - c. Internal audit of PEIMS data
8. Federal Programs Administration
- a. Prepare and submit allocated state and federal grants after consultation with district on utilization of funds.
 - b. Expenditure reports and recommendation of grant draws to Superintendent
 - c. Budget tracking
9. External Audit Preparation and Interface

Student Information Services and Support

1. Student Information System Data Entry including demographic data, student enrollment, attendance, special education, Title I, CTE, At Risk, Economic Disadvantaged, FSP, LEP, PRS, GT and Grades.
2. Provide six weeks reports noting possible data anomalies, enrollment trends, attendance reports, special population's reports, and funding reports.
3. PEIMS – Verify Data Integrity
4. PEIMS – Staff Training and Support
5. PEIMS – Submissions and Internal Audit
6. Submit Reports – PET, FSP, STS, Trex, Compensatory Education Reports, NCLB
7. Audit Attendance Accounting for Principals Certification
8. Audit for Student Information Compliance with TEA and Charter Specific Requirements
9. Audit Grading, Scheduling and Student Records Information
10. Staff Development for Implementation of Approved Policies

Student Attendance Accounting

w) Identify the student attendance accounting software (i.e., the complete name of the software application and the software version) that the proposed charter school will use, and discuss the software's ability to produce the required reports and track student-related data required in PEIMS.

WebSmart by JR3 is the application name. Currently WebSmart is in use by over 50 charters and 125 campuses in the state of Texas. The application is a fully featured and integrated application which covers all aspects of SIS and Financial data management and reporting. WebSmart uses the full 28 digit account code mandated by FASRAG. The assets, liabilities, expenses and revenues, are tracked by Fund and Fiscal year to assure balanced entries and to allow the charter to manage multi-year grants successfully within the same fiscal year ledger.

All general ledger entries are recorded and tracked at the detail level, but there are multiple reporting levels that would allow the user to see reports on the Fund, Fund & Function, or Fund and Major Object. Roll-up provisions are provided that would allow the user to easily manage locally defined funds, but will report at the state level. Balance sheet entries, including liabilities are also tracked at the detail account level, but have many reporting options for the user to be able to use in the day-to-day management of their data. In addition reports over outstanding liabilities by vendor are also available. A

fully integrated budget module is included that will allow the user to track not only the initial budget adopted by the board of trustees, but also track all other amendments required by the charter to manage their budget throughout the fiscal year. Financial PEIMS reporting is also a fully integrated feature of WebSmart. WebSmart uses the "As of Date" in order to control the budget and staff data loaded for Fall PEIMS reporting. All state requirements are considered in the fall financial submission and the file is generated over live data, the submission does not require a second set of tables to report over. The mid-year reporting is equally easy to report. Once any final audit adjustments are entered into the system, the mid-year submission will create at the state required levels. Again, this data is created over live data and not a separate set of tables. Any PEIMS issues found at the time of reporting are easily corrected and the PEIMS file re-loaded.

WebSmart is fully compliant with TRAQS and PEIMS Reporting. Not third party software will be required for reporting. However data is easily exported to Excel from WebSmart for the clients use.

Facility Management

x) Provide the physical address of the facility to be used by the proposed charter school and describe the facility.

The location of the school is to be determined.

y) Describe how the facility is currently used or how it was used in the past.

The location of the school is to be determined.

z) Explain why the site will be a suitable facility for the proposed charter school.

The location of the school is to be determined.

aa) Discuss plans to ensure that school facilities are accessible to disabled persons.

The location of the school is to be determined.

bb) Discuss the necessity of renovating and/or repairing the facility to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Identify the dollar amounts of any renovations and repairs.

The location of the school is to be determined.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

cc) Submit as Attachment Q the certificate of occupancy or equivalent certificate showing that the facility is appropriate for school use. If a certificate of occupancy is not yet available, so state and provide an assurance stating the understanding that a certificate of occupancy is required before serving students.

See Attachment Q.

A Certificate of Occupancy will be obtained prior to serving students. The governing board will ensure that all space requirements will be met for the school.

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

A Letter of Commitment by The Charter School Fund has been provided to International American Education Federation, Inc. to find a facility to refurbish pending charter approval.

ee) Submit, as Attachment R, a copy of the negotiated lease agreement(s), deed(s) to property, earnest money contract, or purchase agreement(s), as applicable.

See Attachment R.

ff) Identify the individuals who negotiated the lease or purchase of the facility on behalf of the lessor or seller and the sponsoring entity. Note any relationships or business affiliations between the individuals identified above.

The governing board authorized Jacqueline Lovelace to work with The Charter School Fund to establish a relationship to impact the students of who reside within the listed geographical bound. No lease or purchase agreement has been determined at this time.

gg) Identify all other organizations or individuals that will be using the facility in addition to the proposed charter school.

There are no plans for any other organizations to utilize the building at this time.

Transportation and Food Service

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

The charter school will not provide transportation services with the exception of students eligible for special education services and related services as required by their Individualized Education Plan (IEP). Transportation for these students will be arranged by contracting with an appropriate provider.

ii) Describe provisions for food service, if any, for students served by the charter school, including plans for free or reduced lunch and breakfast programs. If 10% of the students qualify for free or reduced breakfast, the school is required by Texas Education Code §33.901

*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.*

Application page: 195

Business Plan Attachment N p. 195: There is no budgeted line item related to Transportation Services. The applicant references transportation for Special Ed but does not state what provisions will be used to address this requirement. Insufficient details were provided to determine if the expense has been accounted for. Expenses should fully-reflect all anticipated costs associated with the services the school states in their application that they will be providing even if they are contingent.

We have revised both our start-up budget Attachment N and our year one budget Attachment O to reflect expenses associated with Transportation Services. The calculations used to derive the expenses used in the budgets are attached.

APPROVED DURING CONTINGENCY PROCESS

to provide a breakfast program for those students. For additional information, refer to <http://www.sguaremeals.org>.

The charter school plans to offer food service in the future. At a future date, food service for students will be provided by the school and will be in compliance with all regulations of the National School Lunch Program and the School Breakfast Program as administered by the Child Nutrition Program of the Texas Education Agency. If 10% of the students qualify for free or reduced breakfast, the school will provide a breakfast program for those students as mandated by TEC Section 33.901. A food service contractor has not yet been identified.

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

*Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.*

Application page: 196

Business Plan Attachment N p.196: There are no budgeted line items to Food Service. The applicant states food will be provided if 10% or more qualify for free or reduced lunch. Insufficient detail was provided for other line items for us to determine if the expense has been accounted for in the case of the contingency stated above about the 10%. Expenses should fully-reflect all costs associated with the services the school states in their application that they will be providing.

We have attached a revised Year One Budget Attachment O to replace pp. 417 – 432 of our original application. This revised budget includes expenses for Food Services. We have included calculations showing how these expenses are derived.

APPROVED DURING CONTINGENCY PROCESS

Attachment A

Published Notice of Public Hearing

Bids & Proposals

NOTICE TO CONTRACTORS OF PROPOSED TEXAS DEPARTMENT OF TRANSPORTATION (TXDOT) CONTRACTS

Sealed proposals for contracts listed below will be received by TXDOT until the date(s) shown below, and then publicly read.

CONSTRUCTION/MAINTENANCE/BUILDING FACILITIES CONTRACT(S)

* Dist/Div: Atlanta Contract 6236-17-001 for MICROSURFACE & PAVEMENT MARKINGS in TITUS County, etc will be opened on March 06, 2012 at 1:00 pm at the State Office for an estimate of \$2,498,247.00.

Contract 6236-21-001 for ILLUMINATION MAINTENANCE in BOWIE County, etc will be opened on March 14, 2012 at 10:00 am at the District Office for an estimate of \$156,497.50.

Contract 6237-57-001 for CALL-OUT SPOT SEALCOAT in HARRISON County, etc will be opened on March 06, 2012 at 1:00 pm at the State Office for an estimate of \$1,058,712.00.

Contract 6238-12-001 for MOBILE RETROREFLECTIVITY DATA COLLECTION in BOWIE County, etc will be opened on March 14, 2012 at 10:00 am at the District Office for an estimate of \$30,000.00.

* Dist/Div: Brownwood Contract 6231-69-001 for HOT MIX OVERLAY in STEPHENS County will be opened on March 06, 2012 at 1:00 pm at the State Office for an estimate of \$708,962.63.

* Dist/Div: Childress Contract 6235-89-001 for OVERLAY in DONLEY County will be opened on March 07, 2012 at 1:00 pm at the State Office for an estimate of \$2,572,964.74.

* Dist/Div: Dallas Contract 6207-21-001 for BRIDGE JOINT MAINTENANCE in DALLAS County will be opened on March 07, 2012 at 1:00 pm at the State Office for an estimate of \$1,050,795.90.

Contract 6234-29-001 for POTHOLE REPAIR & REWORK BASE in KAUFMAN County will be opened on March 06, 2012 at 1:00 pm at the State Office for an estimate of \$3,337,500.00.

* Dist/Div: Fort Worth Contract 6230-92-001 for HMA OVERLAY in TARRANT County will be opened on March 07, 2012 at 1:00 pm at the State Office for an estimate of \$805,426.93.

Contract 6236-54-001 for FLEXIBLE PAVEMENT STRUCTURE REPAIR in TARRANT County will be opened on March 07, 2012 at 1:00 pm at the State Office for an estimate of \$2,498,247.00.

Bids & Proposals

BRIDGE REHABILITATION in COOKE County, etc will be opened on March 06, 2012 at 1:00 pm at the State Office for an estimate of \$626,376.50.

Contract 6238-97-001 for HOT MIX OVERLAY in WICHITA County will be opened on March 07, 2012 at 1:00 pm at the State Office for an estimate of \$746,361.70.

Plans and specifications are available for inspection, along with bidding proposals, and applications for the TXDOT Prequalified Contractor's list, at the applicable State and/or Dist/Div Offices listed below. If applicable, bidders must submit prequalification information to TXDOT at least 10 days prior to the bid date to be eligible to bid on a project. Prequalification materials may be requested from the State Office listed below. Plans for the above contract(s) are available from TXDOT's website at www.txdot.gov and from reproduction companies at the expense of the contractor. NPO: 39150

State Office Constr./Maint. Division 200 E. Riverside Dr. Austin, Texas 78704 Phone: 512-416-2540

Dist/Div Office(s) Atlanta District District Engineer 701 E. Main Atlanta, Texas 75551-1210 Phone: 903-796-2851

Brownwood District District Engineer 2497 Highway 183 N Brownwood, Texas 76802-3227 Phone: 325-646-2591

Childress District District Engineer 7599 U.S. 287 Childress, Texas 79201-9705 Phone: 940-937-2571

Dallas District District Engineer 4777 E. Hwy 80 Mesquite, Texas 75150-6643 Phone: 214-320-6100

Fort Worth District District Engineer 2501 Southwest LP820 Ft Worth, Texas 76133 Phone: 817-370-6500

Lubbock District District Engineer 135 Station Lubbock, Texas 79408-0771 Phone: 806-745-4411

Tyler District District Engineer 2709 W. Front St. Tyler, Texas 75702-7712 Phone: 903-510-9100

Waco District District Engineer 100 South Loop Dr. Waco, Texas 76704-2858 Phone: 254-867-2794

Wichita Falls District District Engineer 1601 Southwest Pkwy Wichita Falls, Texas 76302-4906 Phone: 940-720-7700

Minimum wage rates are set out in bidding documents and the rates will be part of the contract. TXDOT ensures that bidders will not be discriminated against on the grounds of race, color, sex, or national origin.

Bids & Proposals

date to be eligible to bid on a project. Prequalification materials may be requested from the State Office listed below. Plans for the above contract(s) are available from TXDOT's website at www.txdot.gov and from reproduction companies at the expense of the contractor. NPO: 39202

State Office Constr./Maint. Division 200 E. Riverside Dr. Austin, Texas 78704 Phone: 512-416-2540

Dist/Div Office(s) Fort Worth District District Engineer 2501 Southwest LP820 Ft Worth, Texas 76133 Phone: 817-370-6500

Minimum wage rates are set out in bidding documents and the rates will be part of the contract. TXDOT ensures that bidders will not be discriminated against on the grounds of race, color, sex, or national origin.

State Office Constr./Maint. Division 200 E. Riverside Dr. Austin, Texas 78704 Phone: 512-416-2540

Dist/Div Office(s) Fort Worth District District Engineer 2501 Southwest LP820 Ft Worth, Texas 76133 Phone: 817-370-6500

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Minimum wage rates are set out in bidding documents and the rates will be part of the contract. TXDOT ensures that bidders will not be discriminated against on the grounds of race, color, sex, or national origin.

Bids & Proposals

PO #1233-5941/DO 327273 CITY OF DALLAS ADVERTISEMENT FOR REQUESTS FOR PROPOSALS

Sealed Proposal(s) will be received in the Office of Purchasing Agent of the City of Dallas, 1500 Marilla St., RM 3FN, Dallas, TX 75201, ph# 214-670-3326 until 2:00 P.M. on Wednesdays. All Proposal(s) a company's name will be publicly read at 2:00 P.M. on Thursdays in the Express Business Center, RM L2E5 at City Hall. Bid Openings can also be viewed on the City of Dallas Webcasting Website (www.dallascityhall.com click on City Meetings).

Proposals titles and dates of public reading are listed below. Proposal Packets may be obtained by downloading from our website, www.bids.dallascityhall.org

Point & Sundries - Commodity Codes 01075 (BJ1213) - Due on 02/22/12. Opens 02/23/12

Lumber, Plywood, Sheetrock and Bids Services - Commodity Codes 54047 (BP1209) - Due on 02/22/12. Opens 02/23/12

Fees for Services Cost/Revenue Study - Commodity Code 94600 (BS2121) - Due on 03/07/2012 names of companies read on 03/08/2012

Indirect Cost Rate Cost Allocation Plan - Commodity Code 94600 (BS2121) - Due on 03/07/2012 names of companies read on 03/08/2012

Faith Family Academy Charter Schools will receive sealed proposals at the Administration Office at 1620 Falcon Dr. Desoto, Texas 75115 until April 30, 2012 at 4:00pm for construction in Waxahachie, Texas. The construction documents, called additions to 3415 S. R.L. Thornton Freeway will be available as of Tuesday, Nov 28, 2011 and may be obtained from the Director of Maintenance and Operations phone #214-799-7044. The work comprises building construction, site development, including general construction, structural, mechanical, plumbing, and electrical work. For further information regarding the project, contact Project Manager Dean McGuire at 214-799-7064 or e-mail dmguire@faithfamilyacademy.org. The Owner reserves the right to reject any or all bids, to waive any informality in a bid, and to make awards in the best interest of the Owner. All proposals must be delivered by U.S. Postal mail, courier, or hand delivery to the Faith Family Academy Administration Office Secretary at the above address on or before the date and time set to receive proposals.

Mobile & Portable Subscriber Units - Commodity Code 72500 (BH1212) - Due on 02/22/2012 names of companies read on 02/23/2012

Network Cabling Services - Commodity Code 28029 (BH1234) - Due on 02/22/2012 names of companies read on 02/23/2012

Dallas Park and Recreation Website - Commodity Code 92045 (BU2108) - Due on 02/29/2012 names of companies read on 03/01/2012

PO #1233-5940/DO 327262 CITY OF DALLAS PROCUREMENT ADVERTISEMENT FOR BIDS

Sealed bids will be received in the Office of Purchasing Agent of the City of Dallas, 1500 Marilla St., RM 3FN.

Bids & Proposals

THURSDAY in the Express Business Center, RM L2E5 at City Hall. Bid Openings can also be viewed on the City of Dallas Webcasting Website (www.dallascityhall.com click on City Meetings).

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PO #1233-5940/DO 327262 CITY OF DALLAS PROCUREMENT ADVERTISEMENT FOR BIDS

Sealed bids will be received in the Office of Purchasing Agent of the City of Dallas, 1500 Marilla St., RM 3FN.

Legal Notices

PUBLIC HEARING NOTICE TO CONSIDER A DRAFT SINGLE-MEMBER DISTRICT PLAN FOR ELECTING TRUSTEES TO THE IRVING INDEPENDENT SCHOOL DISTRICT'S BOARD OF TRUSTEES February 16, 2012 7:00 P.M.

The Irving Independent School District Board of Trustees will be conducting a Public Hearing to consider a draft Illustrative Plan for electing five (5) of its Board of Trustees from designated single-member districts. The Public Hearing will be held at 7:00 PM, Thursday, February 16, 2012 W. Airport Freeway, Irving, Texas. The purpose of the meeting/hearing will be for the Board of Trustees to receive public comment on the draft Illustrative Plan for five (5) single-member districts.

The public is invited to attend and participate in public discussion of the draft Illustrative five (5) districts single-member district plan. Sample plans will be available for review on the Districts website at www.irvingsd.net or may be viewed at the District's Administration Building, 2621 W. Airport Freeway, Irving, Texas 75062. The Board may adopt a Plan at the conclusion of the Public Hearing.

Office of the Special Assistant to the Superintendent 2621 West Airport Freeway Irving, TX 75062 972-600-5005

Legal Notices

ORDINANCE NO. 3172

AN ORDINANCE OF THE CITY OF FARMERS BRANCH, TEXAS, AMENDING THE CAPTIVE ANIMAL ZONING ORDINANCE OF THE CITY OF FARMERS BRANCH, TEXAS, AS HERETOFORE AMENDED; BY REZONING AN APPROXIMATELY 10.1± ACRE TRACT OF LAND OUT OF THE ELISHA FIKE SURVEY, ABSTRACT NO. 478, CITY OF FARMERS BRANCH, DALLAS COUNTY, AND MORE PARTICULARLY DESCRIBED IN EXHIBIT "A" HERETO, FROM PLANNED DEVELOPMENT NO. 74 (PD-76), PLANNED DEVELOPMENT NO. 42 (PD-42) AND PLANNED DEVELOPMENT NO. 41 (PD-41) TO PLANNED DEVELOPMENT NO. 95 (PD-95) ZONING DISTRICT; ADOPTING DEVELOPMENT STANDARDS; ADOPTING A CONCEPTUAL SITE PLAN; ADOPTING BUILDING ELEVATIONS; ADOPTING A STREETScape DETAIL; PROVIDING A SAVINGS CLAUSE; PROVIDING A SEVERABILITY CLAUSE; PROVIDING A CONFLICTS RESOLUTION CLAUSE; PROVIDING FOR INJUNCTIVE RELIEF; PROVIDING FOR A PENALTY OF FINE NOT TO EXCEED TWO THOUSAND DOLLARS (\$2,000.00); AND PROVIDING AN EFFECTIVE DATE.

CPN 1754 Pub. 2/9/2012

Notice of Application

Notice is given that application has been made to the Comptroller of the Currency, 500 N. Akard, Suite 1600, Dallas, TX 75201 for consent to purchase the assets and assume the liabilities of Town North Bank Nevada, N.A., Henderson, Nevada by Town North Bank, N.A., Dallas, Texas. Town North Bank Nevada, N.A.

Legal Notices

DEVELOPMENT NO. 75 (PD-75) GENERALLY KNOWN AS 14185 NORTH DALLAS PARKWAY, FARMERS BRANCH, TEXAS, AND MORE PARTICULARLY DESCRIBED IN SECTION ONE; PROVIDING FOR AN AMENDED SITE PLAN; PROVIDING FOR A LANDSCAPE PLAN; PROVIDING A SAVINGS CLAUSE; PROVIDING FOR A SEVERABILITY CLAUSE; PROVIDING A CONFLICTS RESOLUTION CLAUSE; PROVIDING FOR A PENALTY OF FINE

Notice of public hearing. International American Education Federation, Inc. will hold a public meeting introducing a K-12 open enrollment International Leadership of Texas to open 2013 in the north region of Dallas, Tx. Campus location to be determined. Meeting date: February 12 @ 3775 Walnut Hill, Dallas 75229 at 1:15pm. Board Members: Frank Cortis, Carmen Valdivia, Curtis Donaldson, Angela Marcellus.

Legal Notices

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Legal Notices

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PUBLIC HEARING NOTICE
TO CONSIDER A DRAFT SINGLE-MEMBER DISTRICT PLAN FOR ELECTING TRUSTEES TO THE IRVING INDEPENDENT SCHOOL DISTRICT'S BOARD OF TRUSTEES
February 16, 2012
7:00 P.M.

The Irving Independent School District Board of Trustees will be conducting a Public Hearing to consider a draft illustrative Plan for electing five (5) of its Board of Trustees from designated single-member districts. The Public Hearing will be held at 7:00 PM, Thursday, February 16, 2012 at 2621 W. Airport Freeway, Irving, Texas. The purpose of the meeting/hearing will be for the Board of Trustees to receive public comment on the draft illustrative Plan for five (5) single-member districts.

The public is invited to attend and participate in public discussion of the draft illustrative five (5) districts single-member district plan. Sample plans will be available for preview on the Districts website at www.irvingisd.net or may be viewed at the District's Administration Building, 2621 W. Airport Freeway, Irving, Texas 75062. The Board may adopt a Plan at the conclusion of the Public Hearing.

Office of the Special Assistant to the Superintendent
2621 West Airport Freeway
Irving, TX 75062
972-600-5005

AVISO DE UNA AUDIENCIA PUBLICA
PARA CONSIDERAR UN BORRADOR DEL PLAN DE DISTRITOS UNINOMINALES PARA ELEGIR MIEMBROS DE LA MESA DIRECTIVA DEL DISTRITO ESCOLAR INDEPENDIENTE DE IRVING

El 16 de febrero del 2012
7:00 P.M.

El Distrito Escolar Independiente de Irving conducirá una Audiencia Pública para considerar un borrador del Plan Ilustrativo para elegir cinco (5) de los miembros de la Mesa Directiva de los distritos uninominales designados. La Audiencia Pública se llevará a cabo a las 7:00 p.m., el jueves, 16 de febrero, 2621 W. Airport Freeway, Irving, Texas 75062. El propósito de la junta/audiencia será de dar a la Mesa Directiva la oportunidad de recibir aportación pública sobre el borrador del Plan Ilustrativo para cinco (5) distritos uninominales.

El público está invitado a asistir y participar en la discusión pública del borrador del Plan Ilustrativo de cinco (5) distritos uninominales. Los muestras de varios planes serán disponibles para su vista previa en el sitio web de Distrito al www.Irvingisd.net o se pueden revisar en el Edificio de Administración del Distrito, 2621 W. Airport Freeway, Irving, Texas 75062. La Mesa Directiva podría adoptar un Plan a la conclusión de la Audiencia Pública.

La Oficina del Asistente Especial del Superintendente
2621 West Airport Freeway
Irving, TX 75062
972-600-5005

Legal Notices

DEVELOPMENT NO. 75 (PD-75) GENERALLY KNOWN AS 14105 NORTH DALLAS PARKWAY, FARMERS BRANCH, TEXAS, AND MORE PARTICULARLY DESCRIBED IN SECTION ONE; PROVIDING FOR AN AMENDED SITE PLAN; PROVIDING FOR A LANDSCAPE PLAN; PROVIDING A SAVINGS CLAUSE; PROVIDING FOR A SEVERABILITY CLAUSE; PROVIDING A CONFLICTS RESOLUTION CLAUSE; PROVIDING FOR A...

Legal Notices

Notice of public hearing. International American Education Federation, Inc. will hold a public meeting introducing a K-12 open enrollment charter school International Leadership of Texas to open 2013 in the north region of Dallas, Tx. Campus location to be determined. Meeting date: February 12 @ 3775 Walnut Hill, Dallas 75229 at 1:15pm. Board Members: Frank Corte, Carmen Valdivia, Curtis Donaldson, Angela Marcellus.



CITY OF DALLAS

NOTICE OF REVIEW AND COMMENT PERIOD FOR THE CONSOLIDATED PLAN SUBSTANTIAL AMENDMENT #12 TO THE COMMUNITY DEVELOPMENT BLOCK GRANT

On February 8, 2012, the City Council authorized a public hearing to be held on March 28, 2012 to receive citizen's comments on Substantial Amendment #12 to the FY 2008-12 Consolidated Plan to reallocate and extend \$150,000 of prior year CDBG funds to continue service at the West Dallas Community Court and revise the MLK Business Facade/Revitalization Program funded in the amount of \$92,522 to expand the allowable service area and change the program name to Fair Park Area Business Facade/Revitalization Program. Close of the public hearing is scheduled for March 28, 2012 in the Dallas City Council Chambers, 1500 Marilla Street, Dallas, Texas. Final approval of the substantial amendment is scheduled to follow the close of the public hearing.

Citizens may submit written comments on or before 10:00 a.m., March 28, 2012 to:

Dallas City Hall
Office of Financial Services
Community Development Division
1500 Marilla - 4FS
Dallas, Texas 75201

Written comments may also be faxed to (214) 670-0741 through March 28, 2012. A copy of the proposed Substantial Amendment #12 is available for citizens' review at all City of Dallas public libraries, Dallas City Hall - Community Development Office 4FS and the City of Dallas website link: www.dallascityhall.com.

For further information, contact the Community Development Division at 214-670-4557. Individuals requiring alternative formats in the review of this document may contact the Office of Financial Services, Community Development Division, TDD via Relay TX 1-800-735-2989.

Public Notice

During the development of the City of Dallas FY2011-12 Action Plan for the U.S. Department of Housing and Urban Development Grant funds, there were eight (8) projects in which the sub-recipient had not been determined. The following non-profit agencies have been identified to carry out these projects:

Community Development Block Grant (CDBG)

Project #1: Child Care Services Program \$20,071
Provides after school programs and daycare for low income youth, at-risk children, special needs children, children who are homeless, and children with disabilities via contracts with non-profit agencies.

Agency: North Texas Junior Golf & Education Foundation dba The First Tee of Greater Dallas
2909 Cole Avenue, Suite 304
Dallas, Texas 75204
(214) 468-8032

Project #2: Arts Education Program \$21,000
An afterschool theater program that exposes participants to every genre of theatre while applying critical thinking skills, control of language, life skills and creating ground rules for life success.

Agency: TeCo Theatrical Productions
215 S. Tyler Street
Dallas, Texas 75208
(214) 948-0716

Emergency Shelter Grant (ESG)

Project #3: Contracts - Essential Services \$88,362
Provides direct services to the homeless to address employment, substance abuse treatment and health services.

Agency: Shared Housing Center
402 N. Good Latimer Expwy
Dallas, TX 75204
(214) 821-8510

Vogel Alcove
7557 Rambler Road, Suite 262
Dallas, TX 75231
(214) 368-8686

Legal Aid of Northwest Texas
600 East Weatherford Street
Fort Worth, TX 76102
(817) 649-4740

Project #4: Contracts - Facility Operations \$142,200
Provides operational costs for shelters or transitional housing facilities for homeless persons in Dallas via contracts with non-profit agencies.

Agency: Shared Housing Center
402 N. Good Latimer Expwy
Dallas, TX 75204
(214) 821-8510

Attachment B

Synopsis of Public Hearing

Public Hearing
 International American Federation, Inc.
 International Leadership of Texas
 February 12, 2012
 1:15 p.m.
 3775 Walnut Hill
 Dallas, Texas 75229

PRESENTERS

1. Edward Conger, Superintendent/CEO: Mr. Conger has a vision to challenge, lead and serve underserved students as their Superintendent in order to educate and graduate ALL students ready for College and the Workforce and to improve economic opportunity within the community. He currently serves as Professional Principal, Thomas Jefferson High School 4-A, Dallas ISD since 2008.
 - Campus is now rated as the #1 Comprehensive High School by the Dallas ISD School Effectiveness Indicator (SEI) when only two years ago it was rated 19th of 22 High Schools in 2008.
 - Improved an underperforming campus of 1,400 students (95% minority and 85% low social economic) which in 2008 was one exception away from being rated Academic Unacceptable to a campus in 2009 and in 2010 which is Exemplary in English/Reading & Social Studies and Recognized in Math and Science and pending appeal to TEA may be a Recognized campus overall in 2010.
 - Campus was in Stage 3 for failing to meet Federal AYP in 2008 but in 2009 met all Federal AYP requirements. Campus is now Stage 2 due to 2009 Graduation Rate.
 - Initiated a Mandarin Chinese Program that now serves students from TJ Feeder Pattern elementary schools to High School. Partnering with Hainan Providence in China and hosting two guest Chinese teachers. 200 TJ Students now taking Mandarin Chinese.
 - Earned respect of Dr. Hinojosa to be named as the Lead Principal of the Thomas Jefferson feeder pattern of 2 middle schools and 9 elementary schools serving approximately 8,000 students.
 - Overcame community wide negative impressions that campus was out of control (cheese heroin and gangs) to a campus that is known district wide as a safe and academically focused campus.
 - Served six District Committees: Curriculum, Technology, New Graduation Plan, Overage High School, Business Service Project Review, and Human Resources Highly Qualified Teachers.

SYNOPSIS

Edward Conger, Superintendent/Principal delivered the presentation.

The event was attended by 61 sixty-one interested parents, who represented an estimated fifty students. This estimation was derived from informational sheets that each parent completed. The evening was filled with fantastic feedback. [REDACTED] communicated [REDACTED] desire for

the school by saying, "I can't wait for you to open. I want my child learning new languages. We've been waiting for a school like this." [REDACTED] shared how [REDACTED] child was in traditional public school and wanted to transfer [REDACTED] child to a school like International that would focus on learning new languages and preparing for college. [REDACTED] stated, "Dallas ISD is struggling to provide our children with what they need to make it to college and graduate for high school and be ready for life. This is the school I want for my children."

Overview of Presentation

I. Introductions

II. Purpose of the school

- Mission
- What makes this school different

III. School structure and academics

- Grade level and class sizes
- Focus on high-quality instruction

IV. Admissions

- Timeline and procedures

QUESTION AND ANSWER SESSION

Q1 (from a parent) - Can you talk about the theme of the school and the curriculum?

A1 (from Mr. Conger) - It is college preparatory, very rigorous expectations. We will align our standards to TEKS. Our goal is to create a school of excellence that not only will provide scholars college access but will help them become college graduates, lifelong learners, and responsible citizens. All grades levels will be inquiry-based and have project-based learning opportunities.

Q2 (from a parent) - Will you be using standards?

A2 (from Mr. Conger) - Yes, getting into some specifics, all curriculum will be aligned to our state standards (TEKS).

Q3 (from a parent) - What grade will you start with?

A3 (from Mr. Conger) - Good question. In Fall 2013, we will start with a Kindergarten through the 10th grade, and each year thereafter we will add one more grade level until we are operating Kindergarten through the 12th grade.

Q4 (from a parent) - What is the amount of students that you will let in?

A4 (from Mr. Conger) - If approved, we will have the capacity to serve about 1200 students, which will maintain the small school environment. The small size supports the positive school culture of building relationships getting to know scholars individually.

Q5 (from a parent) - Is there a priority for students of North Dallas students only?

A5 (from Mr. Conger) - That's a great question. The school is an open-enrollment school, so we could get students from all across Dallas and Tarrant Counties, but the school will be located here near this location, so I feel as if the majority of students will come from this area.

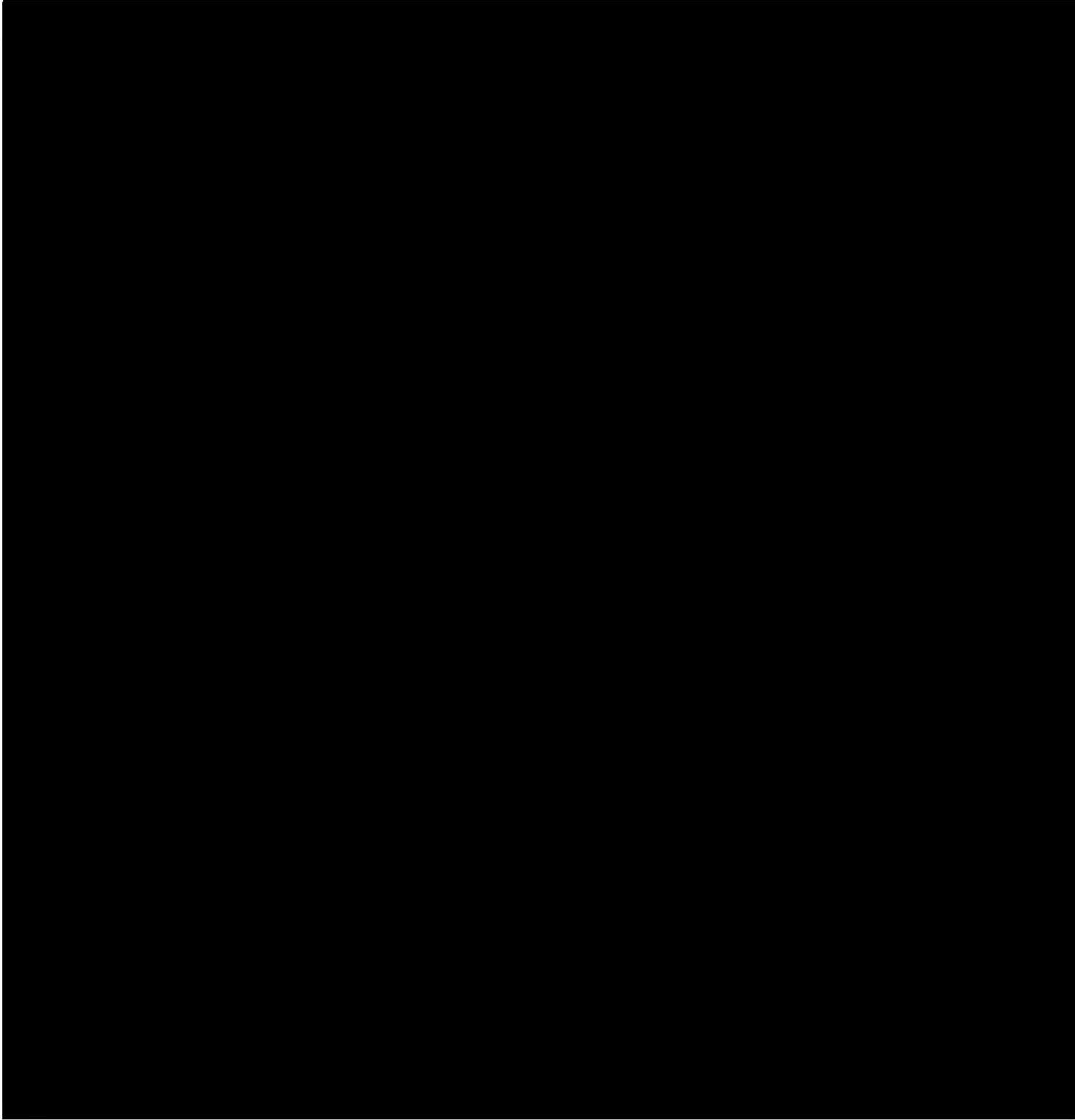
International Leadership of Texas

Proposed Charter School

February 12, 2012: Meeting held at First Spanish Assembly of God Church, 3775 Walnut Hill Lane, Dallas, Texas 75229

Name/Llama

Signature/Firma



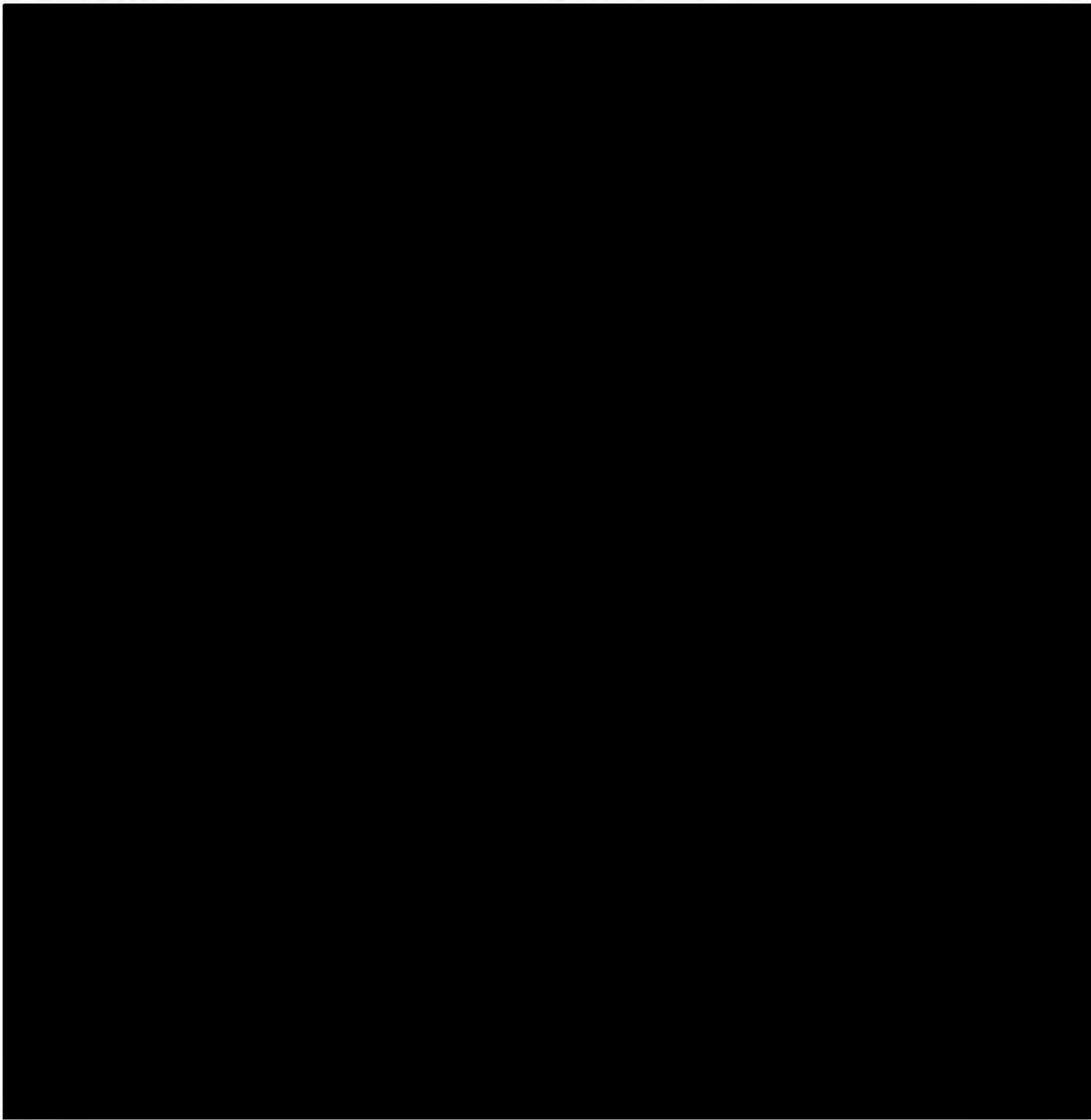
International Leadership of Texas

Proposed Charter School

February 12, 2012: Meeting held at First Spanish Assembly of God Church, 3775 Walnut Hill Lane, Dallas, Texas 75229

Name/Llama

Signature/Firma



International Leadership of Texas

Proposed Charter School

February 12, 2012: Meeting held at First Spanish Assembly of God Church, 3775 Walnut Hill Lane, Dallas, Texas 75229

Name/Llama

Signature/Firma



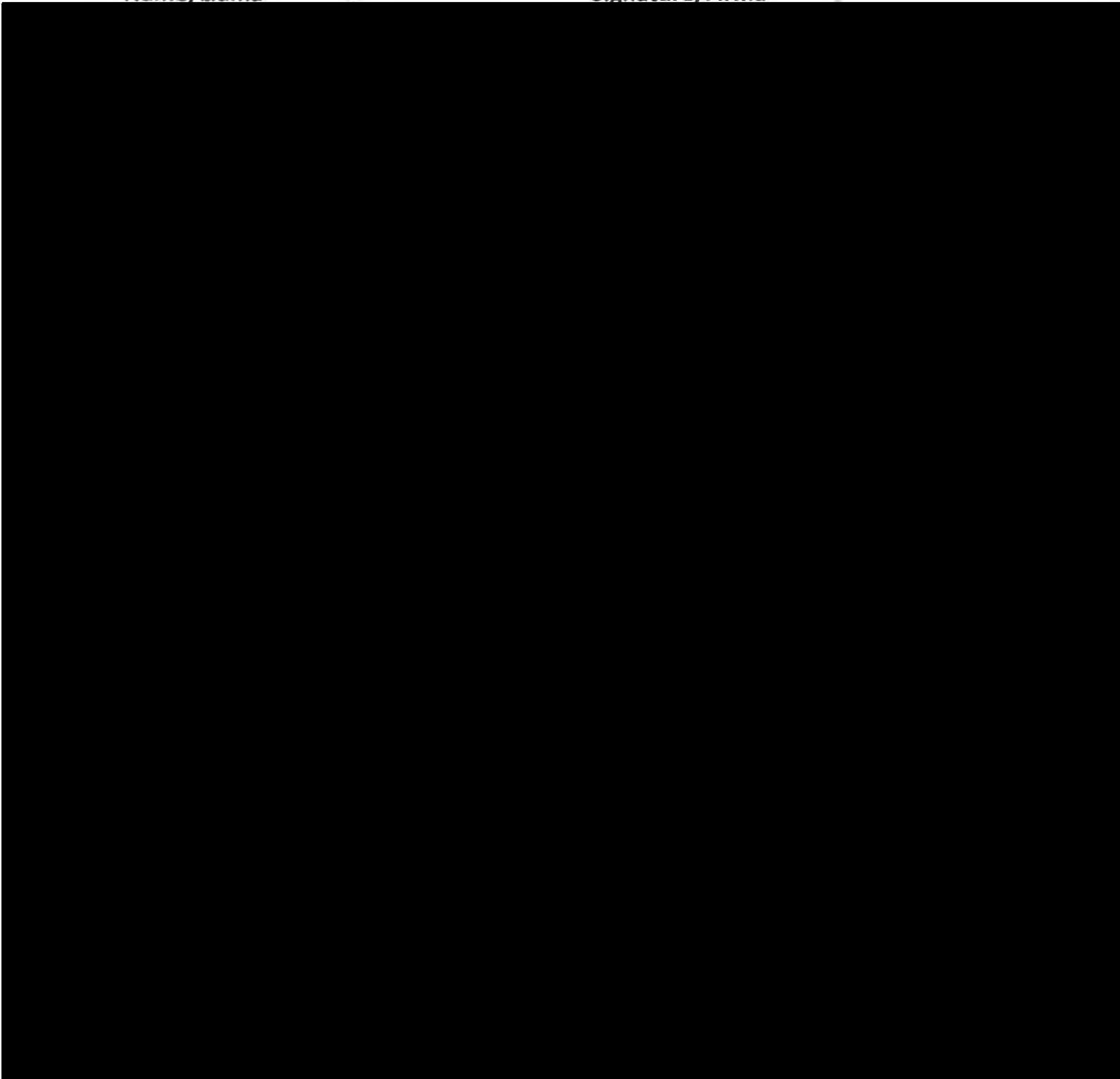
International Leadership of Texas

Proposed Charter School

February 12, 2012: Meeting held at First Spanish Assembly of God Church, 3775 Walnut Hill Lane, Dallas, Texas 75229

Name/Llama

Signature/Firma



Attachment C

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Your item was delivered at 3:50 pm on January 17, 2012 in MANSFIELD, TX 76063.

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- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 9:24 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
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1. Article Addressed to:

MANSFIELD ISD
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PS Form 3811, February 2004

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A. Signature Agent

X *Lynn Wilkie* 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

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Service(s): Certified Mail™

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- Delivered, January 17, 2012, 1:47 pm, HALTOM CITY, TX 76117
- Arrival at Unit, January 17, 2012, 8:15 am, HALTOM CITY, TX 76117
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BIRDVILLE ISD
6125 E BELKNAP ST
HALTOM CITY, TX 76117-4204

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PS Form 3811, February 2004

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102595-02-M-16-40

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A. Signature
 Cody Richardson Agent
 Addressee

B. Received by (Printed Name) *Cody Richardson*

C. Date of Delivery *1/17/12*

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

3. Service Type

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- Delivered, January 17, 2012, 1:05 pm, DALLAS, TX 75237
- Processed through USPS Sort Facility, January 17, 2012, 2:01 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
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<p>1. Article Addressed to:</p> <p>A W BROWN-FELLOWSHIP LEADERSHIP ACADEMY 5701 RED BIRD CTR DR DALLAS, TX 75237</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number 7010 2780 0001 9864 6133 (Transfer from service label)</p>	

2/1



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Status: Delivered

Your item was delivered at 12:29 pm on January 17, 2012 in FORT WORTH, TX 76103.

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- Delivered, January 17, 2012, 12:29 pm, FORT WORTH, TX 76103
- Processed through USPS Sort Facility, January 17, 2012, 3:46 am, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>1. Article Addressed to:</p> <p>EAST FORT WORTH MONTESSORI ACADEMY 501 OAKLAND BLVD FORT WORTH, TX 76103</p>		<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7010 2780 0001 9864 4313</p>	
<p>PS Form 3811, February 2004</p>		<p>Domestic Return Receipt 102595-02-M-1540</p>	

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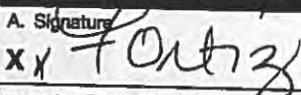
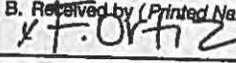
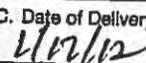
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- Processed through USPS Sort Facility, January 17, 2012, 3:15 am, DALLAS, TX 75260
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<p>1. Article Addressed to:</p> <p>DALLAS COUNTY JUVENILE JUSTICE 1633 FORE COLONY COURT DALLAS, TX 75212</p>		<p>B. Received by (Printed Name)  <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>C. Date of Delivery </p>	
<p>2. Article Number (Transfer from service label) 7010 2780 0001 9864 6119</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>PS Form 3811, February 2004</p>		<p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
<p>Domestic Return Receipt</p>		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	



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- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 9:56 pm, FORT WORTH, TX 76161
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1. Article Addressed to:

SANGER ISD
601 ELM ST
SANGER, TX 76266-9635

2. Article Number
(Transfer from service label) **7010 2780 0001 9864 5952**

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent Addressee
X Lisa L. Coady
- B. Received by (Printed Name) *Lisa L. Coady* C. Date of Delivery *1.17.12*
- D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

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- Certified Mail Express Mail
 - Registered Return Receipt for Merchandise
 - Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

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Your item was delivered at 1:18 pm on January 17, 2012 in KRUM, TX 76249.

Go >

Detailed Results:

- Delivered, January 17, 2012, 1:18 pm, KRUM, TX 76249
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 8:50 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p>		<p>A. Signature <i>Donna Garrison</i> <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <i>D. Garrison</i></p> <p>C. Date of Delivery <i>1-17</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below:</p>	
<p>1. Article Addressed to:</p> <p>KRUM ISD 1200 BOBCAT BLVD KRUM, TX 76249-9649</p>		<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
<p>2. Article Number (Transfer from service label)</p> <p>7010 2780 0001 9864 5921</p>		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	

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Domestic Return Receipt

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Label/Receipt Number: 7010 2780 0001 9864 4306

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 1:23 pm on January 17, 2012 in ROANOKE, TX 76262.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 1:23 pm, ROANOKE, TX 76262
- Arrival at Unit, January 17, 2012, 7:55 am, ROANOKE, TX 76262
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 9:15 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

WESTLAKE ACADEMY CHARTER
SCHOOL
2600 OTTINGER RD
WESTLAKE, TX 76262

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 4306

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102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

- A. Signature: *A. Hutchins* Agent Addressee
- B. Received by (Printed Name): *Amy Hutchins*
- C. Date of Delivery: *1/17*
- D. Is delivery address different from item 1? Yes No
If YES, enter delivery address below:

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

4. Restricted Delivery? (Extra Fee) Yes

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Label/Receipt Number: 7010 2780 0001 9864 5945

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 12:04 pm on January 17, 2012 in AUBREY, TX 76227.

Go >

Detailed Results:

- Delivered, January 17, 2012, 12:04 pm, AUBREY, TX 76227
- Arrival at Unit, January 17, 2012, 9:43 am, AUBREY, TX 76227
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 10:08 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

AUBREY ISD
415 TISDELL LN
AUBREY, TX 76227-9619

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 5945

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
J. Monaco Addressee

B. Received by (Printed Name) C. Date of Delivery
J. Monaco *1/17*

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

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Label/Receipt Number: 7010 2780 0001 9864 5914
Service(s): Certified Mail™
Status: Delivered

Your item was delivered at 11:15 am on January 17, 2012 in PILOT POINT, TX 76258.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 11:15 am, PILOT POINT, TX 76258
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 10:55 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

PILOT POINT ISD
829 S HARRISON ST
PILOT POINT, TX 76258-4347

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Marilyn Weber Addressee

B. Received by (Printed Name) C. Date of Delivery
 MARILYN WEBER 1-17-12

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 7010 2780 0001 9864 5914
(Transfer from service label)

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Label/Receipt Number: 7010 2780 0001 9860 8339

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 11:13 am on January 17, 2012 in FORT WORTH, TX 76114.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 11:13 am, FORT WORTH, TX 76114
- Arrival at Unit, January 17, 2012, 7:36 am, FORT WORTH, TX 76114
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 17, 2012, 1:37 am, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

CASTLEBERRY ISD
315 CHURCHILL RD
FORT WORTH, TX 76114-3729

2. Article Number
(Transfer from service label)

7010 2780 0001 9860 8339

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
X Misty M. Torres

B. Received by (Printed Name) C. Date of Delivery
Misty M. Torres 1-17-12

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



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Label/Receipt Number: 7010 2780 0001 9864 5891
Service(s): Certified Mail™
Status: Delivered

Your item was delivered at 12:39 pm on January 17, 2012 in DENTON, TX 76201.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 12:39 pm, DENTON, TX 76201
- Arrival at Unit, January 17, 2012, 3:24 am, DENTON, TX 76201
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 9:30 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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.

A. Signature Agent Addressee
 X *Sherlene Wright*
 B. Received by (Printed Name) C. Date of Delivery
Sherlene Wright 1-17-12
 D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

1. Article Addressed to:

DENTON ISD
1307 N LOCUST ST
DENTON, TX 76201

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) 7010 2780 0001 9864 5891

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Label/Receipt Number: 7010 2780 0001 9864 4351

Service(s): **Certified Mail™**

Status: **Delivered**

Your item was delivered at 12:14 pm on January 17, 2012 in FORT WORTH, TX 76107.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 12:14 pm, FORT WORTH, TX 76107
- Arrival at Unit, January 17, 2012, 8:28 am, FORT WORTH, TX 76107
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 11:09 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>copyright© 2010</p> <p>SENDER: COMPLETE THIS SECTION</p> <ul style="list-style-type: none"> ■ 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. <p>1. Article Addressed to:</p> <p>CHAPEL HILL ACADEMY 3131 SANGUINET ST FORT WORTH, TX 76107</p> <p>2. Article Number (Transfer from service label) 7010 2780 0001 9864 4351</p>		<p>COMPLETE THIS SECTION ON DELIVERY</p> <p>A. Signature <input type="checkbox"/> Agent <i>[Handwritten Signature]</i> <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <input type="checkbox"/> Agent <i>Verlyn Griffin III</i> <input type="checkbox"/> Addressee</p> <p>C. Date of Delivery</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p> <p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
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Search Results

Label/Receipt Number: 7010 2780 0001 9864 4238

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 2:01 pm on January 17, 2012 in ARLINGTON, TX 76016.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 2:01 pm, ARLINGTON, TX 76016
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 10:54 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p>	<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>J. Cantrell</i></p>	
	<p>B. Received by (Printed Name)</p> <p><i>J. Cantrell</i></p>	<p>C. Date of Delivery</p> <p><i>1-17-12</i></p>
<p>1. Article Addressed to:</p> <p>ARLINGTON CLASSICS ACADEMY 2800 W ARKANSAS LN ARLINGTON, TX 76016</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>	
<p>2. Article Number (Transfer from service label)</p> <p>7010 2780 0001 9864 4238</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
<p>PS Form 3811, February 2004</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	

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Label/Receipt Number: 7010 2780 0001 9864 5969

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 11:20 am on January 17, 2012 in ARGYLE, TX 76226.

Go >

Detailed Results:

- Delivered, January 17, 2012, 11:20 am, ARGYLE, TX 76226
- Arrival at Unit, January 17, 2012, 8:31 am, ARGYLE, TX 76226
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 9:18 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

ARGYLE ISD
800 EAGLE DR
ARGYLE, TX 76226-0989

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 5969

COMPLETE THIS SECTION ON DELIVERY

A. Signature
T. Barthel Agent Addressee

B. Received by (Printed Name) *T. Barthel* C. Date of Delivery *1-17-12*

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

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

4. Restricted Delivery? (Extra Fee) Yes

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Label/Receipt Number: 7010 2780 0001 9864 4290

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 12:23 pm on January 17, 2012 in FORT WORTH, TX 76109.

Go >

Detailed Results:

- Delivered, January 17, 2012, 12:23 pm, FORT WORTH, TX 76109
- Arrival at Unit, January 17, 2012, 8:52 am, FORT WORTH, TX 76107
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 17, 2012, 12:14 am, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

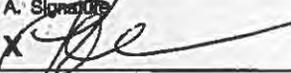
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<ul style="list-style-type: none"> ■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits. 	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> 	
1. Article Addressed to:	B. Received by (Printed Name)	C. Date of Delivery
<p>FORT WORTH ACADEMY OF FINE ARTS 3901 S HULEN ST FORT WORTH, TX 76109</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
2. Article Number	3. Service Type	
(Transfer from service label)	<input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
PS Form 3811, February 2004	4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	



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Label/Receipt Number: 7010 2780 0001 9860 8292
Service(s): Certified Mail™
Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 2:20 pm on January 17, 2012 in CROWLEY, TX 76036.

Go >

Detailed Results:

- Delivered, January 17, 2012, 2:20 pm, CROWLEY, TX 76036
- Notice Left, January 17, 2012, 11:20 am, CROWLEY, TX 76036
- Notice Left, January 17, 2012, 8:49 am, CROWLEY, TX 76036
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 10:34 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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.

A. Signature
 Agent
 Addressee
Rosey Morrow

B. Received by (Printed Name) *Rosey Morrow* Date of Delivery *1/17/12*

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

1. Article Addressed to:

CROWLEY ISD
P O BOX 688
CROWLEY, TX 76036-0688

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) 7010 2780 0001 9860 8292

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Label/Receipt Number: 7010 2780 0001 9864 6607

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 4:00 pm on January 17, 2012 in ALLEN, TX 75002.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 4:00 pm, ALLEN, TX 75002
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 4:24 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

LOVEJOY ISD
259 COUNTRY CLUB RD
ALLEN, TX 75002-7643

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 6607

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Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
X Mary Elise

B. Received by (Printed Name) C. Date of Delivery
1/17/12

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

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

4. Restricted Delivery? (Extra Fee) Yes

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Label/Receipt Number: 7010 2780 0001 9864 6478

Service(s): Certified Mail™

Status: Delivered

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Enter Label/Receipt Number.

Your item was delivered at 7:39 am on January 24, 2012 in ALLEN, TX 75013.

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Detailed Results:

- Delivered, January 24, 2012, 7:39 am, ALLEN, TX 75013
- Notice Left, January 23, 2012, 10:38 am, ALLEN, TX 75002
- Arrival at Unit, January 23, 2012, 10:37 am, ALLEN, TX 75002
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 3:44 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> 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. 		<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>X <i>[Signature]</i></p>	
1. Article Addressed to:		B. Received by (Printed Name) <input type="checkbox"/> Yes <input type="checkbox"/> No	
ALLEN ISD P O BOX 13 ALLEN, TX 75013-0013		<i>[Signature]</i> 1-24-12	
2. Article Number (Transfer from service label)		D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No	
7010 2780 0001 9864 6478		If YES, enter delivery address below:	
PS Form 3811, February 2004		3. Service Type	
Domestic Return Receipt		<input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
102595-02-M-1544/		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes <input type="checkbox"/> No	



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Label/Receipt Number: 7010 2780 0001 9864 5792

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 10:51 am on January 17, 2012 in MIDLOTHIAN, TX 76065.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 10:51 am, MIDLOTHIAN, TX 76065
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 9:38 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input checked="" type="checkbox"/> <i>Dawn Buisse</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by / Printed Name: <i>Dawn Buisse</i> C. Date of Delivery: <i>1-17-12</i></p>
<p>1. Article Addressed to:</p> <p>MIDLOTHIAN ISD 100 WALTER STEPHENSON RD MIDLOTHIAN, TX 76065-3418</p>	<p>D. Is delivery address different from Item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below:</p> <p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label)</p>	<p>7010 2780 0001 9864 5792</p>

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6089

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 12:12 pm on January 17, 2012 in OAK PARK, MI 48237.

Go >

Detailed Results:

- Delivered, January 17, 2012, 12:12 pm, OAK PARK, MI 48237
- Arrival at Unit, January 17, 2012, 8:20 am, OAK PARK, MI 48237
- Processed through USPS Sort Facility, January 16, 2012, 11:46 pm, DETROIT, MI 48233
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

Notification Options

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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:

ACADEMY OF DALLAS
20820 GREENFIELD RD
OAK PARK, MI 48237

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
[Signature]

B. Received by (Printed Name) Agent Addressee
LA Burchett

C. Date of Delivery
1/17/12

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

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

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7010 2780 0001 9864 6089

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Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 5877
 Service(s): Certified Mail™
 Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 3:10 pm on January 17, 2012 in DENTON, TX 76201.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 3:10 pm, DENTON, TX 76201
- Arrival at Unit, January 17, 2012, 3:24 am, DENTON, TX 76201
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 9:30 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee <i>Hynette Kimble</i></p> <p>B. Received by (Printed Name) <i>Hynette Kimble</i> C. Date of Delivery <i>1/17/12</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below:</p>
<p>1. Article Addressed to:</p> <p>THE LEGENDS ACADEMY 2012 W UNIVERSITY DR DENTON, TX 76201</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

2. Article Number (Transfer from service label) 7010 2780 0001 9864 5877

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Track & Confirm

FAQs

Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 5990

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 9:10 am on January 27, 2012 in LITTLE ELM, TX 75068.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 27, 2012, 9:10 am, LITTLE ELM, TX 75068
- Notice Left, January 17, 2012, 11:06 am, LITTLE ELM, TX 75068
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 9:27 pm, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

LITTLE ELM ISD
 P O BOX 6000
 LITTLE ELM, TX 75068-6924

2. Article Number

(Transfer from service label)

7010 2780 0001 9864 5990

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Handwritten Signature]

Agent

Addressee

B. Received by (Printed Name)

JAVICE AVINP

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

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 4368
Service(s): Certified Mail™
Status: Delivered

Your item was delivered at 11:00 am on January 18, 2012 in IRVING, TX 75039.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 18, 2012, 11:00 am, IRVING, TX 75039
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:22 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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 EDUCATION-SUMMIT
INTERNATIONAL PREPARATORY
606 E ROYAL LN
IRVING, TX 75039

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 4368

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Kim Combs Addressee

B. Received by (Printed Name) C. Date of Delivery
1-18-12

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

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Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 5761

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number

Your item was delivered at 9:40 am on January 17, 2012 in ENNIS, TX 75119.

Go >

Detailed Results:

- Delivered, January 17, 2012, 9:40 am, ENNIS, TX 75119
- Notice Left, January 17, 2012, 8:18 am, ENNIS, TX 75119
- Processed through USPS Sort Facility, January 16, 2012, 11:23 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

ENNIS ISD
P O BOX 1420
ENNIS, TX 75120-1420

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
X M. Fields

B. Received by (Printed Name) Date of Delivery
M. Fields

D. Is delivery address different from item? 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) 7010 2780 0001 9864 5761

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6423

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 7:21 am on January 18, 2012 in MESQUITE, TX 75149.

[Go >](#)

Detailed Results:

- Delivered, January 18, 2012, 7:21 am, MESQUITE, TX 75149
- Processed through USPS Sort Facility, January 17, 2012, 2:14 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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 ST
MESQUITE, TX 75149-4701



COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent
 Rud Bar Addressee
- B. Received by (Printed Name) Addressee
Amelia Bar
- C. Date of Delivery
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

- 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 7010 2780 0001 9864 6423
 (Transfer from service)

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 5860
Service(s): Certified Mail™
Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 1:29 pm on January 17, 2012 in LITTLE ELM, TX 75068.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 1:29 pm, LITTLE ELM, TX 75068
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 9:27 pm, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

TEXAS EDUCATION CENTERS
100 E PARK STE A
LITTLE ELM, TX 75068

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 5860

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
[Signature] Addressee

B. Received by (Printed Name) *Ken King* C. Date of Delivery *01/17/12*

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

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6027

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 3:06 pm on January 18, 2012 in DALLAS, TX 75208.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 18, 2012, 3:06 pm, DALLAS, TX 75208
- Processed through USPS Sort Facility, January 17, 2012, 1:53 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> 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. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) C. Date of Delivery</p> <p>ESTELLE GARDATO</p>
<p>1. Article Addressed to:</p> <p>DALLAS CAN ACADEMY CHARTER 325 W 12TH STE 200 DALLAS, TX 75208</p>	<p>D. Is delivery address different from Item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p> <p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label) 7010 2780 0001 9864 6027</p>	

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 4382
Service(s): Certified Mail™
Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 10:31 am on January 17, 2012 in ARLINGTON, TX 76013.

Go >

Detailed Results:

- Delivered, January 17, 2012, 10:31 am, ARLINGTON, TX 76013
- Arrival at Unit, January 17, 2012, 6:37 am, ARLINGTON, TX 76012
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 10:49 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input checked="" type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) Ana Burdick</p> <p>C. Date of Delivery JAN 17 2012</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
<p>1. Article Addressed to:</p> <p>ARLINGTON ISD 1203 W PIONEER PKWY ARLINGTON, TX 76013-6246</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number (Transfer from service label)</p> <p>7010 2780 0001 9864 4382</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

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Search Results

Label/Receipt Number: 7010 2780 0001 9860 8308

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 10:21 am on January 18, 2012 in KENNEDALE, TX 76060.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 18, 2012, 10:21 am, KENNEDALE, TX 76060
- Notice Left, January 17, 2012, 10:31 am, KENNEDALE, TX 76060
- Arrival at Unit, January 17, 2012, 10:07 am, KENNEDALE, TX 76060
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 9:37 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

KENNEDALE ISD
P O BOX 467
KENNEDALE, TX 76060-0467

2. Article Number
(Transfer from service label)

7010 2780 0001 9860 8308

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Wayne Rowland*

Agent

Addressee

B. Received by (Printed Name)

Wayne Rowland

C. Date of Delivery

1/18/12

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

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Label/Receipt Number: 7010 2780 0001 9864 4443

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 11:42 am on January 17, 2012 in GRAPEVINE, TX 76051.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 11:42 am, GRAPEVINE, TX 76051
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 17, 2012, 12:10 am, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

GRAPEVINE-COLLEYVILLE ISD
3051 IRA E WOODS AVE
GRAPEVINE, TX 76051-3897

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 4443

PS Form 3811, February 2004

Domestic Return Receipt

M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Joanne Wilson

Agent

Addressee

B. Received by (Printed Name)

Joanne Wilson

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



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Label/Receipt Number: **7010 2780 0001 9864 4214**
 Service(s): **Certified Mail™**
 Status: **Delivered**

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 7:11 am on January 17, 2012 in CARROLLTON, TX 75011.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 7:11 am, CARROLLTON, TX 75011
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>X <i>Walt</i></p> <p>B. Received by (Printed Name) <i>Walt</i> C. Date of Delivery</p>
<p>1. Article Addressed to:</p> <p>CARROLLTON-FARMERS BRANCH ISD P O BOX 115186 CARROLLTON, TX 75011-5186</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p> <p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label)</p>	<p>7010 2780 0001 9864 4214</p>

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Label/Receipt Number: 7010 2780 0001 9864 6430

Expected Delivery Date: January 17, 2012

Class: First-Class Mail®

Service(s): Certified Mail™

Return Receipt

Status: Depart USPS Sort Facility

Track & Confirm

Enter Label/Receipt Number.

Go >

Your item departed our COPPELL, TX 75099 sort facility on January 17, 2012.

Detailed Results:

- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed at USPS Origin Sort Facility, January 16, 2012, 4:13 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 11:03 am, MCKINNEY, TX 75070

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- 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 AVE
RICHARDSON, TX 75081-4198

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 6430

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
S Reedy Addressee

B. Received by (Printed Name) *S Reedy* C. Date of Delivery *1-18*

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

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6447
 Expected Delivery Date: January 17, 2012
 Class: **First-Class Mail®**
 Service(s): **Certified Mail™**
Return Receipt
 Status: **Delivered**

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Your item was delivered at 3:56 pm on January 18, 2012 in SUNNYVALE, TX 75182.

Detailed Results:

- Delivered, January 18, 2012, 3:56 pm, SUNNYVALE, TX 75182
- Processed at USPS Origin Sort Facility, January 16, 2012, 11:51 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 11:03 am, MCKINNEY, TX 75070

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<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p> <p>SUNNYVALE ISD 417 E TRIPP RD SUNNYVALE, TX 75182-9544</p>	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>X <i>[Signature]</i></p>	
	<p>B. Received by (Printed Name) C. Date of Delivery</p> <p><i>Dec W. Anderson</i> <i>1/18/12</i></p>	
	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>	
	<p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>		

2. Article Number **7010 2780 0001 9864 6447**
 (Transfer from service)

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6102

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 11:27 am on January 18, 2012 in DALLAS, TX 75208.

Go >

Detailed Results:

- Delivered, January 18, 2012, 11:27 am, DALLAS, TX 75208
- Processed through USPS Sort Facility, January 17, 2012, 1:53 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>1. Article Addressed to:</p> <p>TRINITY BASIN PREPARATORY 400 S ZANER STE 700 DALLAS, TX 75208</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p> <p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label)</p>	<p>7010 2780 0001 9864 6102</p>

PS Form 3811, February 2004

Domestic Return Receipt

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Label/Receipt Number: 7010 2780 0001 9864 4375

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 9:52 am on January 17, 2012 in ARLINGTON, TX 76014.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 9:52 am, ARLINGTON, TX 76014
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 9:30 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p>	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>Natalie</i></p>	
	<p>B. Received by (Printed Name)</p> <p><i>Natalie</i></p>	<p>C. Date of Delivery</p> <p><i>1-17-12</i></p>
<p>1. Article Addressed to:</p> <p>NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON 2350 E MAYFIELD RD ARLINGTON, TX 76014</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>	
<p>2. Article Number (Transfer from service label) <u>7010 2780 0001 9864 4375</u></p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
<p>PS Form 3811, February 2004</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	

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Domestic Return Receipt

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Label/Receipt Number: 7010 2780 0001 9860 8322
Service(s): Certified Mail™
Status: Delivered

Your item was delivered at 7:11 am on January 17, 2012 in BEDFORD, TX 76022.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 7:11 am, BEDFORD, TX 76022
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 9:49 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

HURST-EULESS-BEDFORD ISD
1849A CENTRAL DR
BEDFORD, TX 76022-6096

2. Article Number
(Transfer from service label)

7010 2780 0001 9860 8322

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Maria E Vega*

Agent

Addressee

B. Received by (Printed Name)

Maria E Vega

C. Date of Delivery

1-17-R

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

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Label/Receipt Number: 7010 2780 0001 9860 8568

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 1:24 pm on January 17, 2012 in FORT WORTH, TX 76108.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 1:24 pm, FORT WORTH, TX 76108
- Arrival at Unit, January 17, 2012, 8:29 am, FORT WORTH, TX 76108
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 17, 2012, 12:56 am, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p>		<p>A. Signature <input checked="" type="checkbox"/> <i>Pat Keeton</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p>	
<p>1. Article Addressed to:</p> <p>WHITE SETTLEMENT ISD 401 S CHERRY LN WHITE SETTLEMENT, TX 76108-2521</p>		<p>B. Received by (Printed Name) C. Date of Delivery <i>PAT Keeton</i> <i>1-16</i></p>	
<p>2. Article Number (Transfer from service label) 7010 2780 0001 9860 8568</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
		<p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	



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Label/Receipt Number: 7010 2780 0001 9864 6171

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 1:15 pm on January 18, 2012 in DALLAS, TX 75217.

[Go >](#)

Detailed Results:

- Delivered, January 18, 2012, 1:15 pm, DALLAS, TX 75217
- Processed through USPS Sort Facility, January 17, 2012, 1:51 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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 (SOUTHEAST)
P O BOX 10127
DALLAS, TX 75217

2. Article Number

(Transfer from service label)

7010 2780 0001 9864 6171

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COMPLETE THIS SECTION ON DELIVERY

A. Signature

Agent Addressee

B. Received by (Printed Name)

Mary Hodge 1/18/12

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

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Label/Receipt Number: 7010 2780 0001 9864 6072

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 1:15 pm on January 18, 2012 in DALLAS, TX 75217.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 18, 2012, 1:15 pm, DALLAS, TX 75217
- Processed through USPS Sort Facility, January 17, 2012, 1:52 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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1. Article Addressed to:	B. Received by (Printed Name)	C. Date of Delivery
NOVA ACADEMY P O BOX 170127 DALLAS, TX 75217	<i>Mary Hodges</i>	<i>1/18/12</i>
2. Article Number (Transfer from service label)	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If yes, enter delivery address below: <input type="checkbox"/> No	
7010 2780 0001 9864 6072	<p><i>20127</i></p> <p><i>JAN 18 2012 TX 75217</i></p>	
PS Form 3811, February 2004	3. Service Type	
Domestic Return Receipt	<input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
102595-02-M-1540	4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	

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Label/Receipt Number: 7010 2780 0001 9864 4245

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 10:56 am on January 18, 2012 in IRVING, TX 75063.

[Go >](#)

Detailed Results:

- Delivered, January 18, 2012, 10:56 am, IRVING, TX 75063
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:22 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>P. Elmouzy</i></p> <p>B. Received by (Printed Name) C. Date of Delivery</p> <p><i>P. Elmouzy</i> <i>1/18/12</i></p> <p>D. Is delivery address different from item 1? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>
<p>1. Article Addressed to:</p> <p>MANARA ACADEMY 8201 TRISTAR DR IRVING, TX 75063</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label)</p>	<p>7010 2780 0001 9864 4245</p>

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 5808
Service(s): Certified Mail™
Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Go >

Your item was delivered at 8:35 am on January 17, 2012 in MILFORD, TX 76670.

Detailed Results:

- Delivered, January 17, 2012, 8:35 am, MILFORD, TX 76670
- Arrival at Unit, January 17, 2012, 7:53 am, MILFORD, TX 76670
- Depart USPS Sort Facility, January 17, 2012, WACO, TX 76702
- Processed through USPS Sort Facility, January 17, 2012, 12:21 am, WACO, TX 76702
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

MILFORD ISD
P O BOX 545
MILFORD, TX 76670-0545

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 5808

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
 X *[Signature]*
 B. Received by (Printed Name) C. Date of Delivery
 [Signature] JAN 17 2012
 D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

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

4. Restricted Delivery? (Extra Fee) Yes

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Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 5785
Service(s): Certified Mail™
Status: Delivered

Your item was delivered at 9:49 am on January 17, 2012 in ITALY, TX 76651.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 9:49 am, ITALY, TX 76651
- Arrival at Unit, January 17, 2012, 7:33 am, ITALY, TX 76651
- Depart USPS Sort Facility, January 17, 2012, WACO, TX 76702
- Processed through USPS Sort Facility, January 17, 2012, 12:21 am, WACO, TX 76702
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p>		<p>A. Signature <input checked="" type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p>	
<p>1. Article Addressed to:</p> <p>ITALY ISD 300 S COLLEGE ITALY, TX 76651</p>		<p>B. Received by (Printed Name) Celeste Carroll 1-17-12</p> <p>C. Date of Delivery</p>	
<p>2. Article Number (Transfer from service label) 7010 2780 0001 9864 5785</p>		<p>D. Is delivery address different from Item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>PS Form 3811, February 2004</p>		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
<p>Domestic Return Receipt</p>		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>102595-02-M-1540</p>			

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Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 4337

Service(s): Certified Mail™

Status: Arrival at Unit

Your item arrived at 5:43 am on January 17, 2012 in HOUSTON, TX 77072.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Arrival at Unit, January 17, 2012, 5:43 am, HOUSTON, TX 77072
- Depart USPS Sort Facility, January 17, 2012, HOUSTON, TX 77201
- Processed through USPS Sort Facility, January 16, 2012, 11:33 pm, HOUSTON, TX 77201
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>SENDER: COMPLETE THIS SECTION</p> <ul style="list-style-type: none"> ■ 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. <p>1. Article Addressed to:</p> <p style="text-align: center;"> HARMONY SCIENCE ACAD (FORT WORTH) 9321 W SAM HOUSTON PKWY S HOUSTON, TX 77099 </p>	<p>COMPLETE THIS SECTION ON DELIVERY</p> <p>A. Signature <input checked="" type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) B. Lovett</p> <p>C. Date of Delivery 1/17/12</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p> <p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
--	--

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Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 6508
 Service(s): Certified Mail™
 Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 11:34 am on January 17, 2012 in FARMERSVILLE, TX 75442.

Go >

Detailed Results:

- Delivered, January 17, 2012, 11:34 am, FARMERSVILLE, TX 75442
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:39 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature x <i>Vicky Dowell</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <i>Vicky Dowell</i> C. Date of Delivery <i>1/17/12</i></p> <p>D. Is delivery address different from Item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
<p>1. Article Addressed to:</p> <p>FARMERSVILLE ISD 501-A HWY 78 N FARMERSVILLE, TX 75442-0472</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number (Transfer from service label)</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p> <p>7010 2780 0001 9864 6508</p>

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 5747

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 10:31 am on January 17, 2012 in WAXAHACHIE, TX 75165.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 10:31 am, WAXAHACHIE, TX 75165
- Arrival at Unit, January 17, 2012, 8:43 am, WAXAHACHIE, TX 75165
- Processed through USPS Sort Facility, January 16, 2012, 10:48 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

WAXAHACHIE ISD
411 N GIBSON ST
WAXAHACHIE, TX 75165-3007

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X *Mia Salazar* Agent Addressee

B. Received by (Printed Name) *Mia Salazar* C. Date of Delivery *1/17/12*

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)

7010 2780 0001 9864 5747

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 5976
Service(s): Certified Mail™
Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 11:18 am on January 17, 2012 in FORT WORTH, TX 76177.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 11:18 am, FORT WORTH, TX 76177
- Arrival at Unit, January 17, 2012, 11:18 am, FORT WORTH, TX 76177
- Processed through USPS Sort Facility, January 17, 2012, 3:51 am, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

NORTHWEST ISD
P O BOX 77070
FORT WORTH, TX 76177-0070

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 5976

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent
 Addressee
R. Mastone
- B. Received by (Printed Name)
- C. Date of Delivery
1/18/12
- 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

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 5730
Service(s): Certified Mail™
Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Go >

Your item was delivered at 11:28 am on January 18, 2012 in ROYSE CITY, TX 75189.

Detailed Results:

- Delivered, January 18, 2012, 11:28 am, ROYSE CITY, TX 75189
- Notice Left, January 17, 2012, 10:08 am, ROYSE CITY, TX 75189
- Arrival at Unit, January 17, 2012, 10:07 am, ROYSE CITY, TX 75189
- Processed through USPS Sort Facility, January 16, 2012, 10:28 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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: _____

ROYSE CITY ISD
P O BOX 479
ROYSE CITY, TX 75189-0479

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 5730

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature
[Handwritten Signature] Agent Addressee

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

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

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 5723
Service(s): Certified Mail™
Status: Depart USPS Sort Facility

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Your item departed our COPPELL, TX 75099 sort facility on January 17, 2012.

Detailed Results:

- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 4:53 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

ROCKWALL ISD
1050 WILLIAMS
ROCKWALL, TX 75087-3832

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 5723

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 Diana Chapman Agent
 Addressee

B. Received by (Printed Name)

C. Date of Delivery
1-17-12

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



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Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 6386
Service(s): Certified Mail™
Status: Delivered

Your item was delivered at 8:43 am on January 19, 2012 in GRAND PRAIRIE, TX 75051.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 19, 2012, 8:43 am, GRAND PRAIRIE, TX 75051
- Notice Left, January 18, 2012, 5:38 pm, GRAND PRAIRIE, TX 75051
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 9:59 pm, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p> <p>GRAND PRAIRIE ISD BOX 531170 GRAND PRAIRIE, TX 75053-1170</p> <p>2. Article Number (Transfer from service label) 7010 2780 0001 9864 6386</p>	<p>A. Signature X <i>Charlie Powell</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <i>Charlie Powell</i> C. Date of Delivery JAN 19 2012</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below.</p> <p>3. Service <i>75099</i></p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

PS Form 3811, February 2004

Domestic Return Receipt

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6348
Service(s): Certified Mail™
Status: Arrival at Unit

Your item arrived at 8:17 am on January 17, 2012 in DALLAS, TX 75215.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Arrival at Unit, January 17, 2012, 8:17 am, DALLAS, TX 75215
- Processed through USPS Sort Facility, January 17, 2012, 2:16 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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 AVE
DALLAS, TX 75204-5491

2. Article Number
(Transfer from service label)

PS Form 3811, February 2004

7010 2780 0001 9864 6348

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
 X *Shantel Grant*

B. Received by (Printed Name) C. Date of Delivery
 Shantel Grant 1/18/2012

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

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

4. Restricted Delivery? (Extra Fee) Yes

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6003

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 11:23 am on January 19, 2012 in DALLAS, TX 75201.

[Go >](#)

Detailed Results:

- Delivered, January 19, 2012, 11:23 am, DALLAS, TX 75201
- Processed through USPS Sort Facility, January 17, 2012, 12:01 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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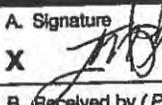
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<p>1. Article Addressed to:</p> <p>PEGASUS SCHOOL OF LIBERAL ARTS AND SCIENCES 601 N AKARD ST STE 203 DALLAS, TX 75201</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below:</p> <p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label)</p>	<p>7010 2780 0001 9864 6003</p>

PS Form 3811, February 2004

Domestic Return Receipt

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Label/Receipt Number: 7010 2780 0001 9864 6201

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 2:41 pm on January 19, 2012 in DALLAS, TX 75227.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 19, 2012, 2:41 pm, DALLAS, TX 75227
- Notice Left, January 18, 2012, 12:02 pm, DALLAS, TX 75227
- Processed through USPS Sort Facility, January 18, 2012, 1:07 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>X <i>Antonio Valdez</i></p> <p>B. Received by (Printed Name) <i>Antonio Valdez</i></p> <p>C. Date of Delivery <i>1-19-12</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>
<p>1. Article Addressed to:</p> <p>INSPIRED VISION ACADEMY 8501 BRUTON RD DALLAS, TX 75217</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label)</p>	<p>7010 2780 0001 9864 6201</p>

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6096

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 4:05 pm on January 17, 2012 in DALLAS, TX 75241.

Go >

Detailed Results:

- Delivered, January 17, 2012, 4:05 pm, DALLAS, TX 75241
- Arrival at Unit, January 17, 2012, 8:03 am, DALLAS, TX 75241
- Processed through USPS Sort Facility, January 17, 2012, 4:19 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

CHILDREN FIRST ACADEMY OF
DALLAS
315 E WHEATLAND RD
DALLAS, TX 75241

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 6096

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Nickie Williams

Agent

Addressee

B. Received by (Printed Name)

Nickie Williams

C. Date of Delivery

1/17/12

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

263



Track & Confirm

FAQs

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6416

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 10:06 am on January 19, 2012 in LANCASTER, TX 75146.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 19, 2012, 10:06 am, LANCASTER, TX 75146
- Notice Left, January 17, 2012, 5:01 pm, LANCASTER, TX 75146
- Processed through USPS Sort Facility, January 16, 2012, 10:44 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> 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. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name)</p> <p>C. Date of Delivery <u>1/18/12</u></p> <p>D. Is delivery address different from Item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>
<p>1. Article Addressed to:</p> <p>LANCASTER ISD 422 S CENTRE AVE LANCASTER, TX 75146-1621</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number <u>7010 2780 0001 9864 6416</u> (Transfer from service label)</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

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Track & Confirm

Search Results

Label/Receipt Number: **7010 2780 0001 9864 6362**
Service(s): **Certified Mail™**
Status: **Delivered**

Your item was delivered at 7:37 am on January 19, 2012 in **DUNCANVILLE, TX 75116.**

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 19, 2012, 7:37 am, DUNCANVILLE, TX 75116
- Processed through USPS Sort Facility, January 17, 2012, 1:01 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) C. Date of Delivery</p> <p>D. Is delivery address different from Item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below:</p>
<p>1. Article Addressed to:</p> <p>DUNCANVILLE ISD 802 S MAIN ST DUNCANVILLE, TX 75137-2316</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

2. Article Number **7010 2780 0001 9864 6362**
(Transfer from service label)

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6218

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 11:20 am on January 18, 2012 in DALLAS, TX 75241.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 18, 2012, 11:20 am, DALLAS, TX 75241
- Arrival at Unit, January 17, 2012, 8:03 am, DALLAS, TX 75241
- Processed through USPS Sort Facility, January 17, 2012, 4:12 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

GATEWAY CHARTER ACADEMY
6103 HOUSTON SCHOOL RD
DALLAS, TX 75241

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 6218

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent Addressee
 X *[Signature]*
- B. Received by (Printed Name) C. Date of Delivery
 [Blank] 1/18/12
- D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

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

4. Restricted Delivery? (Extra Fee) Yes

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Label/Receipt Number: 7010 2780 0001 9864 4320

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 1:21 pm on January 18, 2012 in MC QUEENEY, TX 78123.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 18, 2012, 1:21 pm, MC QUEENEY, TX 78123
- Notice Left, January 17, 2012, 12:15 pm, MC QUEENEY, TX 78123
- Processed through USPS Sort Facility, January 16, 2012, 11:28 pm, SAN ANTONIO, TX 78284
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

Notification Options

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p><i>Rebecca Polanco</i></p> <p>B. Received by (Printed Name) C. Date of Delivery</p> <p><i>Rebecca Polanco</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>MOVES, enter delivery address below:</p> <p><i>MCQUEENEY, TX 78123</i></p> <p>JAN 18 2012</p>
<p>1. Article Addressed to:</p> <p>RICHARD MILBURN ACADEMY (FORT WORTH) 1263 TERMINAL LOOP MCQUEENEY, TX 78123</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number (Transfer from service label)</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p> <p>11 9864 4320</p>

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6379
 Service(s): Certified Mail™
 Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 7:54 am on January 19, 2012 in GARLAND, TX 75046.

[Go >](#)

Detailed Results:

- Delivered, January 19, 2012, 7:54 am, GARLAND, TX 75046
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 11:11 pm, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature X <i>[Signature]</i> <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <i>Melinda Flaherty</i> C. Date of Delivery <i>1/19/12</i></p>
<p>1. Article Addressed to:</p> <p>GARLAND IS. 501 S JU. ITER GARLAND, TX 75042-7108</p> <p>2. Article Number (Transfer from service label) 7010 2780 0001 9864 6379</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p> <p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 5938

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 9:55 am on January 17, 2012 in PONDER, TX 76259.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 9:55 am, PONDER, TX 76259
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 8:50 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input checked="" type="checkbox"/> <i>Wenaka William</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <i>Wenaka William</i> C. Date of Delivery <i>1-17-12</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
<p>1. Article Addressed to:</p> <p>PONDER ISD 400 W BAILEY ST PONDER, TX 76259</p> <p>2. Article Number (Transfer from service label)</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

7010 2780 0001 9864 5938



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Label/Receipt Number: 7010 2780 0001 9864 6010

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 11:00 am on January 18, 2012 in IRVING, TX 75039.

Go >

Detailed Results:

- Delivered, January 18, 2012, 11:00 am, IRVING, TX 75039
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:22 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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 EDUCATION - NORTH
HILLS PREPARATORY
606 E ROYAL LN
IRVING, TX 75039-3503

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 6010

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Kurccomb*

Agent

Addressee

B. Received by (Printed Name)

C. Date of Delivery

1-18-12

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

270



Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 4207

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 11:00 am on January 18, 2012 in IRVING, TX 75039.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 18, 2012, 11:00 am, IRVING, TX 75039
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:22 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

Notification Options

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>X <i>[Signature]</i></p> <p>B. Received by (Printed Name) _____</p> <p>C. Date of Delivery <u>1-18-12</u></p>
<p>1. Article Addressed to:</p> <p>UPLIFT EDUCATION - HAMPTON PREPARATORY 606 E ROYAL LN IRVING, TX 75039</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If YES, enter delivery address below: _____</p> <p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

2. Article Number (Transfer from service label) 7010 2780 0001 9864 4207

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 5822

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 10:11 am on January 17, 2012 in RED OAK, TX 75154.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 10:11 am, RED OAK, TX 75154
- Processed through USPS Sort Facility, January 16, 2012, 10:48 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input checked="" type="checkbox"/> <i>LD Batson</i> <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <i>LD BATSON</i> C. Date of Delivery</p>
<p>1. Article Addressed to: RED OAK ISD P O BOX 9000 RED OAK, TX 75154-9000</p>	<p>D. Is delivery address different from Item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p> <p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

2. Article Number 7010 2780 0001 9864 5822
(Transfer from service label)

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Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 5815

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 10:14 am on January 17, 2012 in PALMER, TX 75152.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 10:14 am, PALMER, TX 75152
- Notice Left, January 17, 2012, 9:13 am, PALMER, TX 75152
- Processed through USPS Sort Facility, January 16, 2012, 11:25 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

PALMER RD
P O BOX 790
PALMER, TX 75152-0790

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 5815

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
Nancy Robinson

B. Received by (Printed Name) C. Date of Delivery
Nancy Robinson 1-17-12

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

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 5907

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 8:56 am on January 18, 2012 in LEWISVILLE, TX 75057.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 18, 2012, 8:56 am, LEWISVILLE, TX 75057
- Notice Left, January 17, 2012, 10:59 am, LEWISVILLE, TX 75067
- Arrival at Unit, January 17, 2012, 10:58 am, LEWISVILLE, TX 75067
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:13 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

LEWISVILLE ISD
P O BOX 217
LEWISVILLE, TX 75067-0217

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 5907

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

Agent

Addressee

B. Received by (Printed Name)

K. Dodge

C. Date of Delivery

01/18/12

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

274



Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 6034

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 11:16 am on January 17, 2012 in DALLAS, TX 75223.

Track & Confirm

Enter Label/Receipt Number.

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Detailed Results:

- Delivered, January 17, 2012, 11:16 am, DALLAS, TX 75223
- Processed through USPS Sort Facility, January 16, 2012, 10:33 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) C. Date of Delivery</p>
<p>1. Article Addressed to:</p> <p>DALLAS COMMUNITY CHARTER SCHOOL 924 WAYNE ST DALLAS, TX 75223</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below:</p> <p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label)</p>	<p>7010 2780 0001 9864 6034</p>

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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Label/Receipt Number: 7010 2780 0001 9864 5884

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 2:12 pm on January 18, 2012 in FRISCO, TX 75034.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 18, 2012, 2:12 pm, FRISCO, TX 75034
- Notice Left, January 17, 2012, 5:26 pm, FRISCO, TX 75034
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 4:20 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

LEADERSHIP PREP SCHOOL
8500 TEEL PKWY
FRISCO, TX 75034

2. Article Number
 (Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
X [Signature]

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

7010 2780 0001 9864 5884

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Label/Receipt Number: 7010 2780 0001 9864 6317

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 2:57 pm on January 18, 2012 in DALLAS, TX 75204.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 18, 2012, 2:57 pm, DALLAS, TX 75204
- Arrival at Unit, January 17, 2012, 8:17 am, DALLAS, TX 75215
- Processed through USPS Sort Facility, January 17, 2012, 2:16 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

RECONCILIATION ACADEMY
4301 BRYAN STREET STE 120
DALLAS, TX 75204

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 6317

PS Form 3811, February 2004

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COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Handwritten Signature]*

Agent
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

01/18/12

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

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Label/Receipt Number: 7010 2780 0001 9860 8315
Service(s): Certified Mail™
Status: Delivered

Your item was delivered at 11:21 am on January 17, 2012 in AZLE, TX 76020.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 11:21 am, AZLE, TX 76020
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 10:54 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) _____</p> <p>C. Date of Delivery <u>1-17-12</u></p>
<p>1. Article Addressed to:</p> <p>AZLE, TX 76020-3194</p> <p>300 ROE ST</p> <p>AZLE, TX 76020-3194</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below: _____</p> <p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label) <u>7010 2780 0001 9860 8315</u></p>	

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Label/Receipt Number: 7010 2780 0001 9864 6195

Service(s): Certified Mail™

Status: Processed through USPS Sort Facility

Your item was processed through our DALLAS, TX 75260 facility on January 17, 2012 at 1:52 am.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Processed through USPS Sort Facility, January 17, 2012, 1:52 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input checked="" type="checkbox"/> Jackie Hodges <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) C. Date of Delivery Jackie Hodges 1/18/12</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
<p>1. Article Addressed to:</p> <p>A+ ACADEMY 8501 BRUTON RD DALLAS, TX 75217</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label) 7010 2780 0001 9864 6195</p>	

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Domestic Return Receipt

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Label/Receipt Number: 7010 2780 0001 9864 6232

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 4:11 pm on January 20, 2012 in GARLAND, TX 75044.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 20, 2012, 4:11 pm, GARLAND, TX 75044
- Notice Left, January 19, 2012, 11:09 am, GARLAND, TX 75044
- Notice Left, January 17, 2012, 12:13 pm, GARLAND, TX 75044
- Arrival at Unit, January 17, 2012, 7:20 am, GARLAND, TX 75044
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 10:06 pm, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

EDUCATION CENTER
INTERNATIONAL ACADEMY
2422 N JUPITER RD
GARLAND, TX 75044

2. Article Number
(Transfer from service label)

PS Form 3811, February 2004

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
Jackie Whitaker

B. Received by (Printed Name)
Jackie Whitaker

C. Date of Delivery
1-20-12

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

7010 2780 0001 9864 6232

Domestic Return Receipt

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Label/Receipt Number: 7010 2780 0001 9864 6188
Service(s): Certified Mail™
Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Your item was delivered at 11:01 am on January 19, 2012 in IRVING, TX 75039.

Detailed Results:

- Delivered, January 19, 2012, 11:01 am, IRVING, TX 75039
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:22 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p>		<p>A. Signature  <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p>	
<p>1. Article Addressed to:</p> <p>WINFREE ACADEMY CHARTER SCHOOLS 6221 RIVERSIDE DR STE 110 IRVING, TX 75039</p>		<p>B. Received by (Printed Name) </p> <p>C. Date of Delivery 1-19-12</p>	
<p>2. Article Number (Transfer from service label) PS Form 3811, February 2004</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>7010 2780 0001 9864 6188</p>		<p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
<p>Domestic Return Receipt</p>		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	

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Label/Receipt Number: 7010 2780 0001 9864 5754

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 10:00 am on January 19, 2012 in AVALON, TX 76623.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 19, 2012, 10:00 am, AVALON, TX 76623
- Notice Left, January 17, 2012, 8:26 am, AVALON, TX 76623
- Arrival at Unit, January 17, 2012, 8:25 am, AVALON, TX 76623
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

AVALON ISD
P O BOX 455
AVALON, TX 76623-0455

2. Article Number **7010 2780 0001 9864 5754**
(Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
X Terena H... AVALON TX 76623 Addressee

B. Received by (Printed Name) C. Date of Delivery
JAN 19 2012

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

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Label/Receipt Number: 7010 2780 0001 9864 6591
 Service(s): Certified Mail™
 Status: Delivered

Your item was delivered at 10:40 am on January 17, 2012 in NEVADA, TX 75173.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 10:40 am, NEVADA, TX 75173
- Notice Left, January 17, 2012, 9:37 am, NEVADA, TX 75173
- Processed through USPS Sort Facility, January 16, 2012, 10:27 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>X <i>Phil Dacey</i></p> <p>B. Received by (Printed Name) C. Date of Delivery</p> <p>PHIL DACEY 1-17-12</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p> <p style="text-align: center;">NEVADA JAN 17 2012 86</p>
<p>1. Article Addressed to:</p> <p>COMMUNITY ISD P O BOX 400 NEVADA, TX 75173-0400</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number</p> <p>7010 2780 0001 9864 6591</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

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Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 4221

Service(s): **Certified Mail™**

Status: **Delivered**

Your item was delivered at 1:23 pm on January 17, 2012 in EULESS, TX 76040.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 1:23 pm, EULESS, TX 76040
- Arrival at Unit, January 17, 2012, 8:40 am, EULESS, TX 76039
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 7:42 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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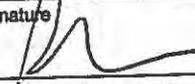
- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

TREETOPS SCHOOL
INTERNATIONAL
12500 S PIPELINE RD
EULESS, TX 76040-5853

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee

X 

B. Received by (Printed Name) Yes No

Police Dispatch

C. Date of Delivery

1/17/12

D. Is delivery address different from item 1? Yes No

If YES, enter delivery address below:

3. Service Type

Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 4221



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Label/Receipt Number: 7010 2780 0001 9863 4451

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 9:09 am on January 18, 2012 in KELLER, TX 76248.

Go >

Detailed Results:

- Delivered, January 18, 2012, 9:09 am, KELLER, TX 76248
- Depart USPS Sort Facility, January 18, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 17, 2012, 3:03 am, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

KELLER ISD
350 KELLER PKWY
KELLER, TX 76248-3447

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X *Pam Childs* Agent Addressee

B. Received by (Printed Name) C. Date of Delivery
Pam Childs *1-18*

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

http://trkcn 2. Article Number
(Transfer from service label)

7010 2780 0001 9863 4451

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Label/Receipt Number: 7010 2780 0001 9864 4429

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 7:38 am on January 18, 2012 in FORT WORTH, TX 76107.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 18, 2012, 7:38 am, FORT WORTH, TX 76107
- Arrival at Unit, January 17, 2012, 8:28 am, FORT WORTH, TX 76107
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 11:09 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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 WORTH ISD
100 N UNIVERSITY DR
FORT WORTH, TX 76107-3010

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 4429

PS Form 3811, February 2004

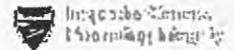
Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent
 Addressee
- B. Received by (Printed Name)
FRANK KUIR
- C. Date of Delivery
- D. Is delivery address different from item 1? Yes
 No
 If YES, enter delivery address below:

3. Service Type
- Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes



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Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 6287

Service(s): **Certified Mail™**

Status: **Delivered**

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 11:00 am on January 18, 2012 in IRVING, TX 75039.

[Go >](#)

Detailed Results:

- Delivered, January 18, 2012, 11:00 am, IRVING, TX 75039
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:22 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 		<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>X <i>Kenneth K...</i></p>	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery
UPLIFT EDUCATION - PEAK PREPARATORY 606 E ROYAL LN IRVING, TX 75039			1-18-12
2. Article Number (Transfer from service label)		D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7010 2780 0001 9864 6287		If YES, enter delivery address below:	
3. Service Type		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
<input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.			

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 4344
Service(s): **Certified Mail™**
Status: **Delivered**

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 12:23 pm on January 17, 2012 in FORT WORTH, TX 76109.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 12:23 pm, FORT WORTH, TX 76109
- Arrival at Unit, January 17, 2012, 8:52 am, FORT WORTH, TX 76107
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 17, 2012, 12:14 am, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>1. Article Addressed to:</p> <p>TEXAS ELEMENTARY SCHOOL OF THE ARTS 3901 S HULEN ST FORT WORTH, TX 76109</p>		<p>B. Received by (Printed Name) C. Date of Delivery</p> <p>CALEB ADAMS 1-17-12</p>	
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
		<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7010 2780 0001 9864 4344</p>	



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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6324

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 11:00 am on January 18, 2012 in IRVING, TX 75039.

Go >

Detailed Results:

- Delivered, January 18, 2012, 11:00 am, IRVING, TX 75039
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:22 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>1. Article Addressed to:</p> <p>UPLIFT EDUCATION - WILLIAMS PREPARATORY 606 E ROYAL LN IRVING, TX 75039</p>	<p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label)</p>	<p>7010 2780 0001 9864 6324</p>

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6225

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 12:07 pm on January 17, 2012 in GARLAND, TX 75040.

Go >

Detailed Results:

- Delivered, January 17, 2012, 12:07 pm, GARLAND, TX 75040
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 4:13 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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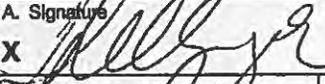
- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

ALPHA CHARTER SCHOOL
701 W STATE ST
GARLAND, TX 75040

2. Article Number 7010 2780 0001 9864 6225
(Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
 X 

B. Received by (Printed Name) _____ C. Date of Delivery 1-17-12

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



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Search Results

Label/Receipt Number: 7010 2780 0001 9860 8544
Service(s): Certified Mail™
Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 12:22 pm on January 17, 2012 in FORT WORTH, TX 76179.

Go >

Detailed Results:

- Delivered, January 17, 2012, 12:22 pm, FORT WORTH, TX 76179
- Arrival at Unit, January 17, 2012, 9:30 am, FORT WORTH, TX 76106
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 9:36 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>X S. Irwin</i></p>	<p>B. Received by (Printed Name)</p> <p><i>S. Irwin</i></p>
<p>1. Article Addressed to:</p> <p>EAGLE MT-SAGINAW ISD 1200 OLD DECATUR RD BUILDING 4 FORT WORTH, TX 76179-9160</p>	<p>C. Date of Delivery</p> <p><i>1-17-12</i></p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>
<p>2. Article Number (Transfer from service label)</p> <p>7010 2780 0001 9860 8544</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

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Label/Receipt Number: 7010 2780 0001 9864 5846

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 10:21 am on January 17, 2012 in MAYPEARL, TX 76064.

Go >

Detailed Results:

- Delivered, January 17, 2012, 10:21 am, MAYPEARL, TX 76064
- Notice Left, January 17, 2012, 9:47 am, MAYPEARL, TX 76064
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>Tomás Castañón</i></p> <p>B. Received by (Printed Name) <input type="checkbox"/> Date of Delivery</p> <p><i>Tomás Castañón</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>
<p>1. Article Addressed to:</p> <p>MAYPEARL ISD P O BOX 40 MAYPEARL, TX 76064-0040</p>	<p>3. Service Type</p> <p> <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D. </p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number</p> <p>(Transfer from service label)</p>	<p>7010 2780 0001 9864 5846</p>

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Label/Receipt Number: 7010 2780 0001 9864 6263
 Service(s): **Certified Mail™**
 Status: **Delivered**

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 10:34 am on January 17, 2012 in DALLAS, TX 75215.

Go >

Detailed Results:

- Delivered, January 17, 2012, 10:34 am, DALLAS, TX 75215
- Arrival at Unit, January 17, 2012, 8:51 am, DALLAS, TX 75215
- Processed through USPS Sort Facility, January 16, 2012, 10:29 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	A. Signature <i>X Christa R. Ha...</i> <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee	
1. Article Addressed to: ST ANTHONY SCHOOL 3732 MYRTLE STREET DALLAS, TX 75215	B. Received by (Printed Name)	C. Date of Delivery
2. Article Number (Transfer from service label)	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
PS Form 3811, February 2004	3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
Domestic Return Receipt	4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	

7010 2780 0001 9864 6263

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Label/Receipt Number: 7010 2780 0001 9864 4412

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 10:24 am on January 17, 2012 in FORT WORTH, TX 76140.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 10:24 am, FORT WORTH, TX 76140
- Arrival at Unit, January 17, 2012, 6:24 am, FORT WORTH, TX 76140
- Depart USPS Sort Facility, January 17, 2012, FORT WORTH, TX 76161
- Processed through USPS Sort Facility, January 16, 2012, 10:14 pm, FORT WORTH, TX 76161
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

EVERMAN ISD
608 TOWNLEY DR
EVERMAN, TX 76140-5206

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 4412

COMPLETE THIS SECTION ON DELIVERY

A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i>		<input type="checkbox"/> Agent
		<input type="checkbox"/> Addressee
B. Received by (Printed Name) <i>Lizette Ortiz</i>	C. Date of Delivery <i>1-17-12</i>	
D. Is delivery address different from item 1? If YES, enter delivery address below:		<input type="checkbox"/> Yes <input type="checkbox"/> No

3. Service Type

<input type="checkbox"/> Certified Mail	<input type="checkbox"/> Express Mail
<input type="checkbox"/> Registered	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Insured Mail	<input type="checkbox"/> C.O.D.

4. Restricted Delivery? (Extra Fee) Yes



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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6300

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 11:59 am on January 17, 2012 in DALLAS, TX 75243.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 11:59 am, DALLAS, TX 75243
- Processed through USPS Sort Facility, January 16, 2012, 11:07 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> 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. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> <i>Katrina Perkins</i> <input checked="" type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <i>Katrina Perkins</i> C. Date of Delivery <i>1/17/12</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
<p>1. Article Addressed to:</p> <p>RICHLAND COLLEGIATE HIGH SCHOOL 12800 ABRAMS DALLAS, TX 75243-2199</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number</p> <p><i>(Transfer from service label)</i></p>	<p>7010 2780 0001 9864 6300</p>



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Search Results

Label/Receipt Number: 7010 2780 0001 9864 5839
Service(s): Certified Mail™
Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 11:27 am on January 17, 2012 in DESOTO, TX 75115.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 11:27 am, DESOTO, TX 75115
- Processed through USPS Sort Facility, January 17, 2012, 1:08 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

**WAXAHACHIE AITH FAMILY
 ACADEMY
 1620 FALCON DR
 DESOTO, TX 75115**

2. Article Number

7010 2780 0001 9864 5839

(Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature

x *Holly Byers*

Agent

Addressee

B. Received by (Printed Name)

Holly Byers

C. Date of Delivery

1-17-12

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



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Label/Receipt Number: **7010 2780 0001 9864 6126**
Service(s): **Certified Mail™**
Status: **Delivered**

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 11:27 am on January 17, 2012 in **DESOTO, TX 75115**.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 11:27 am, DESOTO, TX 75115
- Processed through USPS Sort Facility, January 17, 2012, 1:08 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <i>x Holly Byers</i> <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) C. Date of Delivery <i>Holly Byers</i> <i>1-17-12</i></p>
<p>1. Article Addressed to:</p> <p>FAITH FAMILY ACADEMY OF OAK CLIFF 1620 FALCON DR DESOTO, TX 75115</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p> <p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number (Transfer from service label)</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p> <p>7010 2780 0001 9864 6126</p>



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Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 6355
Service(s): Certified Mail™
Status: Delivered

Your item was delivered at 10:07 am on January 17, 2012 in DESOTO, TX 75115.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 10:07 am, DESOTO, TX 75115
- Processed through USPS Sort Facility, January 17, 2012, 1:08 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p>	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>[Signature]</i></p>	
	<p>B. Received by (Printed Name)</p>	<p>C. Date of Delivery <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>1-17-12</i></p>
<p>1. Article Addressed to:</p> <p>DESOTO ISD 200 E BELT LINE RD DESOTO, TX 75115-5795</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>	
<p>2. Article Number (Transfer from service label)</p>	<p>3. Service Type <input type="checkbox"/> Express Mail <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Registered <input type="checkbox"/> C.O.D.</p> <p><input type="checkbox"/> Insured Mail</p>	
<p>PS Form 3811, February 2004</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>7010 2780 0001 9864 6355</p>		



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Label/Receipt Number: 7010 2780 0001 9864 6546
Service(s): Certified Mail™
Status: Delivered

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Enter Label/Receipt Number.

Your item was delivered at 10:52 am on January 17, 2012 in PLANO, TX 75075.

Go >

Detailed Results:

- Delivered, January 17, 2012, 10:52 am, PLANO, TX 75075
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 4:15 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

PLANO ISD
2700 W 15TH
PLANO, TX 75075-7524

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
Gail Baep

B. Received by (Printed Name) C. Date of Delivery
Gail Baep 1/17

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

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

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7010 2780 0001 9864 6546



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Label/Receipt Number: 7010 2780 0001 9864 6539

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 10:58 am on January 17, 2012 in MELISSA, TX 75454.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 10:58 am, MELISSA, TX 75454
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:39 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

MELISSA ISD
1904 COOPER
MELISSA, TX 75454-0127

2. Article Number
(Transfer from service label)

11 9864 6539

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature <i>John Mathews</i>		<input type="checkbox"/> Agent
		<input type="checkbox"/> Addressee
B. Received by (Printed Name) <i>John Mathews</i>	C. Date of Delivery <i>1/17/12</i>	
D. Is delivery address different from item 1? If YES, enter delivery address below:		<input type="checkbox"/> Yes <input type="checkbox"/> No

3. Service Type

<input type="checkbox"/> Certified Mail	<input type="checkbox"/> Express Mail
<input type="checkbox"/> Registered	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Insured Mail	<input type="checkbox"/> C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

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Label/Receipt Number: 7010 2780 0001 9864 6485
Service(s): Certified Mail™
Status: Delivered

Your item was delivered at 11:55 am on January 17, 2012 in ANNA, TX 75409.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 11:55 am, ANNA, TX 75409
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:39 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> 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. 	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>C. Date of Delivery</p>
<p>1. Article Addressed to:</p> <p>ANNA, TX 501 S SHERLEY AVE ANNA, TX 75409-0128</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below:</p> <p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label)</p>	<p>7010 2780 0001 9864 6485</p>



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Search Results

Label/Receipt Number: 7010 2780 0001 9864 5778

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 8:27 am on January 17, 2012 in FERRIS, TX 75125.

Go >

Detailed Results:

- Delivered, January 17, 2012, 8:27 am, FERRIS, TX 75125
- Notice Left, January 17, 2012, 8:05 am, FERRIS, TX 75125
- Processed through USPS Sort Facility, January 16, 2012, 11:23 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>COMPLETE THIS SECTION</p> <p>Complete items 1, 2, and 3. Also complete 4 if Restricted Delivery is desired. Write 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, with the front of the card facing out, on the front if space permits.</p> <p>Article Addressed to:</p> <p>FERRIS ISD P O BOX 459 FERRIS, TX 75125-0459</p> <p>2. Article Number (Transfer from service label)</p>	<p>COMPLETE THIS SECTION ON DELIVERY</p> <p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee <i>Stephanie Mitchell</i></p> <p>B. Received by (Printed Name) <input type="checkbox"/> Yes <i>Stephanie Mitchell</i></p> <p>C. Date of Delivery <input type="checkbox"/> No <i>1-17-12</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p> <p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>7010 2780 0001 9864 5778</p>	



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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6454

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 12:57 pm on January 17, 2012 in COPPELL, TX 75019.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 12:57 pm, COPPELL, TX 75019
- Arrival at Unit, January 17, 2012, 6:42 am, COPPELL, TX 75019
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 4:15 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

COPPELL ISD
 200 S DENTON TAP RD
 COPPELL, TX 75019-3205

2. Article Number
 (Transfer from service label)

7010 2780 0001 9864 6454

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent Addressee
- X *Taryn Rogers*
- B. Received by (Printed Name) *Taryn Rogers*
- C. Date of Delivery
- D. Is delivery address different from Item 1? Yes No
- If YES, enter delivery address below:

JAN 17 2012

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

4. Restricted Delivery? (Extra Fee) Yes



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Label/Receipt Number: 7010 2780 0001 9864 6249
Service(s): Certified Mail™
Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Your item was delivered at 12:23 pm on January 17, 2012 in RICHARDSON, TX 75081.

Detailed Results:

- Delivered, January 17, 2012, 12:23 pm, RICHARDSON, TX 75081
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 4:29 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 		<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>Sheila Edwards</i></p>	
<p>1. Article Addressed to:</p> <p>EVOLUTION ACADEMY CHARTER SCHOOL 1101 S SHERMAN ST RICHARDSON, TX 75081-4852</p>		<p>B. Received by (Printed Name) C. Date of Delivery</p> <p><i>Sheila Edwards</i> <i>1-17-12</i></p>	
<p>2. Article Number (Transfer from service label)</p> <p>7010 2780 0001 9864 6249</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>	
<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	

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Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 6560

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 9:49 am on January 17, 2012 in PROSPER, TX 75078.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 9:49 am, PROSPER, TX 75078
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 9:37 pm, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

PROSPER ISD
605 E 7TH ST
PROSPER, TX 75078-0100

2. Article Number
(Transfer from service label)

PS Form 3811, February 2004

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee

Tracy Shevlin

B. Received by (Printed Name) C. Date of Delivery
TRACY SHEVLIN 1-17-12

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

7010 2780 0001 9864 6560

Domestic Return Receipt

102595-02-M-1540

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6065
Service(s): Certified Mail™
Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 9:43 am on January 17, 2012 in IRVING, TX 75062.

Go >

Detailed Results:

- Delivered, January 17, 2012, 9:43 am, IRVING, TX 75062
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 9:23 pm, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p> <p>UNIVERSAL ACADEMY 261 N MACARTHUR BLVD IRVING, TX 75062</p>	<p>A. Signature <input checked="" type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) N. Rodriguez</p> <p>C. Date of Delivery 1/17/12</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
<p>2. Article Number (Transfer from service label)</p> <p>7010 2780 0001 9864 6065</p>	<p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
<p>PS Form 3811, February 2004</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p> <p>Domestic Return Receipt</p> <p>102595-02-M-1540</p>	

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 6140
Service(s): Certified Mail™
Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 10:54 am on January 17, 2012 in DALLAS, TX 75233.

Go >

Detailed Results:

- Delivered, January 17, 2012, 10:54 am, DALLAS, TX 75233
- Processed through USPS Sort Facility, January 17, 2012, 12:03 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>C. Date of Delivery</p>
<p>1. Article Addressed to:</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>
<p>FOCUS LEARNING ACADEMY 2524 W LEDBETTER DR DALLAS, TX 75233</p>	<p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

2. Article Number 7010 2780 0001 9864 6140
(Transfer from service to)

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Label/Receipt Number: 7010 2780 0001 9864 6058

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 2:00 pm on January 17, 2012 in LANCASTER, TX 75146.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 2:00 pm, LANCASTER, TX 75146
- Processed through USPS Sort Facility, January 16, 2012, 10:44 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> <i>Alanna Webb</i> <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <i>A. Webb</i> C. Date of Delivery <i>1/17/12</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
<p>1. Article Addressed to:</p> <p>LIFE SCHOOL 950 S I-35 E LANCASTER, TX 75146</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

2. Article Number 7010 2780 0001 9864 6058

(Transfer from service label)

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Label/Receipt Number: 7010 2780 0001 9864 6270

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 12:46 pm on January 17, 2012 in DALLAS, TX 75216.

Go >

Detailed Results:

- Delivered, January 17, 2012, 12:46 pm, DALLAS, TX 75216
- Processed through USPS Sort Facility, January 17, 2012, 12:56 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

KIPP TRUTH ACADEMY
3200 S LANCASTER RD STE 230A
DALLAS, TX 75216

COMPLETE THIS SECTION ON DELIVERY

A. 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 Number (Transfer from service label) 7010 2780 0001 9864 6270



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Label/Receipt Number: 7010 2780 0001 9864 6515

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 3:36 pm on January 17, 2012 in FRISCO, TX 75035.

Go >

Detailed Results:

- Delivered, January 17, 2012, 3:36 pm, FRISCO, TX 75035
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 4:12 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

Notification Options

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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:

FRISCO ISD
5515 OHIO DR
FRISCO, TX 75035

2. Article Number
(Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
 X *Gary Wile*

B. Received by (Printed Name) Agent Addressee
Gary Wile

C. Date of Delivery

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

3. Service Type

Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes No

7010 2780 0001 9864 6515



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Label/Receipt Number: 7010 2780 0001 9864 6492

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 12:53 pm on January 17, 2012 in CELINA, TX 75009.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 12:53 pm, CELINA, TX 75009
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 9:37 pm, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

CELINA ISD
205 S COLORADO
CELINA, TX 75009-0188

COMPLETE THIS SECTION ON DELIVERY

- A. Signature
 Kathryn Brooks Agent Addressee
- B. Received by (Printed Name)
Kathryn Brooks
- C. Date of Delivery
 1-17-12
- 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)

7010 2780 0001 9864 6492

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Label/Receipt Number: 7010 2780 0001 9864 6577

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 7:07 am on January 17, 2012 in WYLIE, TX 75098.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 7:07 am, WYLIE, TX 75098
- Arrival at Unit, January 17, 2012, 7:07 am, WYLIE, TX 75098
- Processed through USPS Sort Facility, January 17, 2012, 1:42 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>1. Article Addressed to:</p> <p>WYLIE, ISD P O BOX 490 WYLIE, TX 75098-0490</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number (Transfer from service label)</p> <p>7010 2780 0001 9864 6577</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>

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Label/Receipt Number: 7010 2780 0001 9864 6461

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 12:03 pm on January 17, 2012 in MCKINNEY, TX 75070.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 12:03 pm, MCKINNEY, TX 75070
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 4:15 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<p>SENDER: COMPLETE THIS SECTION</p> <ul style="list-style-type: none"> ■ 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. <p>1. Article Addressed to:</p> <p>IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS 5100 W ELDORADO PKWY STE 102-589 MCKINNEY, TX 75070</p>	<p>COMPLETE THIS SECTION ON DELIVERY</p> <p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) C. Date of Delivery D. Schorgh 1-17</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p> <p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
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Label/Receipt Number: 7010 2780 0001 9864 6522
 Service(s): Certified Mail™
 Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

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Your item was delivered at 10:14 am on January 17, 2012 in MCKINNEY, TX 75069.

Detailed Results:

- Delivered, January 17, 2012, 10:14 am, MCKINNEY, TX 75069
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:04 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input checked="" type="checkbox"/> <i>Craig Lucas</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <i>PLUCAS</i></p> <p>C. Date of Delivery <i>1-17</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
<p>1. Article Addressed to:</p> <p>MCKINNEY ISD #1 DUVALL ST MCKINNEY, TX 75069-3211</p>	<p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label)</p>	<p>7010 2780 0001 9864 6522</p>



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Label/Receipt Number: 7010 2780 0001 9864 6393

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 2:08 pm on January 17, 2012 in DALLAS, TX 75205.

Track & Confirm

Enter Label/Receipt Number.

Detailed Results:

- Delivered, January 17, 2012, 2:08 pm, DALLAS, TX 75205
- Processed through USPS Sort Facility, January 16, 2012, 11:42 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p><i>X Arnoldo Costa</i></p>	
	<p>B. Received by (Printed Name)</p> <p><i>Arnoldo Cristian</i></p>	<p>C. Date of Delivery</p>
<p>1. Article Addressed to:</p> <p>HIGHLAND PARK ISD 7015 WESTCHESTER DR DALLAS, TX 75205-1061</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>	
<p>2. Article Number (Transfer from service label)</p> <p>7010 2780 0001 9864 6393</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
<p>PS Form 3811, February 2004</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	



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Label/Receipt Number: 7010 2780 0001 9864 6553

Service(s): Certified Mail™

Status: Depart USPS Sort Facility

Your item departed our COPPELL, TX 75099 sort facility on January 17, 2012.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 5:39 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

PRINCETON ISD
321 PANTHER PKWY
PRINCETON, TX 75407-1002

COMPLETE THIS SECTION ON DELIVERY

A. Signature: *[Handwritten Signature]* Agent Addressee

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

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

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

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 6553

102595-02-M-1540



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Label/Receipt Number: 7010 2780 0001 9864 6041

Service(s): Certified Mail™

Status: Processed through USPS Sort Facility

Your item was processed through our DALLAS, TX 75260 facility on January 17, 2012 at 1:03 am.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Processed through USPS Sort Facility, January 17, 2012, 1:03 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>X <i>Lori Crossdale</i></p> <p>B. Received by (Printed Name) C. Date of Delivery</p> <p><i>Lori Crossdale</i> <i>1/17/12</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>
<p>1. Article Addressed to:</p> <p>ADVANTAGE ACADEMY 618 W WHEATLAND RD DALLAS, TX 75116</p>	<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label)</p> <p>7010 2780 0001 9864 6041</p>	<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540</p>



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Label/Receipt Number: 7010 2780 0001 9864 6164

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 12:19 pm on January 17, 2012 in DALLAS, TX 75234.

[Go >](#)

Detailed Results:

- Delivered, January 17, 2012, 12:19 pm, DALLAS, TX 75234
- Processed through USPS Sort Facility, January 16, 2012, 11:06 pm, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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:

HONOR ACADEMY
12300 FORD RD STE 270
DALLAS, TX 75234

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 6164

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. 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



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Label/Receipt Number: 7010 2780 0001 9864 6331
 Service(s): Certified Mail™
 Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Your item was delivered at 2:05 pm on January 17, 2012 in CEDAR HILL, TX 75104.

Detailed Results:

- Delivered, January 17, 2012, 2:05 pm, CEDAR HILL, TX 75104
- Processed through USPS Sort Facility, January 17, 2012, 1:07 am, DALLAS, TX 75260
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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 BLVD
 CEDAR HILL, TX 75104

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee
Amanda Wilkerson
 B. Received by (Printed Name) *Amanda Wilkerson* C. Date of Delivery *1/17/12*
 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)

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Label/Receipt Number: 7010 2780 0001 9864 6584

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 2:29 pm on January 17, 2012 in BLUE RIDGE, TX 75424.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 17, 2012, 2:29 pm, BLUE RIDGE, TX 75424
- Arrival at Unit, January 17, 2012, 8:48 am, BLUE RIDGE, TX 75424
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 4:58 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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- 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:

BLUE RIDGE ISD
10688 CR 504
BLUE RIDGE, TX 75424

2. Article Number
(Transfer from service label)

PS Form 3811, February 2004

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
Ken Manger

B. Received by (Printed Name) Agent Addressee
Ken Manger

C. Date of Delivery
1/17/12

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

7010 2780 0001 9864 6584

Domestic Return Receipt

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Search Results

Label/Receipt Number: 7010 2780 0001 9864 5983

Service(s): Certified Mail™

Status: Delivered

Track & Confirm

Enter Label/Receipt Number.

Your item was delivered at 7:47 am on January 17, 2012 in LAKE DALLAS, TX 75065.

Go >

Detailed Results:

- Delivered, January 17, 2012, 7:47 am, LAKE DALLAS, TX 75065
- Notice Left, January 17, 2012, 6:01 am, LAKE DALLAS, TX 75065
- Arrival at Unit, January 17, 2012, 5:22 am, LAKE DALLAS, TX 75065
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 10:22 pm, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

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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 DALLAS ISD
P O BOX 548
LAKE DALLAS, TX 75065-0548

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 5983

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 Agent
 Addressee

B. Received by (Printed Name)
DAVID CULLEN 1-17-12

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



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Label/Receipt Number: 7010 2780 0001 9864 6409

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 12:26 pm on January 18, 2012 in IRVING, TX 75015.

Track & Confirm

Enter Label/Receipt Number.

Go >

Detailed Results:

- Delivered, January 18, 2012, 12:26 pm, IRVING, TX 75015
- Arrival at Unit, January 18, 2012, 5:46 am, IRVING, TX 75061
- Depart USPS Sort Facility, January 17, 2012, COPPELL, TX 75099
- Processed through USPS Sort Facility, January 16, 2012, 4:18 am, COPPELL, TX 75099
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

Notification Options

Track & Confirm by email

Get current event information or updates for your item sent to you or others by email. [Go >](#)

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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
P O BOX 152637
IRVING, TX 75015-2637

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 6409

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
Whitt Longley Addressee

B. Received by (Printed Name) C. Date of Delivery
1-18-12

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



324

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[FAQs](#)

Track & Confirm

Search Results

Label/Receipt Number: 7010 2780 0001 9864 5853

Service(s): Certified Mail™

Status: Delivered

Your item was delivered at 10:24 am on January 18, 2012 in DENTON, TX 76203.

Track & Confirm

Enter Label/Receipt Number.

[Go >](#)

Detailed Results:

- Delivered, January 18, 2012, 10:24 am, DENTON, TX 76203
- Dispatched to Sort Facility, January 14, 2012, 6:18 pm, MCKINNEY, TX 75070
- Acceptance, January 14, 2012, 12:55 pm, MCKINNEY, TX 75070

Notification Options

Track & Confirm by email

Get current event information or updates for your item sent to you or others by email. [Go >](#)

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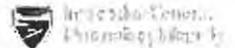
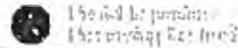
[Careers](#)

[Privacy Policy](#)

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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:

UNIVERSITY OF NORTH TEXAS
P O BOX 311220
DENTON, TX 76203-5307

2. Article Number
(Transfer from service label)

7010 2780 0001 9864 5853

PS Form 3811, February 2004

Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
[Signature] Addressee

B. Received by (Printed Name) Agent
[Signature] Addressee

C. Date of Delivery
01/18/12

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

Attachment D

Notarized Biographical Affidavits

Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- Member of the governing body of the sponsoring entity
- Member of the governing body of the charter school
- School officer: _____ (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity International American Education Federation, Inc.

Full Name of Proposed Charter School International Leadership of Texas

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

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

1. Full Name (Initials Not Acceptable) Carmen Victoria Valdivia

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: Divorce

Maiden name (if female): Valdivia

Other names used at any time: Gonzalez

3. Current home address: 5618 Antioch Drive, Rowlett, Texas 75089

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

- Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 972-814-4446

5. Education: Dates, Names, Locations and Degrees

College: _____

Graduate Studies: 1998 - Texas Wesleyan School of Law, Juris Prudence Degree

Others: _____

6. List membership(s) in professional societies and associations:

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

2006 to Present ----Dallas ISD
1998 - 2006 ----Valdivia & Associates, LLP

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

9. 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:

10. List all previous experience with any charter school management company including dates, management company, address and position held:

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

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

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances surrounding each bankruptcy]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

[Empty box for details if applicable]

Dated and signed this _____ day of _____, 20____.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

[Signature]
(Signature of Affiant)

VERIFICATION

State of Texas

County of Dallas

On this day, 10th Carmen Valderrama (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 January, 2012
[Signature]
(Notary Public)



My commission expires 09/08/13

**Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

- Member of the governing body of the sponsoring entity
- Member of the governing body of the charter school
- School officer: _____ (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity International American Education Federation, Inc.

Full Name of Proposed Charter School International Leadership of Texas

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

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

1. Full Name (Initials Not Acceptable) Curtis Jack Donaldson

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: _____

3. Current home address: 2191 Auction Barn Road, Belton, TX 76513

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

- Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 254-933-2625

5. Education: Dates, Names, Locations and Degrees

College: Texas A&M University, College Station, TX

Graduate Studies: _____

Others: _____

6. List membership(s) in professional societies and associations:

National Propane Gas Association, Texas Propane Gas Association, Petroleum Equipment Institute

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

CEO and founder
Clean Fuel Holdings, Inc (dba CleanFUEL USA)
April 1993 to present
116 Halmar Cove, Georgetown, TX 78628

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Clean Fuel Holdings, Inc. (dba CleanFUEL USA)

9. 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

10. List all previous experience with any charter school management company including dates, management company, address and position held:

N/A

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

N/A

12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

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

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances surrounding each bankruptcy]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

[Empty box for details if applicable]

Dated and signed this 12th day of January, 2012

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Curtis J. Donaldson
(Signature of Affiant)

VERIFICATION

State of TEXAS

County of Williamson

On this day, Curtis J. Donaldson (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 January, 2012.



Maude Kingsbery
(Notary Public)

My commission expires 1/15/2013

**Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

- Member of the governing body of the sponsoring entity
- Member of the governing body of the charter school
- School officer: _____ (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity International American Education Federation, Inc.

Full Name of Proposed Charter School International Leadership of Texas

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

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

1. Full Name (Initials Not Acceptable) Jerry Wayne McCreight

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: _____

3. Current home address: 2006 Broadleaf Dr, Arlington, TX 76001

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 817-994-4177

5. Education: Dates, Names, Locations and Degrees

College: Texas A&M University, Graduated May 1981 with BBA in Accounting

Graduate Studies: _____

Others: _____

6. List membership(s) in professional societies and associations:

Texas Society of Certified Public Accountants - Fort Worth Chapter
American Institute of Certified Public Accountants

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

Equal Access Health, Chief Financial Officer 2002 - 2006
 600 Six Flags Dr, Suite 624
 Arlington, TX 76011

RJR Insurance Services, Inc., Vice President Accounting and HR, 2006 to current
 1700 Pacific Ave, Suite 4600
 Dallas, TX 75201

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

9. 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:

10. List all previous experience with any charter school management company including dates, management company, address and position held:

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

CPA State of Texas, Issued June 1984

TX insurance license, Issued

12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

[Empty text box for details]

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

[Empty text box for compensation]

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

[Empty text box for other compensation]

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

[Empty text box for details]

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

[Empty text box for details]

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

[Empty text box for details]

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances surrounding each bankruptcy]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

[Empty box for details if applicable]

Dated and signed this 13th day of January, 2012.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

[Signature]
(Signature of Affiant)

VERIFICATION

State of Texas

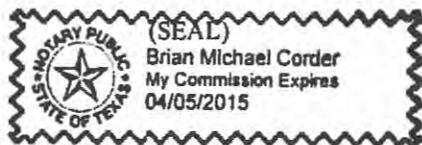
County of Dallas

On this day, Jerry McCreight (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 13th day of January, 2012.

[Signature]
(Notary Public)

My commission expires 4/5/15



**Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

- Member of the governing body of the sponsoring entity
- Member of the governing body of the charter school
- School officer: _____ (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity International American Education Federation, Inc.

Full Name of Proposed Charter School International Leadership of Texas

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

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

1. Full Name (Initials Not Acceptable) Frank J. Corte Jr.

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: _____

3. Current home address: 4203 Honeycomb Dr., San Antonio, Texas 78230

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 210-325-6898

5. Education: Dates, Names, Locations and Degrees

College: 1977-1982, Texas A&M University, College Station, Texas, Bachelors of Science, Construction Science

Graduate Studies: 2000-2002, U.S. Army War College, Carlisle Barracks, PA, Masters of Strategic Studies

Others: _____

6. List membership(s) in professional societies and associations:

Marine Corps Reserve Officers Associations
Institute of Real Estate Management

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

Texas House of Representatives, 1993 to 2011, P.O. Box 2910, Austin, TX 78769, Elected House Member
U.S. Marine Corps, 1982 to present,
Liberty Tire Recycling, LLC, 5/2011 to 12/2011, General Manager

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

None

9. 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

10. List all previous experience with any charter school management company including dates, management company, address and position held:

None

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

None

12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

[Empty text box for details]

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

[Empty text box for compensation]

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

[Empty text box for compensation details]

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

[Empty text box for details]

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

[Empty text box for details]

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

[Empty text box for details]

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances surrounding each bankruptcy]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

Corporate Officer (only), Aug. 1990, Quest Development, Inc, chapter 11 reorganization. Case discharged in 1996.

Dated and signed this 20th day of February, 2012.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Frank J. Corte Jr.
(Signature of Affiant)

VERIFICATION

State of TEXAS

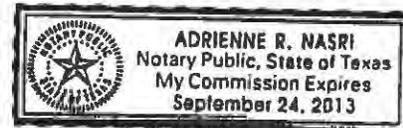
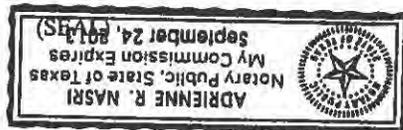
County of BEXAR

On this day, FRANK J. CORTE JR (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 20TH day of FEBRUARY, 2012

GA A. L.
(Notary Public)

My commission expires 9-24-13



Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)

Check all that apply:

Member of the governing body of the sponsoring entity

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Member of the governing body of the charter school

School officer: _____ (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity International American Education Federation, Inc.

Full Name of Proposed Charter School International Leadership of Texas

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

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

1. Full Name (Initials Not Acceptable) Constance Rashell Ramirez

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: Marriage

Maiden name (if female): Hollie

Other names used at any time: _____

3. Current home address: 7508 Wood Slope Dr., Dallas, TX 75249

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 214-842-1221

5. Education: Dates, Names, Locations and Degrees

College: Texas A&M-Commerce- B.S. Elementary Education & English

Graduate Studies: Texas A&M-Commerce- M.S. Counseling and Guidance

Others: Dallas Baptist University- Doctoral Student, Educational Leadership K-12

6. List membership(s) in professional societies and associations:

National Association of Black School Educators, Texas Association of School Administrators, Dallas-Regional Association of Black School Educators

Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.

Application page: 342

Human Resources-Biographical Affidavits p.342: On page 342 (actual page 343 of 464), the response to item 3 is incorrect. This is not an out of state entity.

The answer to the question under item three is N/A.

APPROVED DURING CONTINGENCY PROCESS

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

Cedar Hill Independent School District/Principal, Bessie Coleman Middle School/2010- Present
Dallas Independent School District/Principal/2002- 2010
Duncanville Independent School District/Assistant Principal, Smith Academy/1999-2002
Dallas Independent School District/Counselor, Teacher/1991-1999/

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Not applicable.

9. 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:

Not applicable.

10. List all previous experience with any charter school management company including dates, management company, address and position held:

Not applicable.

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

Not applicable.

12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

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

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

Date of each bankruptcy judgment:

Description of the circumstances surrounding each bankruptcy?

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

Dated and signed this 21st day of February, 2012
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Constance Ramirez
(Signature of Affiant)

VERIFICATION

State of Texas

County of Dallas

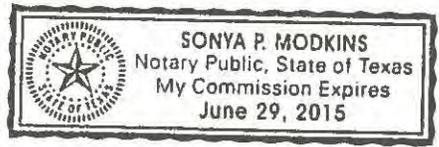
On this day, Constance Ramirez (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 21st day of February, 2012

Sonya Modkins
(Notary Public)

(SEAL)

My commission expires 6/29/15



Attachment E

501(c) (3) Determination

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: SEP 03 2011

NORTHSTAR PREP INC
1515 BLAKE DRIVE
RICHARDSON, TX 75081

Employer Identification Number:
27-4549127
DLN:
401109058
Contact Person: ALICE T LI ID# 95032
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
AUGUST 31
Public Charity Status:
509(a)(2)
Form 990 Required:
YES
Effective Date of Exemption:
JANUARY 4, 2011
Contribution Deductibility:
YES
Addendum Applies:
NO

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

International American Education Federation Inc.
2085 Garden Crest Drive
Rockwall, Texas 75087

February 9, 2012

Via First Class Mail

Internal Revenue Service
Exempt Organizations Determinations
P.O. Box 2508
Cincinnati, OH 45201

RE: NorthStar Prep, Inc.
EIN: 27-4549127

To Whom It May Concern:

This letter is to notify you that NorthStar Prep, Inc., a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, has changed its corporate name and address. Effective February 6, 2012 the new corporate name is **International American Education Federation, Inc.** and the new address is **2085 Garden Crest Drive, Rockwall, Texas 75087**. Attached is a certified copy of the Certificate of Amendment filed with the Texas Secretary of State and the Determination Letter issued by your office on September 8, 2011. Please issue a new Determination Letter with the noted changes and send to my attention at the address above. Thank you.

Sincerely,

Frank Corte, Director

RECEIVED APR 17 2013

APPROVED DURING CONTINGENCY PROCESS

Application for Texas Identification Number

• See instructions on back

1. Is this a new account? YES Mail Code 000 NO Enter Mail Code 0,0,0 Agency number 7,0,1
 Complete Sections 1 - 5 Complete Sections 1, 2 & 5

Section 1

2. Texas Identification Number (TIN) - Indicate the type of number you are providing to be used for your TIN
 1 - Employer Identification Number (EIN)
 2 - Social Security number (SSN) Enter the number indicated XXXXXXXXXX
 3 - Comptroller's assigned number (FOR STATE AGENCY USE ONLY)

3. Are you currently reporting any Texas tax to the Comptroller's office such as sales tax or franchise tax?
 YES NO If "YES," enter Texas Taxpayer Number _____

Section 2

Payee Information (Please type or print)

4. Name of payee (Individual or business to be paid)
International American Education Federation, Inc dba International Leadership of Texas

5. Mailing address where you want to receive payments
PO Box 460039

6. (Optional) _____

7. (Optional) _____

8. (Optional) _____

9. City Garland State T, X ZIP Code 7, 5, 0, 4, 6 - 0, 0, 0, 0

10. Payee telephone number (Area code and number) (8, 1, 7) 9, 4, 6 - 4, 3, 5, 0 SIC code _____ Security type code (0, 1, 2) Zone code _____

Section 3

11. Ownership Codes - Check only one code by the appropriate ownership type that applies to you or your business.

I - Individual Recipient (not owning a business)

L - Texas Limited Partnership: If checked, enter the Texas File Number _____

S - Sole Ownership (Individual owning a business): If checked, enter the owner's name and Social Security number (SSN)
 Owner's name _____
 SSN 2 _____

T - Texas Corporation: If checked, enter the Texas File Number _____

A - Professional Association: If checked, enter the Texas File Number _____

P - Partnership: If checked, enter two partner's names and Social Security numbers (SSN). If a partner is a corporation, use the corporation's Employer Identification Number (EIN).
 Name _____
 SSN/EIN _____

C - Professional Corporation: If checked, enter the Texas File Number _____

O - Out-of-State Corporation

G - Governmental Entity

U - State agency / University

F - Financial Institution

R - Foreign (out of U.S.A.)

N - Other: If checked, explain. Non Profit Corporation-Charter School

Section 4

12. Payment Assignment? YES NO Note: A copy of the assignment agreement between payees must be attached.
 Assignee name _____
 Assignee TIN _____ Assignment date _____

Section 5

13. Comments _____

14. **sign here** Authorized signature (Applicant or authorized agent) [Signature] Date 4-17-13
 Agency name _____ Prepared by _____ Phone (Area code and number) _____

15. _____

Attachment F

Articles of Incorporation

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697



Hope Andrade
Secretary of State

Office of the Secretary of State

The undersigned, as Secretary of State of Texas, does hereby certify that the attached is a true and correct copy of each document on file in this office as described below:

NorthStar Prep, Inc.
Filing Number: 801365033

Certificate of Formation

January 04, 2011

In testimony whereof, I have hereunto signed my name officially and caused to be impressed hereon the Seal of State at my office in Austin, Texas on January 25, 2011.



A handwritten signature in cursive script, appearing to read "Hope Andrade".

Hope Andrade
Secretary of State

CERTIFICATE OF FORMATION

FILED
In the Office of the
Secretary of State of Texas

JAN 04 2011

OF

Corporations Section

NORTHSTAR PREP, INC.

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is NorthStar Prep, Inc. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 1515 Blake Drive, Richardson, Texas 75081 and the name of its registered agent at such address is Lesli Bernanke.

ARTICLE III

The number of directors of the corporation, which shall constitute its Board of Directors and the governing body of the corporation, shall be fixed by or as provided in the Bylaws of the corporation. Until changed by or as provided in the Bylaws, the number of directors shall be no fewer than three. The current Directors are:

1. Lesli Bernanke, 1515 Blake Drive, Richardson, Texas 75081
2. Rudy Atilano, 1515 Blake Drive, Richardson, Texas 75081
3. Sam Rich, 1515 Blake Drive, Richardson, Texas 75081
4. Michael Geddie, 1515 Blake Drive, Richardson, Texas 75081

ARTICLE IV

The corporation shall have no members.

ARTICLE V

The corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as tax exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the

corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences. The corporation shall also seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing such students with educational opportunities and programs as it deems appropriate in furtherance of the purposes set forth in this Certificate of Formation.

The corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the corporation set forth in these Articles herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the corporation solely through the furthering of the primary purposes of the corporation.

~~Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the corporation, any remaining assets of this corporation shall be distributed to charitable or educational organizations that would then qualify as organizations described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the corporation or as otherwise required by state law.~~

ARTICLE VII

The name and street address of the organizer is Lesli Bermanke, 1515 Blake Drive, Richardson, Texas 75081.

ARTICLE VIII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE IX

The initial Bylaws of the corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE X

To the fullest extent permitted by applicable law, a director of this corporation shall not be liable to the corporation or its members for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

- (a) a breach of a director's duty of loyalty to the corporation;
- (b) an act or omission not in good faith that constitutes a breach of duty of the director to the corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
- (c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
- (d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE XI

The corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the corporation, or (ii) while a director, officer, employee, or agent of the corporation, is or was serving at the request of the corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the

extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XII

Except as otherwise provided in the Bylaws of the corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: January 3, 2011

NORTHSTAR PREP, INC.

By: /s/ Lesli Bermanke
Lesli Bermanke, Organizer



Office of the Secretary of State

**CERTIFICATE OF FILING
OF**

**International American Education Federation, Inc.
801365033**

[formerly: NorthStar Prep, Inc.]

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Amendment for the above named entity 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 filing effective on the date shown below.

Dated: 02/06/2012

Effective: 02/06/2012



A handwritten signature in black ink, appearing to read "Hope Andrade".

Hope Andrade
Secretary of State

Come visit us on the internet at <http://www.sos.state.tx.us/>

Form 424
(Revised 05/11)
 Submit in duplicate to:
 Secretary of State
 P.O. Box 13697
 Austin, TX 78711-3697
 512 463-5555
 FAX: 512/463-5709
 Filing Fee: See instructions



This space reserved for office use.

Certificate of Amendment

FILED
 In the Office of the
 Secretary of State of Texas
FEB 06 2012
Corporations Section

Entity Information

The name of the filing entity is:

NorthStar Prep, Inc.

State the name of the entity as currently shown in the records of the secretary of state. If the amendment changes the name of the entity, state the old name and not the new name.

The filing entity is a: (Select the appropriate entity type below.)

- For-profit Corporation
- Nonprofit Corporation
- Cooperative Association
- Limited Liability Company
- Professional Corporation
- Professional Limited Liability Company
- Professional Association
- Limited Partnership

The file number issued to the filing entity by the secretary of state is: 801365033

The date of formation of the entity is: January 4, 2011

Amendments

1. Amended Name

(If the purpose of the certificate of amendment is to change the name of the entity, use the following statement)

The amendment changes the certificate of formation to change the article or provision that names the filing entity. The article or provision is amended to read as follows:

The name of the filing entity is: (state the new name of the entity below)

International American Education Federation, Inc.

The name of the entity must contain an organizational designation or accepted abbreviation of such term, as applicable.

2. Amended Registered Agent/Registered Office

The amendment changes the certificate of formation to change the article or provision stating the name of the registered agent and the registered office address of the filing entity. The article or provision is amended to read as follows:

Registered Agent
(Complete either A or B, but not both. Also complete C.)

A. The registered agent is an organization (cannot be entity named above) by the name of:

OR

B. The registered agent is an individual resident of the state whose name is:

Frank		Corte	
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>

The person executing this instrument affirms that the person designated as the new registered agent has consented to serve as registered agent.

C. The business address of the registered agent and the registered office address is:

2085 Garden Crest Drive	Rockwall	TX	75087
<i>Street Address (No P.O. Box)</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>

3. Other Added, Altered, or Deleted Provisions

Other changes or additions to the certificate of formation may be made in the space provided below. If the space provided is insufficient, incorporate the additional text by providing an attachment to this form. Please read the instructions to this form for further information on format.

Text Area (The attached addendum, if any, is incorporated herein by reference.)

Add each of the following provisions to the certificate of formation. The identification or reference of the added provision and the full text are as follows:

Alter each of the following provisions of the certificate of formation. The identification or reference of the altered provision and the full text of the provision as amended are as follows:

Delete each of the provisions identified below from the certificate of formation.

Statement of Approval

The amendments to the certificate of formation have been approved in the manner required by the Texas Business Organizations Code and by the governing documents of the entity.

Effectiveness of Filing (Select either A, B, or C.)

- A. This document becomes effective when the document is filed by the secretary of state.
- B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of signing. The delayed effective date is: _____
- C. This document takes effect upon the occurrence of a future event or fact, other than the passage of time. The 90th day after the date of signing is: _____

The following event or fact will cause the document to take effect in the manner described below:

Execution

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: 2-2-12

By: NorthStar Prep, Inc.

/s/ Frank Corte
Signature of authorized person

Frank Corte
Printed or typed name of authorized person (see instructions)

Form 802
(Revised 07/11)
 Submit in duplicate to:
 Secretary of State
 Reports Unit
 P.O. Box 12028
 Austin, TX 78711-2028
 Phone: (512) 475-2705
 FAX: (512) 463-1423
 Dial: 7-1-1 for Relay Services
 Filing Fee: See Instructions



**Periodic Report
 of a
 Nonprofit Corporation**

This space reserved for filing office use.

FILED
In the Office of the
Secretary of State of Texas
FEB 08 2012
Corporations Section

File Number: 801365033

- The name of the corporation is: International American Education Federation, Inc.
- It is incorporated under the laws of: (set forth state or foreign country) Texas
- The name of the registered agent is:
 A. The registered agent is a corporation (cannot be entity named above) by the name of:

OR

- B. The registered agent is an individual resident of the state whose name is:

<u>Frank</u>		<u>Corte</u>	
<i>First Name</i>	<i>MI</i>	<i>Last Name</i>	<i>Suffix</i>

- The registered office address, which is identical to the business address of the registered agent in Texas, is:
 (use street or building address; see Instructions)

<u>2085 Garden Crest Drive</u>	<u>Rockwall</u>	<u>TX</u>	<u>75087</u>
<i>Street Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>

- If the corporation is a foreign corporation, the address of its principal office in the state or country under the laws of which it is incorporated is:

<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>
----------------------------------	-------------	--------------	-----------------	----------------

- The names and addresses of all directors of the corporation are: (A minimum of three directors is required.)
 (If additional space is needed, include the information as an attachment to this form for item 6.)

<u>Frank</u>		<u>Corte</u>		
<i>First Name</i>	<i>MI</i>	<i>Last Name</i>	<i>Suffix</i>	
<u>2085 Garden Crest Drive</u>		<u>Rockwall</u>	<u>TX</u>	<u>75087</u>
<i>Street or Mailing Address</i>		<i>City</i>	<i>State</i>	<i>Zip Code</i>
				<u>USA</u>
				<i>Country</i>

<u>Curtis</u>		<u>Donaldson</u>		
<i>First Name</i>	<i>MI</i>	<i>Last Name</i>	<i>Suffix</i>	
<u>2085 Garden Crest Drive</u>		<u>Rockwall</u>	<u>TX</u>	<u>75087</u>
<i>Street or Mailing Address</i>		<i>City</i>	<i>State</i>	<i>Zip Code</i>
				<u>USA</u>
				<i>Country</i>

<u>Carmen</u>		<u>Valdivia</u>		
<i>First Name</i>	<i>MI</i>	<i>Last Name</i>	<i>Suffix</i>	
<u>2085 Garden Crest Drive</u>		<u>Rockwall</u>	<u>TX</u>	<u>75087</u>
<i>Street or Mailing Address</i>		<i>City</i>	<i>State</i>	<i>Zip Code</i>
				<u>USA</u>
				<i>Country</i>

7. The names, addresses, and titles of all officers of the corporation are: (The offices of president and secretary must be filled, but both may not be held by the same officer.)

(If additional space is needed, include the information as an attachment to this form for item 7.)

Frank					Corte		Officer Title	
							President	
<i>First Name</i>		<i>MI</i>	<i>Last Name</i>		<i>Suffix</i>			
2085 Garden Crest Drive			Rockwall		TX	75087	USA	
<i>Street or Mailing Address</i>			<i>City</i>		<i>State</i>	<i>Zip Code</i>	<i>Country</i>	

Carmen					Valdivia		Officer Title	
							Secretary	
<i>First Name</i>		<i>MI</i>	<i>Last Name</i>		<i>Suffix</i>			
2085 Garden Crest Drive			Rockwall		TX	75087	USA	
<i>Street or Mailing Address</i>			<i>City</i>		<i>State</i>	<i>Zip Code</i>	<i>Country</i>	

Curtis					Donaldson		Officer Title	
							Vice-President	
<i>First Name</i>		<i>MI</i>	<i>Last Name</i>		<i>Suffix</i>			
2085 Garden Crest Drive			Rockwall		TX	75087	USA	
<i>Street or Mailing Address</i>			<i>City</i>		<i>State</i>	<i>Zip Code</i>	<i>Country</i>	

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: 2-2-12

Frank Corte
Signature of authorized officer

**Attachment to Form 802
Periodic Report - Nonprofit Corporation**

Item 6. The names and addresses of all additional directors of the corporation are:

Jerry McCreight
2085 Garden Crest Drive, Rockwall, TX 75087, USA

Angela Marcelus
2085 Garden Crest Drive, Rockwall, TX 75087, USA

Item 7. The names, addresses and titles of all additional officers of the corporation are:

Jerry McCreight, Treasurer
2085 Garden Crest Drive, Rockwall, TX 75087, USA

361a

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697



Hope Andrade
Secretary of State

Office of the Secretary of State

**CERTIFICATE OF FILING
OF**

**International American Education Federation, Inc.
801365033**

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Amendment for the above named entity 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 filing effective on the date shown below.

Dated: 02/21/2012

Effective: 02/21/2012



A handwritten signature in cursive script, appearing to read "Hope Andrade".

Hope Andrade
Secretary of State

Come visit us on the internet at <http://www.sos.state.tx.us/>

Phone: (512) 463-5555

Fax: (512) 463-5709

Dial: 7-1-1 for Relay Services

Received Time: Feb. 22, 2012 10:26AM No. 3346 TID: 10303

Document: 409596220002

Form 424
(Revised 05/11)

Submit in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512/463-5709
Filing Fee: See instructions



This space reserved for office use.

Certificate of Amendment

Entity Information

The name of the filing entity is:

International American Education Federation, Inc.

State the name of the entity as currently shown in the records of the secretary of state. If the amendment changes the name of the entity, state the old name and not the new name.

The filing entity is a: (Select the appropriate entity type below.)

- For-profit Corporation
- Nonprofit Corporation
- Cooperative Association
- Limited Liability Company
- Professional Corporation
- Professional Limited Liability Company
- Professional Association
- Limited Partnership

The file number issued to the filing entity by the secretary of state is: 801365033

The date of formation of the entity is: 1/4/2011

Amendments

1. Amended Name

(If the purpose of the certificate of amendment is to change the name of the entity, use the following statement)

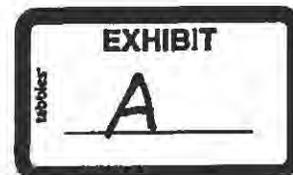
The amendment changes the certificate of formation to change the article or provision that names the filing entity. The article or provision is amended to read as follows:

The name of the filing entity is: (state the new name of the entity below)

The name of the entity must contain an organizational designation or accepted abbreviation of such term, as applicable.

2. Amended Registered Agent/Registered Office

The amendment changes the certificate of formation to change the article or provision stating the name of the registered agent and the registered office address of the filing entity. The article or provision is amended to read as follows:



361c

Registered Agent
(Complete either A or B, but not both. Also complete C.)

A. The registered agent is an organization (cannot be entity named above) by the name of:

OR

B. The registered agent is an individual resident of the state whose name is:

Frank	J.	Corte	Jr.
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>

The person executing this instrument affirms that the person designated as the new registered agent has consented to serve as registered agent.

C. The business address of the registered agent and the registered office address is:

2085 Garden Crest Drive	Rockwell	TX	75087
<i>Street Address (No P.O. Box)</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>

3. Other Added, Altered, or Deleted Provisions

Other changes or additions to the certificate of formation may be made in the space provided below. If the space provided is insufficient, incorporate the additional text by providing an attachment to this form. Please read the instructions to this form for further information on format.

Text Area (The attached addendum, if any, is incorporated herein by reference.)

Add each of the following provisions to the certificate of formation. The identification or reference of the added provision and the full text are as follows:

Alter each of the following provisions of the certificate of formation. The identification or reference of the altered provision and the full text of the provision as amended are as follows:

Article III

Full text of Article III, as amended, is attached.

Delete each of the provisions identified below from the certificate of formation.

Statement of Approval

The amendments to the certificate of formation have been approved in the manner required by the Texas Business Organizations Code and by the governing documents of the entity.

Effectiveness of Filing (Select either A, B, or C.)

- A. This document becomes effective when the document is filed by the secretary of state.
- B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of signing. The delayed effective date is: _____
- C. This document takes effect upon the occurrence of a future event or fact, other than the passage of time. The 90th day after the date of signing is: _____

The following event or fact will cause the document to take effect in the manner described below:

Execution

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: 2-21-2012

By: International American Education Eederation

/s/ Frank J. Corte, Jr.

Signature of authorized person

Frank J. Corte, Jr.

Printed or typed name of authorized person (see instructions)

ARTICLE III

The number of directors of the corporation, which shall constitute its Board of Directors and the governing body of the corporation, shall be fixed by or as provided in the Bylaws of the corporation. Until changed by or as provided in the Bylaws, the number of directors shall be no fewer than three. The current Directors are:

1. Frank J. Corte, Jr., 2085 Garden Crest Drive, Rockwell, Texas 75087
2. Curtis Donaldson, 2085 Garden Crest Drive, Rockwell, Texas 75087
3. Carmen Valdivia, 2085 Garden Crest Drive, Rockwell, Texas 75087
4. Jerry McCreight, 2085 Garden Crest Drive, Rockwell, Texas 75087
5. Constance Ramirez, 2085 Garden Crest Drive, Rockwell, Texas 75087

Attachment G

Corporate Bylaws

RESTATED AND AMENDED
BYLAWS
OF
INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.

WHEREAS, the initial Board of Directors of NorthStar Prep, Inc. caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of NorthStar Prep, Inc.;

WHEREAS, the Board of Directors of NorthStar Prep, Inc. caused to be filed with the Texas Secretary of State a Certificate of Amendment changing the name of the organization on the Certificate of Formation to International American Education Federation, Inc. (the "Corporation") and amending the Registered Agent and Registered Office Address;

NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation shall seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable and educational purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable and educational purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE
NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "International American Education Federation, Inc."

1.02 OFFICE: The principal office of the Corporation will be located at 2085 Garden Crest Drive, Rockwall, Texas 75087.

1.03 SEAL: The corporate seal of the Corporation will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO
MEETINGS

2.01 REGULAR MEETINGS: Regular meetings of the Board of Directors will be held as needed to conduct business and in accordance with Article 2.04 herein. Meetings shall be held at a time and location selected by the Board and in accordance with state law. The primary purpose of the meetings will be to review the performance of the Corporation for the current fiscal year, to plan the program and activities of the Corporation for the next fiscal year, and to transact any other business as may properly come before the Board of Directors.

2.02 SPECIAL MEETINGS: Special meetings of the Board of Directors may be called for any purpose not otherwise prescribed by statute, regulation, grant or loan condition or the Certificate of Formation, by the President, or by any two Directors, to transact any business described in the call for the special meetings. The notice for a special meeting must be provided in accordance with Article 2.04 herein.

2.03 ANNUAL MEETINGS: Annual meetings of the Board will be held in the month of August or as soon thereafter as practical, at a time and location selected by the Board. The primary purpose of the annual meeting will be to review the performance of the Corporation for the current fiscal year, to plan the operations and activities of the Corporation for the next fiscal year, to elect officers of the Corporation, and to transact any other business as may properly come before the Board of Directors.

2.04 MEETINGS: Upon the Corporation's designation as a holder of an Open-Enrollment Charter, meetings shall be conducted in accordance with provisions of the Texas Education Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real

estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaint against an employee unless the student or employee respectively requests an open meeting.

(b) **Emergency Meetings:** In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) **Video Conferencing:** Meetings may also be conducted by videoconference call, provided a quorum of the full board is present at one location, audio and video is simultaneously available to the participants and the public, and other prerequisites and requirements of the Texas Open Meetings Act are met.

2.05 MEETINGS NOTICE: Upon the Corporation's designation as a holder of an Open-Enrollment Charter, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, the Certificate of Formation or these Bylaws, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) **Posting of Notice:** In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) **Emergency Notice:** Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two hours before such meeting.

(c) **Internet Posting:** Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's internet website, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) **Closed Meetings:** The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 AGENDA: Upon the Corporation's designation as a holder of an Open-Enrollment Charter, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the President and as presented in the notice of the meetings. However, the President may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public

shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

2.07 RESOLUTIONS: All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.10 herein.

2.08 QUORUM: At any meeting of the Board of Directors or at any designated committee of the Board, the appearance of a majority of the Directors or committee members duly appointed, serving, and qualified to vote, will be necessary to constitute a quorum to transact any business of the respective body.

2.09 VOTING: All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or law, will be decided by a vote of a majority of the Directors or committee members present at the meeting. If a quorum of the Board is present the affirmative vote of a majority of the Board of Directors present at a meeting will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Voting on all questions may be by voice vote. A roll call vote on any motion or resolution may be requested by any Director.

2.10 RECORDS: The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records. Upon designation as an open enrollment charter holder, the Corporation shall additionally comply with the Texas Public Information Act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the President in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.11 PROCEDURES: For all matters of parliamentary procedures, the Board of Directors shall be guided by *Robert's Rules of Order Newly Revised*, 10th ed. (Cambridge, Mass.: Perseus Publishing, 2000).

ARTICLE THREE DIRECTORS

3.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons.

3.03 REMOVAL: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the President. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the President of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein and with state law governing qualifications and restrictions on service as a member of a governing body of a charter holder or charter school.

3.05 VACANCY: The President of the Board will appoint Directors to fill vacancies in accordance with the Texas Business Organizations Act. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the vacancy. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the President of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

ARTICLE FOUR OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the President of the Board, a Secretary and a Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the President of the Board at its annual meeting.

4.03 PRESIDENT: The President (President) of the Board will preside at all meetings of the Board of Directors. The President will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board.

4.04 TREASURER: If required by the Board by written resolution, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board shall determine. He or she shall have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for monies due and payable to the corporation from any source whatsoever, and deposit all such monies in the name of the corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article VII of these Bylaws; and perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or by the Board,

4.05 SECRETARY: The Secretary shall keep the minutes of the meetings of the Board in one or more books provided for that purpose; give all notices in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records and of the seal of the corporation, and affix the seal of the corporation to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these Bylaws; keep a register of the post office address of each Director which shall be furnished to the Secretary by each Director; and, in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or by the Board.

4.06 CHIEF EXECUTIVE OFFICER/EXECUTIVE DIRECTOR OF THE CHARTER SCHOOL AND SCHOOL OPERATION: The Board of Directors shall hire a Chief Executive Officer for and to be employed by the Charter School. The Chief Executive Officer selected may be a member of the Board of Directors as may be permitted by state law, but if he/she is a member of the Board of Directors, he/she shall resign such position on the Board immediately upon hiring if required by state law. The Chief Executive Officer shall report to the Board of Directors of the Corporation. The Chief Executive Officer shall be deemed to be a Superintendent of the school as provided by the Texas Education Code.

The Chief Executive Officer shall serve under such terms and conditions as the Board determines to be in the best interest of the Corporation and the Charter School, including employment "at will." The Chief Executive Officer shall perform such duties as delegated and assigned by the Corporation's Board, or as required by state law.

4.07 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation and to operate the Charter School and may appoint other individuals, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Board of Directors to perform the duties and functions assigned in furtherance of Board

objectives. Any committee may include one or more Directors from the Board. The President or his designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors.

5.02 NOTICE: Written notice of the time, place and agenda of all committee meetings will be given by the committee chair in the same manner as notices given for regular Board meetings. Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE SIX
DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

6.04 CONTRACT AUTHORITY: The Chief Executive Officer is expressly authorized by the Board of Directors to enter into contracts or execute and deliver instruments on behalf of the Charter School.

ARTICLE SEVEN
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT
INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

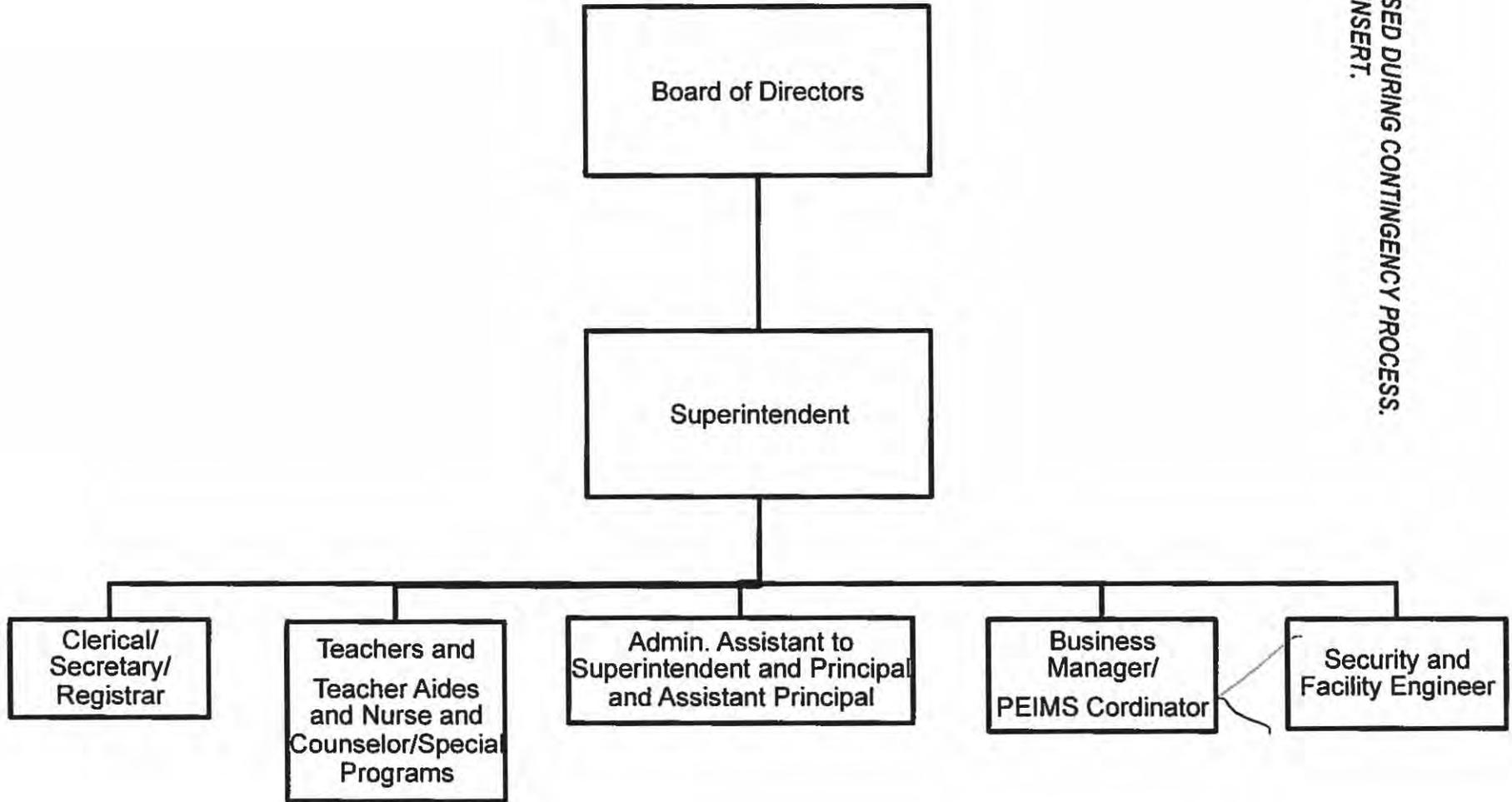
ARTICLE TEN
MISCELLANEOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on September 1 of each year and will end on August 31 of the next year.

Attachment H

Organization Chart

Organizational Chart



REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.

Application page: 373

Human Resources Information p.373: Provide a Supplemental Human Resource Information Form for the positions of administrative assistant, and business manager/PEIMS coordinator which are listed on the organizational chart.

The Supplemental Resource Information Form for the positions of Administrative Assistant and Business Manager/PEIMS are attached.

APPROVED DURING CONTINGENCY PROCESS

Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.

Application page: 377

Human Resources Information p.377: Clarify the need for the position of Facility Engineer to possess a Class C California driver's license.

This was an error. It should read Class C Texas Drivers license. Additionally, the Position should be listed as "Facility Supervisor" and not "Engineer". The Education Required should only state "minimum requirement of High School Diploma", Experience required should only state "minimum 2 years successful experience as Facility Supervisor".

APPROVED DURING CONTINGENCY PROCESS

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

APPROVED DURING CONTINGENCY PROCESS

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Garland ISD"/>	<input type="text" value="057909"/>	<input type="text" value="Garland"/>	<input type="text" value="58,151"/>	<input type="text" value="\$31,109"/>
<input type="text" value="Richardson ISD"/>	<input type="text" value="057916"/>	<input type="text" value="Richardson"/>	<input type="text" value="37,044"/>	<input type="text" value="\$35,178"/>
<input type="text" value="Rockwall ISD"/>	<input type="text" value="199901"/>	<input type="text" value="Rockwall"/>	<input type="text" value="14,300"/>	<input type="text" value="\$38,849"/>

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

APPROVED DURING CONTINGENCY PROCESS

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

APPROVED DURING CONTINGENCY PROCESS

Complete the following using information gathered from the traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation . County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Garland ISD"/>	<input type="text" value="057909"/>	<input type="text" value="Garland"/>	<input type="text" value="58,151"/>	<input type="text" value="\$104,000"/>
<input type="text" value="Richardson ISD"/>	<input type="text" value="057916"/>	<input type="text" value="Richardson"/>	<input type="text" value="37,044"/>	<input type="text" value="\$107,000"/>
<input type="text" value="Rockwall ISD"/>	<input type="text" value="199901"/>	<input type="text" value="Rockwall"/>	<input type="text" value="143,000"/>	<input type="text" value="\$130,000"/>

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

APPROVED DURING CONTINGENCY PROCESS

Attachment I

Supplemental Human Resources

Sixteenth 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: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Security Reports to: CEO/Superintendent

Salary not to exceed: \$25,000.00

List any other potential form of remuneration (i.e. phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In no

insurance

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Proposed Location: Dallas, Dallas County

Number of students anticipated in year one: 1,680 In year five: 5,808

Minimum Qualifications Required:

Education Required: Bachelor's Degree or higher in Accounting, Finance, or Business.

Experience Required: At least 5 years of successful experience in business or finance. Experience with a nonprofit organization preferred. School finance experience preferred.

Certification Required: CPA or MBA

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
Granger ISD	246,905	Granger, Tx	448	103666
Waelder ISD	89,905	Waelder, Tx	1,251	29832
Thrall ISD	246,912	Thrall, Tx	662	34637

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allow given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

APPROVED DURING CONTINGENCY PROCESS

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
Garland ISD	057909	Garland	58,151	37,627
Richardson ISD	057916	Richardson	37,044	21,968
Rockwall ISD	199901	Rockwall	143,000	16,921

Sixteenth 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: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Security Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Maintains a safe school environment.

2. Makes rounds throughout the campus at least once an hour.

3. Checks windows, lights, doors, fire extinguishers, and sprinkler and alarm systems on a regular basis.

4. Welcomes school visitors and directs them to the main office to check-in.

5. Reports promptly any suspicious behavior to the Principal

6. Maintains visible presence during drop-off and pick-up each day.

7. Takes on special projects as determined by the Superintendent.

8. Anticipates the needs of the school and takes independent action.

9. Supports all school goals and programs.

10. Other duties as assigned.

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.

**Sixteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary not to exceed:

List any other potential form of remuneration (i.e., car allowance, cell phone, membership, etc.) given to the individual in this position. In none, please state N/A. ... to be

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Name.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Quinlan ISD"/>	<input type="text" value="116,908"/>	<input type="text" value="Quinlan"/>	<input type="text" value="2,543"/>	<input type="text" value="40524"/>
<input type="text" value="Melissa ISD"/>	<input type="text" value="43,908"/>	<input type="text" value="Melissa"/>	<input type="text" value="1,378"/>	<input type="text" value="41551"/>
<input type="text" value="Palmer ISD"/>	<input type="text" value="70,910"/>	<input type="text" value="Palmer"/>	<input type="text" value="1,126"/>	<input type="text" value="86500"/>

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, membership or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

APPROVED DURING CONTINGENCY PROCESS

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Quinlan ISD	116908	Quinlan	2,543	40524
Melissa ISD	43908	Melissa	1,378	41551
Palmer ISD	70910	Palmer	1,126	86500

Sixteenth 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: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Facility Engineer Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Oversees the development of predictive, preventive, and reliability centered maintenance programs,
2. ...including maintenance check sheets, maintenance logic decision trees, predictive maintenance techniques and related engin
3. Provides advice and consultation to other District personnel as regards facilities engineering matters....
4. ...including compliance with federal/state laws and regulations; coordinates facilities engineering project activities
5. Prepares, negotiates and administers contracts for specialized facilities maintenance work
6. Oversees the maintenance and modification of computerized process control systems, maintenance management systems,
7. and the facilities change notice procedure; manages minor capital projects, such as the maintenance of submersible wells,
8. Reviews and comments upon engineering project work plans prepared by outside consultants for conformance to District
9. Recommends work equipment and maintenance standards, procedures and performance criteria for ongoing planned activitie
10. Any other duties assigned.

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.

Sixteenth Generation Open-Enrollment Charter Application
Resources Information Form
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REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

ANY areas left blank will result in the application being denied during the review process.

Enter the name of the sponsoring entity: International American Education Federation

Enter the name of the proposed charter school: International Leadership of Texas

Position: Core Staff Teacher Reports to: Superintendent

Salary not to exceed: \$60,000.00

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.

insurance

Proposed Location (City and County): Dallas, Dallas County

Number of Students anticipated in year one: 1,680 In year five: 5,808

Minimum Qualifications Required:

Education Required: Bachelor's Degree required.

Experience Required: None required. 2-3 years classroom experience preferred.

Certification Required: Valid Teacher Certification for assigned duties.

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
Quinlan ISD	116,908	Quinlan	2,543	42298
Melissa ISD	43,908	Melissa	1,378	45509
Palmer ISD	70,910	Palmer	1,126	75596

Sixteenth 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: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Core Staff: Teacher Reports to: Superintendent

Salary not to exceed: \$60,000.00

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.

insurance

Proposed Location (City and County): Dallas, Dallas County

Number of Students anticipated in year one: ~~7,600~~ 2,976 In year five: ~~5,800~~ 6,192

Minimum Qualifications Required:

Education Required: Bachelor's Degree required.

Experience Required: None required. 2-3 years classroom experience preferred.

Certification Required: Valid Teacher Certification for assigned duties.

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
Quinlan ISD	116,908	Quinlan	2,543	42298
Melissa ISD	43,908	Melissa	1,378	45509
Palmer ISD	70,910	Palmer	1,126	75596

APPROVED DURING CONTINGENCY PROCESS

Sixteenth 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: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Core Staff: Teacher Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Implements instructional activities that contribute to student engagement and academic growth.
2. Selects and modifies instructional resources to meet the needs of the students with varying backgrounds and learning needs.
3. Ensure student growth and achievement is continuous and appropriate for age group, subject area, and/or program.
4. Collaborates with peers to enhance the instructional environment and offers plans for improvement.
5. Assumes responsibility for meeting his/her course and school-wide student performance goals.
6. Establishes and maintains cooperative working relationships with students, parents, and the community.
7. Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.
8. Models appropriate character traits and ethical maturity in leading students.
9. Meets professional obligations through efficient work habits such as meeting deadlines and honoring schedules.
10. Any other duties as assigned.

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.

Sixteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

"INCOMPLETE" during the review process.

ANY areas left blank will res

Enter the name of the sponsoring entity: International Leadership of Dallas, TX, Inc.

Enter the name of the proposed charter school: International Leadership of Dallas, TX, Inc.

Position: CEO/Superintendent Reports to: Charter Holder Board of Directors

Salary not to exceed: \$125,000.00

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.

insurance

Proposed Location (City and County): Dallas, Dallas

Number of Students anticipated in year one: 1,680 In year five: 5,808

Minimum Qualifications Required:

Education Required: Bachelor's Degree required, Master's Degree or Ph.D. preferred

Experience Required: Combination of at least 7-10 years of successful experience as a classroom teacher and supervisor. Experience as a district-level administrator required.

Certification Required: Principal Certification and School Superintendent Certification

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.Ask.TED.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
Quinlan ISD	116,908	Quinlan	2,543	137,800-137,800
Melissa ISD	43,908	Melissa	1,378	143,000-143,000
Palmer ISD	70,910	Palmer	1,126	88,252-170,504

Sixteenth 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: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: CEO/Superintendent Reports to: Charter Holder Board of Directors

Salary not to exceed: \$125,000.00 135,000

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.

Insurance

Proposed Location (City and County): Dallas, Dallas

Number of Students anticipated in year one: ~~7,688~~ 2,976 In year five: ~~5,888~~ 6,142

Minimum Qualifications Required:

Education Required: Bachelor's Degree required, Master's Degree or Ph.D. preferred

Experience Required: Combination of at least 7-10 years of successful experience as a classroom teacher and supervisor. Experience as a district-level administrator required.

Certification Required: Principal Certification and School Superintendent Certification

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
Quinlan ISD	116,908	Quinlan	2,543	137,800-137,800
Melissa ISD	43,908	Melissa	1,378	143,000-143,000
Palmer ISD	70,910	Palmer	1,126	88,252-170,504

APPROVED DURING CONTINGENCY PROCESS

**Sixteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

382

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**Sixteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form**

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

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" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary not to exceed:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Quinlan ISD"/>	<input type="text" value="116,908"/>	<input type="text" value="Quinlan"/>	<input type="text" value="2,543"/>	<input type="text" value="53683"/>
<input type="text" value="Melissa ISD"/>	<input type="text" value="43,908"/>	<input type="text" value="Melissa"/>	<input type="text" value="1,378"/>	<input type="text" value="47050"/>
<input type="text" value="Palmer ISD"/>	<input type="text" value="70,910"/>	<input type="text" value="Palmer"/>	<input type="text" value="1,126"/>	<input type="text" value="108259"/>

Sixteenth Generation Open-Enroll
Supplemental Human Resources ~~Info~~
(MUST be typed)

APPROVED DURING CONTINGENCY PROCESS

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the .

Enter the name of the sponsoring entity: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Counselor Reports to: CEO/Superintendent

Salary not to exceed: \$60,000.00

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.

insurance

Proposed Location (City and County): Dallas, Dallas County

Number of Students anticipated in year one: ~~1,688~~ 2,976 In year five: ~~5,888~~ 6,192

Minimum Qualifications Required:

Education Required: Master's Degree from an accredited college or university

Experience Required: a minimum of 3 years of experience as a classroom teacher

Certification Required: Texas Certified for School Counselor

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
Quinlan ISD	116,908	Quinlan	2,543	53683
Melissa ISD	43,908	Melissa	1,378	47050
Palmer ISD	70,910	Palmer	1,126	108259

Sixteenth 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: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Counselor Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Exhibits knowledge and skills regarding the guidance program, pupils served, and counseling and development services.
2. Advocates for students.
3. Assists all students in developing and applying skills for maximum educational, career, personal and social growth.
4. Monitors developmental needs & personal concerns or problems that affect educational, personal and social development.
5. Collaborates to plan, implement, evaluate and advocate for a comprehensive developmental guidance program.
6. Provides professional expertise to help faculty, staff, administration, parents, and other community members.
7. Adheres to professional standards in all components of a comprehensive developmental guidance & counseling program.
8. Provide help in the home, school, district and community to support students' academic, personal & social development.
9. Interprets standardized test results and other available student data to promote sound decision making.
10. Accepts responsibility for self-directed professional development through continuous efforts to improve work performance.

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.

Sixteenth 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: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Registered Nurse

Reports to: CEO/Superintendent

Salary not to exceed: \$50,000.00

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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.

insurance

Proposed Location (City and County): Dallas, Dallas County

Number of Students anticipated in year one: 1,680 In year five: 5,808

Minimum Qualifications Required:

Education Required: B.S.N. or Registered Nurse with a bachelor's degree in a related discipline.

Experience Required: Minimum of one (1) year experience in public health nursing, community health nursing, school health nursing or pediatric nursing preferred.

Certification Required: Qualified to practice as a Registered Nurse in the State of Texas and holds an unrestricted license. Certified in CPR or BLS (or obtain in the first 6 months).

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/11omc.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
Quinlan ISD	116,908	Quinlan	2,543	40524
Melissa ISD	43,908	Melissa	1,378	41551
Palmer ISD	70,910	Palmer	1,126	86500

**Sixteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**Sixteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary not to exceed:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Ferris ISD"/>	<input type="text" value="70,905"/>	<input type="text" value="Ferris"/>	<input type="text" value="2,423"/>	<input type="text" value="18089"/>
<input type="text" value="Sonora ISD"/>	<input type="text" value="218,901"/>	<input type="text" value="Sonora"/>	<input type="text" value="935"/>	<input type="text" value="16966"/>
<input type="text" value="Bullard ISD"/>	<input type="text" value="212,902"/>	<input type="text" value="Bullard"/>	<input type="text" value="2,004"/>	<input type="text" value="14974"/>

**Sixteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Sixteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form

REVISED DURING CONTINGENCY PROCESS.
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LETE" during the review process.

Enter the name of the sponsoring entity: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Clerk-Secretary-Registrar Reports to: Campus Principal

Salary not to exceed: \$30,000.00

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.

insurance

Proposed Location (City and County): Dallas, Dallas County

Number of Students anticipated in year one: 1,680 In year five: 5,808

Minimum Qualifications Required:

Education Required: High School Diploma required. Some college required, Bachelor's Degree preferred.

Experience Required: Combination of at least 3-5 years of work in an environment requiring confidential information, maintenance of records, and strict deadlines. School experience preferred.

Certification Required: none

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
Ferris ISD	70,905	Ferris	2,423	20228
Sonora ISD	218,901	Sonora	935	24198
Bullard ISD	212,902	Bullard	2,004	20383

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

APPROVED DURING CONTINGENCY PROCESS

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTEA/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
Ferris ISD	70,905	Ferris	2,423	20228
Sonora ISD	218,901	Sonora	935	24,198
Bullard	212,902	Bullard	2,004	20,383

Sixteenth 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: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Clerk-Secretary-Registrar Reports to: Campus Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Maintains accurate records of student attendance on a daily basis.
2. Codes reasons for student absences and tardies and maintains file of parent documentation.
3. Assists other office staff (secretary, nurse, PTO, etc.) in answering phones, greeting the public and other routine duties.
4. Ensures that all students are properly coded for special designations (at-risk, dyslexia, etc.).
5. Sends appropriate records to schools requesting records for students who have withdrawn from our campus.
6. Register new students (and request information from prior school) and prepare documents for students who are withdrawing.
7. Prepares truancy files for students not meeting attendance requirements and submit to the appropriate school officer.
8. Develops attendance reports as required/requested.
9. Support charter school goals and programs. Take on special projects as assigned by the Principal.
10. Any other duties as assigned.

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.

Sixth-Grade Enrollment Charter Application
Information Form
REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

ANY areas left blank will result in the application being considered incomplete during the review process.

Enter the name of the sponsoring entity: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Principal Reports to: CEO/Superintendent

Salary not to exceed: \$100,000.00

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.

insurance

Proposed Location (City and County): Dallas, Dallas County

Number of Students anticipated in year one: 1,680 In year five: 5,808

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required, Master's Degree or Doctoral Preferred

Experience Required: Combination of at least 5-7 years of successful experience as a classroom teacher and supervisor. Demonstrated leadership ability required.

Certification Required: Administrator, or 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
Ferris ISD	70,905	Ferris	2,423	81260
Sonora ISD	218,901	Sonora	935	72825
Bullard ISD	212,902	Bullard	2,004	73992

**Sixteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary not to exceed:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ferris ISD	70,905	Ferris	2,423	81260
Sonora ISD	218,901	Sonora	935	72825
Bullard ISD	212,902	Bullard	2,004	73992

APPROVED DURING CONTINGENCY PROCESS

Sixteenth 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: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Principal Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Oversee all aspects of the instructional program and ensure a focus on improving student performance.
2. Ensure compliance with all state and federal mandates.
3. Work with staffs Board of Directors, the Superintendent, and the community to develop curriculum and programs
4. Work with the Business Manager to prepare and submit timely and accurate reports to TEA.
5. Demonstrate an awareness of community/school needs while articulating and seeking community support.
6. Promote relational importance in learning; support achievement of student and campus performance objectives.
7. Supervise financial operations to ensure compliance.
8. Distribute information to parents and the community in a timely and effective manner.
9. Ensure compliance with the School Charter.
10. Any other duties as assigned.

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.

Sixteenth Generation Open-Enrollment Charter Application
Human Resources Information Form

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

ANY areas left blank will result in...

"LETE" during the review process.

Enter the name of the sponsoring entity: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Assistant Principal Reports to: CEO/Superintendent

Salary not to exceed: \$90,000.00

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.

insurance

Proposed Location (City and County): Dallas, Dallas County

Number of Students anticipated in year one: 1,680 In year five: 5,808

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required, Master's Degree or Doctoral Preferred

Experience Required: Combination of at least 5-7 years of successful experience as a classroom teacher and supervisor. Demonstrated leadership ability required.

Certification Required: Mid-management, Administrator, or 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/11home.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
Ferris ISD	70,905	Ferris	2,423	64331
Sonora ISD	218,901	Sonora	935	63500
Bullard ISD	212,902	Bullard	2,004	54749

Sixteenth 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: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Assistant Principal Reports to: CEO/Superintendent

Salary not to exceed: \$90,000.00

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to given to the individual in this position. In none, please state N/A.

Insurance

Proposed Location (City and County): Dallas, Dallas County

Number of Students anticipated in year one: ~~7,688~~ 2,976 In year five: ~~5,888~~ 6,192

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required, Master's Degree or Doctoral Preferred

Experience Required: Combination of at least 5-7 years of successful experience as a classroom teacher and supervisor. Demonstrated leadership ability required.

Certification Required: Mid-management, Administrator, or 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
Ferris ISD	70,905	Ferris	2,423	64331
Sonora ISD	218,901	Sonora	935	63500
Bullard ISD	212,902	Bullard	2,004	54749

APPROVED DURING CONTINGENCY PROCESS

Sixteenth 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: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Assistant Principal Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Monitor and recommend improvements to the instructional program.
2. Work closely with instructional staff to ensure alignment with TEKS and the appropriate level of rigor and relevance.
3. Identify and use research and statistical information for program and instructional improvement
4. Develop a strong advisory and mentoring system for students and teachers.
5. Oversee the school's counseling programs.
6. Work with teachers and staff to maintain student discipline.
7. Assist the principal with duties related to the physical plant and school materials.
8. Coordinate parent and community involvement programs.
9. Ensure compliance with the School Charter.
10. Any other duties as assigned.

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.

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

APPROVED DURING CONTINGENCY PROCESS

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/11home.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
Garland ISD	057909	Garland	58,151	\$104,000
Richardson ISD	057916	Richardson	37,044	\$107,000
Rockwall ISD	199901	Rockwall	14,300	\$130,000

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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APPROVED DURING CONTINGENCY PROCESS

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.

APPROVED DURING CONTINGENCY PROCESS

**1 Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Richardson ISD"/>	<input type="text" value="057916"/>	<input type="text" value="Richardson"/>	<input type="text" value="37,044"/>	<input type="text" value="\$103,913"/>
<input type="text" value="Garland ISD"/>	<input type="text" value="057909"/>	<input type="text" value="Garland"/>	<input type="text" value="58,151"/>	<input type="text" value="\$133,634"/>
<input type="text" value="Rockwall ISD"/>	<input type="text" value="199901"/>	<input type="text" value="Rockwall"/>	<input type="text" value="14,300"/>	<input type="text" value="\$59,229"/>

Se *APPROVED DURING CONTINGENCY PROCESS* location
Supplemental Application Form (MUST be typed) m

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**Seventeenth Generation Open-Enroll
Supplemental Human Resources In...**
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APPROVED DURING CONTINGENCY PROCESS

ANY areas left blank will result in the application being deemed "INCOMPLETE" during...

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.texas.state.tx.us/TEA/AskTEA/Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Richardson ISD"/>	<input type="text" value="057916"/>	<input type="text" value="Richardson"/>	<input type="text" value="37,044"/>	<input type="text" value="\$114,840"/>
<input type="text" value="Garland ISD"/>	<input type="text" value="057909"/>	<input type="text" value="Garland"/>	<input type="text" value="58,151"/>	<input type="text" value="\$118,874"/>
<input type="text" value="Rockwall ISD"/>	<input type="text" value="199901"/>	<input type="text" value="Rockwall"/>	<input type="text" value="14,300"/>	<input type="text" value="\$106,501"/>

Seventeenth Generation Open-Enrollment Charter
Supplemental Human Resources Information
(MUST be typed)

APPROVED DURING CONTINGENCY PROCESS

ANY areas left blank will result in the application being deemed "INCOMPLETE" during review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**Seventeenth Generation Open-Enrollment Chart
Supplemental Human Resources Information
(MUST be typed)**

APPROVED DURING CONTINGENCY PROCESS

ANY areas left blank will result in the application being deemed "INCOMPLETE" view process.

Enter the name of the sponsoring entity: International American Education Federation, Inc.

Enter the name of the proposed charter school: International Leadership of Texas

Position: Administrative Assistant Reports to: CEO/Superintendent/Principal

Salary Range: \$30,000 - \$40,000

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.

Insurance

Proposed Location (City and County): Dallas, Dallas County

Number of Students anticipated in year one: ~~7,688~~ 2,976 In year five: ~~5,888~~ 6,192

Minimum Qualifications Required:

Education Required: Accredited Senior High School Diploma or equivalent

Experience Required: 2 years of full time experience of the same or similar position; demonstrate computer skills with Windows and Microsoft Office applications; demonstrate ability to type at 60 wpm with accuracy; demonstrate knowledge of office procedures, practices and a variety of office machines.

Certification Required: NA

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://www.field.texas.gov/CEA/AskTEDEWeb/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
Garland ISD	057909	Garland	58,151	\$31,109
Richardson ISD	057916	Richardson	37,044	\$35,178
Rockwall ISD	199901	Rockwall	14,300	\$38,849

Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

APPROVED DURING CONTINGENCY PROCESS

ANY areas left blank will result in the application being deemed "INCOMPLETE" during process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**Seventeenth 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 t

rocess.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTTEdWeb/Forms/1home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Garland ISD"/>	<input type="text" value="057909"/>	<input type="text" value="Garland"/>	<input type="text" value="58,151"/>	<input type="text" value="\$108,808"/>
<input type="text" value="El Paso ISD"/>	<input type="text" value="071902"/>	<input type="text" value="El Paso"/>	<input type="text" value="64,241"/>	<input type="text" value="\$74,999"/>
<input type="text" value="McKinney ISD"/>	<input type="text" value="043907"/>	<input type="text" value="McKinney"/>	<input type="text" value="24,733"/>	<input type="text" value="\$116,361"/>

APPROVED DURING CONTINGENCY PROCESS

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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APPROVED DURING CONTINGENCY PROCESS

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**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Killeen ISD	014906	Killeen	40,998	\$19,698
Round Rock ISD	246909	Round Rock	45,034	\$21,757
Edinburg CISD	108904	Edinburg	33,412	\$27,248

APPROVED DURING CONTINGENCY PROCESS

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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APPROVED DURING CONTINGENCY PROCESS

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.

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://www.texas.gov/education/ceda/askted/WebForms/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
Garland ISD	057909	Garland	58,151	37,627
Richardson ISD	057916	Richardson	37,044	21,968
Rockwall ISD	199901	Rockwall	143,000	16,921

APPROVED DURING CONTINGENCY PROCESS

**Seventeenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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APPROVED DURING CONTINGENCY PROCESS

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 J Audit Report

An audit report for International American Education Federation, Inc is non-existent as the entity was created after January 1, 2009 and has less than \$5,000 in receipts and total assets.

Attachment K

Credit Reports

An credit report for International American Education Federation, Inc is non-existent as the entity was created after January 1, 2009 and has less than \$5,000 in receipts and total assets.

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

Proposed Seventeenth Generation Charter School Name: International Leadership of Texas (ILT)
Name of Sponsoring Entity: International American Education Federation, Inc.

Application page: 398

Business Plan p.187 (Refers to Attachment K on p.398): The applicant states they provided a credit report in Attachment K. The applicant submitted a statement of 'non-existent' due to the entity not created until after January 2009 and has less than \$5,000 in receipts and total assets, and not an audit report. Correct the declaration to conform to the instructions.

A credit report for International American Education Federation, Inc. is non-existent as the entity was created after January 1, 2010 and has less than \$5,000 in receipts and total assets.

Attachment L
IRS 990 Filing

400

Information copy. Do not send to IRS.

Form **990-N**
 Department of the Treasury
 Internal Revenue Service

Electronic Notice (e-Postcard)
 for Tax-Exempt Organizations not Required To File Form 990 or 990-EZ

OMB No. 1545-2085

2010

Open to Public Inspection

A For the 2010 calendar year, or tax year beginning 9/1/2010, and ending 8/31/2011.

B Check if applicable

- Terminated, Out of Business
 Gross receipts are normally \$50,000 or less

C Name of organization: NORTHSTAR PREP INC
 d/b/a:

% Frank Corte
1515 Blake Drive
Richardson, TX, US, 75081

D Employer Identification Number
27-4549127

E Website:

F Name of Principal Officer: Northstar Prep inc

1515 Blake Drive
Richardson, TX, US, 75081

Privacy Act and Paperwork Reduction Act Notice. We ask for the information on this form to carry out the Internal Revenue laws of the United States. You are required to give us the information. We need it to ensure that you are complying with these laws.

The organization is not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of the Form 990-N is covered in Code section 6104.

The time needed to complete and file this form and related schedules will vary depending on individual circumstances. The estimated average times is 15 minutes.

Note: This image is provided for your records only. Do NOT mail this page to the IRS. The IRS will not accept this filing via paper. You must file your Form 990-N (e-Postcard) electronically.

Attachment M

Documentation Verifying All Sources of
Funding

February 20, 2012

International American Education Federation, Inc.
Mr. Eddie Conger
School Name: International Leadership of Texas

To the Board of International American Education Federation, Inc.

The Charter School Fund is proud to write this letter of support for International Leadership of Texas. It is our opinion that ILT has a very unique model, which will stand as a model for future concepts within the charter school space.

The Charter School Fund is available to provide start-up funds for ILT to establish a charter school. The amount is estimated to be, but is not limited to the amount of \$1,500,000. The timing of such funding is subject to the transfer of appropriate assets.

Best regards,

Ryan Van Alfen

February 20, 2012

APPROVED DURING CONTINGENCY PROCESS

International American Education Federation, Inc.
Mr. Eddie Conger
School Name: International Leadership of Texas

To The Board of International American Education Federation, Inc.

The Charter School Fund is proud to write this letter of support for International Leadership of Texas. It is our opinion that ILT has a very unique model, which will stand as a model for future concepts within the charter school space.

The Charter School Fund is available to provide start-up funds for ILT to establish a charter school. The amount is estimated to be, but is not limited to the amount of \$1,500,000. The timing of such funding is subject to the transfer of appropriate assets.

Best regards,



Ryan Van Alfen
Principal

Attachment N

Start-up Budget

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

PAGES 404 - 415

REMOVED AND
REPLACED WITH A
NEW / REVISED
BUDGET AND
SUPPORTING DOCS.
THAT FOLLOWS

Application for an Open-Enrollment Charter School - Seventeenth Generation
Start-Up Budget Template Instructions
Instructions to complete Start-up budget template.

1. Enter the name of the sponsoring entity.

International American Education Federation, Inc.

2. Enter the name of the proposed charter school:

International Leadership of Texas

3. Enter the date range for the proposed charter school's start-up budget:

01-01-13

to

08-31-13

4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.

5. To complete the budget template, use the Special Supplement to Financial Accounting and Reporting, Nonprofit Charter School Chart of Accounts to ensure that the account codes are used appropriately. The special supplement can be found in the School Finance Section of the TEA website.

6. The *Summary of Estimated Revenues and Expenses* reports the totals entered into the revenue and expenditure by object code classification. Data does not need to be entered into the summary page.

7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Net Assets at Beginning of Year*. Include a description and a dollar amount for each source of funds identified as a net asset. The sources of all nongovernmental grants, funding and gifts must be supported by the documentation included in Attachment H.

8. Enter information regarding revenues in the *Schedule of Estimated Revenues*. Include a description and a dollar amount for each source of funds identified as revenues. The sources of all nongovernmental grants, funding and gifts must be supported by the documentation included in Attachment H.

9. Enter information regarding expenditures in the *Schedule of Estimated Expenses*.

10. The start-up budget must identify all sources of funding and anticipated expenses. The revenues and expenses for each entry in the budget template must be supported with written calculations indicating how the amounts were derived. (For example, 3 teachers @ \$30,000 annual salary = \$90,000 salaries or wages entered to line 6119). These written calculations should be attached following the printout of the completed start-up budget template.

11. Forward a copy of the completed template including the supporting written calculations with the charter application.

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Summary of Estimated Revenues and Expenses**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the period

	01-01-13		to	08-31-13	
	Unrestricted Net Assets	Temporarily Restricted Net Assets		Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$	\$		\$	\$
Total Estimated Revenues	\$	\$ 526,848		\$	\$ 526,848
Estimated Expenses:					
6100 Payroll Costs		893,270			893,270
6200 Professional and Contracted Services		275,500			275,500
6300 Supplies and Materials		193,082			193,082
6400 Other Operating Costs		28,333			28,333
6500 Debt Expenses		60,000			60,000
Other Expenses					
Total Estimated Expenses	\$	\$ 1,450,185		\$	\$ 1,450,185
Change in Net Assets	\$	\$ -923,337		\$	\$ -923,337
Net Assets at End of Year	\$	\$ -923,337		\$	\$ -923,337

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Net Assets at Beginning of Year**

International American Education Federation, Inc.

International Leadership of Texas

Budget for the period

01-01-13

to

08-31-13

Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Net Assets at Beginning of Year	\$	\$	\$	\$

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Revenue**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the period

01-01-13 to 08-31-13

Description of Estimated Revenues	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Accrual of State Attendance (ADA) Revenue in August 2013		526,848		526,848
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Total Estimated Revenues	\$	\$ 526,848	\$	\$ 526,848

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Expense**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the period

01-01-13 to 08-31-13

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6100 Payroll Costs				
6112 Salaries or Wages for Substitute Teachers				
6119 Salaries or Wages --Teacher and Other Professional Personnel		563,374		563,374
6121 Extra Duty Pay/Overtime - Support Personnel				
6129 Salaries or Wages for Support Personnel		238,228		238,228
6139 Employee Allowances		4,725		4,725
6141 Social Security/Medicare		11,692		11,692
6142 Group Health and Life Insurance		59,265		59,265
6143 Workers' Compensation		8,063		8,063
6145 Unemployment Compensation		3,628		3,628
6146 Teacher Retirement/TRS Care		4,295		4,295
6149 Employee Benefits				
Total Payroll Costs	\$	\$ 893,270	\$	\$ 893,270

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Expenses**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the period

01-01-13 to 08-31-13

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services		15,000		15,000
6212 Audit Services				
6219 Professional Services				
6221 Staff Tuition and Related Fees--Higher Education				
6222 Student Tuition--Public Schools				
6223 Student Tuition--Other than Public Schools				
6229 Tuition and Transfer Payments				
6239 Education Service Center Services				
6249 Contracted Maintenance and Repair				
6259 Utilities		5,500		5,500
6269 Rentals--Operating Leases				
6299 Miscellaneous Contracted Services		255,000		255,000
Total Professional and Contracted Services	\$	\$ 275,500	\$	\$ 275,500

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Expenses**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the period

01-01-13 to 08-31-13

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6300 Supplies and Materials				
6311 Gasoline and Other Fuels for Vehicles (Including Buses)				
6319 Supplies for Maintenance and/or Operations				
6321 Textbooks				
6329 Reading Materials				
6339 Testing Materials				
6341 Food				
6342 Non-Food				
6343 Items for Sale				
6344 USDA Donated Commodities				
6349 Food Services Supplies				
6399 General Supplies		193,082		193,082
Total Payroll Costs	\$	\$ 193,082	\$	\$ 193,082

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**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Expenses**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the period

01-01-13 to 08-31-13

Estimated Expenses:

6400 Other Operating Costs

6411 Travel and Subsistence--Employee Only

6412 Travel and Subsistence--Students

6413 Stipends--Non-Employees

6419 Travel and Subsistence--Non-Employees

6429 Insurance and Bonding Costs

6449 Depreciation Expense

6494 Reclassified Transportation Expenses

6499 Miscellaneous Operating Costs

Total Other Operating Costs

Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
	15,000		15,000
	13,333		13,333
\$	\$ 28,333	\$	\$ 28,333

Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Expenses

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the period

01-01-13 to 08-31-13

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6500 Debt Expense				
6521 Interest on Bonds				
6522 Capital Lease Interest				
6523 Interest on Debt		60,000		60,000
6529 Interest Expenses				
6599 Other Debt Fees				
Total Estimated Expenses	\$	\$ 60,000	\$	\$ 60,000

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Expenses**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the period

01-01-13

to

08-31-13

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Other Expenses				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Total Other Expenses	\$	\$	\$	\$
Total Estimated Expenses	\$	\$ 1,450,185	\$	\$ 1,450,185

International Leadership of Texas Charter Schools
Projected Statement of Financial Position (Balance Sheet)
Start Up Year of Operations (Under Full Accrual Basis of Accounting)
as of August 31, 2013

414

Note: Budget proposal is built on four specific assumptions:

- Charter Holders = 1
- Number of Campuses = 1
- Enrollment per Campus = about 1680
- Total Enrollment = about 1680

Object Code	Description	Detail Amount	Summary Amount	Description
Assets				
1110	Cash in Bank	\$ 448,693		
1241	Due from State	526,848		Accrual of State Attendance Revenue for 9 Days of Student Attendance in August 2013
Total Assets:			\$ 975,541	
Liabilities				
2110	Accounts Payable	\$ 117,912		
2122	Current Portion of Debt	250,000		Portion of Debt due by 8-31-2014
2160	Accrued Teacher Salaries	260,323		Accrued Salaries as of 8-31-2013
2160	Accrued Teacher Aides Wages	20,645		Accrued Salaries as of 8-31-2013
2520	Long Term Portion of Debt	1,250,000		
Total Liabilities:			1,898,879	
Net Assets				
3590	Temporarily Restricted Net Assets	(923,338)		
Total Net Assets:			(923,338)	
Total Liabilities and Assets:			\$ 975,541	

**International Leadership of Texas Charter Schools
Proposed 2013 School Start Up Budget
Start Up Year of Operations
January 1, 2013 through August 31, 2013**

415

**Note: Budget proposal is built on four specific assumptions:
Charter Holders = 1
Number of Campuses = 1
Enrollment per Campus = about 1680
Total Enrollment = about 1680**

Object Code	Description	Detail Amount	Summary Amount	%	Description
Revenues					
5700	Local Revenues	\$ -	-	-	
5800	State Revenues	526,848	-	-	Accrual of State Attendance Revenue for 9 Days of Student Attendance in August 2013
5900	Federal Revenues	-	-	-	
Total Revenues:			\$ 526,848	0.00%	
Expenses					
6100	Payroll Costs				
6112	Substitute Teachers	\$ -	-	0.00%	570 times 193 Teachers times 0 Days
6119	Teacher Salaries	260,323	17,95%		Teacher Salaries at various annual rates - working for 12 days in August 2013
6119	Counselor and Nurse Salaries	30,968	2.14%		Counselors (6 at \$60,000 each) and Nurses (3 at \$40,000 each) - working for 12 Days in August 2013
6119	Principal/Assist Principal Salaries	188,750	13.02%		Principals (3 at \$83,333 each) - working for 7.5 Months, and Assistant Principals (3 at \$65,000 each) - working for 2 Months
6119	Superintendent Salary	83,333	5.75%		Superintendent (1 at \$125,000) - working for 8 Months and Facility Engineer (1 at \$50,000) - working for 8 Months
6121	Extra Duty Pay/Overtime	-	0.00%		\$1,250 times 133 Full Time Staff times 0 Days
6129	Teacher Aides Wages	20,645	1.42%		PE Aides (10 at \$10,000 each) - working for 12 days, Music/Art Aides (10 at \$10,000 each) - working for 12 days, and Instructional Aides (12 at \$10,000 each) - working for 12 days
6129	Campus Clerical Wages	165,083	11.38%		Clerk/Secretary/Registrar (11 at \$25,727 each) - working for 7 Months
6129	Admin. Paraprofessional Wages	52,500	3.62%		Security (1 at \$40,000) - working for 7 Months, and Administrative Assistant to Superintendent (1 at \$50,000) - working for 7 Months
6139	Employee Allowances	4,725	0.33%		Cell Phone Allowance for 1 Superintendent, 3 Principals, and 3 Assistant Principals (\$75 times 9 Month per Administrator)
6141	Medicare	11,692	0.81%		Total Salaries times 0.0145
6142	Group Health and Life Insurance	59,265	4.09%		Total Salaries times 0.0735
6143	Workers' Compensation	8,063	0.56%		Total Salaries times 0.01
6145	Unemployment Compensation	3,628	0.25%		Total Salaries times 0.0045
6146	Teacher Retirement System	4,299	0.30%		Full Time Salaries times 0.0055
Total Payroll Costs			893,271	61.60%	
6200	Services				
6211	Legal Services	15,000	1.03%		
6212	Audit Services	-	0.00%		
6249	Contracted Maintenance / Repair	-	0.00%		
6259	Utilities	5,500	0.38%		Estimated at \$1,500 *3 per month with cable (internet)
6269	Rentals-Operating Leases	-	0.00%		Covered no lease payments until October 1
6299	Advertising Services	50,000	3.45%		
6299	Contracted Services	205,000	14.14%		
Total Services			275,500	19.00%	
6300	Supplies				
6329	Reading Materials	-	0.00%		
6339	Testing Materials	-	0.00%		
6399	Educational Software	-	0.00%		
6399	Classroom Furniture	85,233			
6399	Technology Costs	52,599			
6399	Teacher Computers	35,750			
6399	General Supplies	19,500	1.34%		Classroom supplies, postage, and office supplies
Total Supplies			193,082	13.31%	
6400	Other Operating Expenses				
6411	Employee Travel and Subsistence	15,000	1.03%		Training of Key Organizational Leadership Staff
6429	Insurance and Bonding Costs	13,333	0.92%		General and Professional Liability, Property Insurance
6499	Miscellaneous Operating Costs	-	0.00%		
Total Other Operating Expenses			28,333	1.95%	
6500	Debt Service				
6523	Interest on Debt	60,000	4.14%		\$1,500,000 StartUp Financing requiring Debt Service interest at 8.0% for 6 months
Total Debt Service			60,000	4.14%	
TOTAL EXPENSE:			1,450,186	100.00%	
Result of Operations:			(923,338)		

APPROVED DURING CONTINGENCY PROCESS

International American Education Federation, Inc.
International Leadership of Texas
Start-Up Budget Calculations - Expenses
01/01/2013 to 08/31/2013

Payroll Costs

6119 Salaries or Wages - Teacher and Other Professional Personnel	
Superintendent (\$8,333.33/mo for 8 months)	\$ 66,666.64
Asst. Superintendent (\$8,333.33/mo for 8 months)	\$ 66,666.64
Principals (1 @ \$5,833.33/mo for 5 months)	\$ 29,166.65
Principals (2 @ \$6,250.00/mo for 3 months)	\$ 37,500.00
Principals (3 @ \$7,083.33/mo for 3 months)	\$ 63,749.97
Asst. Principals (5 @ \$5,416.67/mo for 1 month & 19 days)	\$ 44,236.14
Campus Clerical (1 @ \$5,833.33/mo for 8 months)	\$ 46,666.64
Campus Clerical (2@ \$2,916.67/mo for 8 months)	\$ 46,666.72
Campus Clerical (1@ \$2,916.67/mo for 5 months)	\$ 14,583.35
Teachers (907 teacher training days @ \$100/day)	\$ 90,700.00
CFO Salary (\$8,333.33/mo for 2 months)	\$ 16,666.66
	<u>\$ 523,269.41</u>
6141 Social Security/Medicare	
Medicare (Salaries of \$523,269 * 1.45%)	\$ 7,587.40
6143 Workers' Compensation	
Workers' Comp (Salaries of \$523,269*1%)	\$ 5,232.69
6145 Unemployment Compensation	
(Unemployment Comp = Salaries of \$523,269*.45%)	\$ 2,354.71
6146 Teacher Retirement/TRS Care	
(Teacher Retirement = CFO Salary of \$16,666.66*6.4%)	\$ 1,066.67
Teacher Retirement = Salaries of \$523,269*.55%)	\$ 2,877.98
	<u>\$ 3,944.65</u>
Total Payroll Costs	<u><u>\$ 542,388.86</u></u>

International American Education Federation, Inc.
International Leadership of Texas
Start-Up Budget Calculations - Expenses
01/01/2013 to 08/31/2013

APPROVED DURING CONTINGENCY PROCESS

Professional and Contracted Services

6211 Legal Services (Est of \$3,750/mo for 8 months)	\$ 30,000.00
6259 Utilities (Est of \$11,000/mo for 1 month)	\$ 11,000.00
6299 Miscellaneous Contracted Services	
Advertising Services (Est \$100,000 in Jan)	\$ 100,000.00
Educational Software & Support (\$20,000 for Software from JR3)	\$ 20,000.00
Contracted Services (Consultant Fees = \$140,600)	\$ 140,600.00
Contracted Services (4 Principals contracted @ \$1,833.33/mo for 5 months)	\$ 36,666.60
Contracted Services (CFO @ \$1,833.33/mo for 6 months)	\$ 10,999.98
	\$ 308,266.58
Total Professional and Contracted Services	\$ 349,266.58

Supplies Costs

6399 General Supplies	
Technology Costs (Website monthly maintenance of \$200/mo for 8 monhs)	\$ 1,600.00
Student Computers (200 computers @ \$400 each)	\$ 80,000.00
Teacher Computers (230 computers @ \$450 each)	\$ 103,500.00
General Supplies (Est \$25,000 for August)	\$ 25,000.00
Total Supplies Costs	\$ 210,100.00

Other Operating Costs

6411 Travel and Subsistence - Employee Only China Trip = \$15,000 in Feb)	\$ 15,000.00
--	--------------

International American Education Federation, Inc.
International Leadership of Texas
Start-Up Budget Calculations - Expenses
01/01/2013 to 08/31/2013

6412 Travel and Subsistence - Students

Dart Passes for all students grades 6 -10 = 816 passes @ \$35/mo for 1 month) \$ 28,560.00

Total Other Operating Costs \$ 43,560.00

Debt Services

6523 Interest on Debt

Loan Origination Fee = \$12,500 \$ 12,500.00

Interest on LOC @ 6% = 24,050 \$ 23,550.00

Total Debt Services \$ 36,050.00

Total Estimated Expenses \$ 1,181,365.44

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
Start-Up Budget Template Instructions
Instructions to complete Start-up budget template.

1. Enter the name of the sponsoring entity.

International American Education Federation, Inc.

2. Enter the name of the proposed charter school:

International Leadership of Texas

3. Enter the date range for the proposed charter school's start-up budget:

01/01/2013

to

08/31/2013

4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.

5. To complete the budget template, use the Special Supplement to Financial Accounting and Reporting, Nonprofit Charter School Chart of Accounts to ensure that the account codes are used appropriately. The special supplement can be found in the School Finance Section of the TEA website.

6. The *Summary of Estimated Revenues and Expenses* reports the totals entered into the revenue and expenditure by object code classification. Data does not need to be entered into the summary page.

7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Net Assets at Beginning of Year*. Include a description and a dollar amount for each source of funds identified as a net asset. The sources of all nongovernmental grants, funding and gifts must be supported by the documentation included in Attachment H.

8. Enter information regarding revenues in the *Schedule of Estimated Revenues*. Include a description and a dollar amount for each source of funds identified as revenues. The sources of all nongovernmental grants, funding and gifts must be supported by the documentation included in Attachment H.

9. Enter information regarding expenditures in the *Schedule of Estimated Expenses*.

10. The start-up budget must identify all sources of funding and anticipated expenses. The revenues and expenses for each entry in the budget template must be supported with written calculations indicating how the amounts were derived. (For example, 3 teachers @ \$30,000 annual salary = \$90,000 salaries or wages entered to line 6119). These written calculations should be attached following the printout of the completed start-up budget template.

11. Forward a copy of the completed template including the supporting written calculations with the charter application.

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Summary of Estimated Revenues and Expenses

APPROVED DURING CONTINGENCY PROCESS

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the period

	01/01/2013	to	08/31/2013	
	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$	\$	\$	\$
Total Estimated Revenues	\$	\$	\$	\$
Estimated Expenses:				
6100 Payroll Costs		542,389		542,389
6200 Professional and Contracted Services		349,267		349,267
6300 Supplies and Materials		210,100		210,100
6400 Other Operating Costs		43,560		43,560
6500 Debt Expenses		36,050		36,050
Other Expenses				
Total Estimated Expenses	\$	\$ 1,181,366	\$	\$ 1,181,366
Change in Net Assets	\$	\$ -1,181,366	\$	\$ -1,181,366
Net Assets at End of Year	\$	\$ -1,181,366	\$	\$ -1,181,366

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Net Assets at Beginning of Year

International American Education Federation, Inc.

International Leadership of Texas

Budget for the period

01/01/2013 to 08/31/2013

Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Net Assets at Beginning of Year	\$	\$	\$	\$

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Revenue

APPROVED DURING CONTINGENCY PROCESS

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the period

01/01/2013

to

08/31/2013

Description of Estimated Revenues	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Total Estimated Revenues	\$	\$	\$	\$

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Expense

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the period

01/01/2013 to 08/31/2013

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6100 Payroll Costs				
6112 Salaries or Wages for Substitute Teachers				
6119 Salaries or Wages --Teacher and Other Professional Personnel		523,269		523,269
6121 Extra Duty Pay/Overtime - Support Personnel				
6129 Salaries or Wages for Support Personnel				
6139 Employee Allowances				
6141 Social Security/Medicare		7,587		7,587
6142 Group Health and Life Insurance				
6143 Workers' Compensation		5,233		5,233
6145 Unemployment Compensation		2,355		2,355
6146 Teacher Retirement/TRS Care		3,945		3,945
6149 Employee Benefits				
Total Payroll Costs	\$	\$ 542,389	\$	\$ 542,389

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Expenses

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the period

01/01/2013 to 08/31/2013

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services		30,000		30,000
6212 Audit Services				
6219 Professional Services				
6221 Staff Tuition and Related Fees--Higher Education				
6222 Student Tuition--Public Schools				
6223 Student Tuition--Other than Public Schools				
6229 Tuition and Transfer Payments				
6239 Education Service Center Services				
6249 Contracted Maintenance and Repair				
6259 Utilities		11,000		11,000
6269 Rentals--Operating Leases				
6299 Miscellaneous Contracted Services		308,267		308,267
Total Professional and Contracted Services	\$	\$ 349,267	\$	\$ 349,267

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Expenses

APPROVED DURING CONTINGENCY PROCESS

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the period

01/01/2013 to 08/31/2013

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6300 Supplies and Materials				
6311 Gasoline and Other Fuels for Vehicles (Including Buses)				
6319 Supplies for Maintenance and/or Operations				
6321 Textbooks				
6329 Reading Materials				
6339 Testing Materials				
6341 Food				
6342 Non-Food				
6343 Items for Sale				
6344 USDA Donated Commodities				
6349 Food Services Supplies				
6399 General Supplies		210,100		210,100
Total Payroll Costs	\$	\$ 210,100	\$	\$ 210,100

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Expenses

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the period

01/01/2013 to 08/31/2013

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6400 Other Operating Costs				
6411 Travel and Subsistence--Employee Only		15,000		15,000
6412 Travel and Subsistence--Students		28,560		28,560
6413 Stipends--Non-Employees				
6419 Travel and Subsistence--Non-Employees				
6429 Insurance and Bonding Costs				
6449 Depreciation Expense				
6494 Reclassified Transportation Expenses				
6499 Miscellaneous Operating Costs				
Total Other Operating Costs	\$	\$ 43,560	\$	\$ 43,560

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Expenses

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the period

01/01/2013 to 08/31/2013

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6500 Debt Expense				
6521 Interest on Bonds				
6522 Capital Lease Interest				
6523 Interest on Debt		36,050		36,050
6529 Interest Expenses				
6599 Other Debt Fees				
Total Estimated Expenses	\$	\$ 36,050	\$	\$ 36,050

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Expenses

APPROVED DURING CONTINGENCY PROCESS

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the period

01/01/2013 to 08/31/2013

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Other Expenses				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Total Other Expenses	\$	\$	\$	\$
Total Estimated Expenses	\$	\$ 1,181,366	\$	\$ 1,181,366

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Attachment O

Budget for Year One of Operation

PAGES 417 - 432

REMOVED AND REPLACED
WITH NEW REVISED
MATERIAL. THAT

FOLLOWS

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Budget Template Instructions**

Instructions to complete first year (and subsequent years, if required) budget template.

1. Enter the name of the sponsoring entity.
2. Enter the name of the proposed charter school:
3. Enter the date of the fiscal year end:
4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.
5. To complete the budget template, use the Special Supplement to Financial Accounting and Reporting Nonprofit Charter School Chart of Accounts to ensure that the account codes are used appropriately. The special supplement can be found in the School Finance Section of the TEA website.
6. The *Summary of Estimated Revenues and Expenses* reports the totals entered into the revenue and expenditure by object code classification. Data does not need to be entered into the summary page.
7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Estimated Net Assets at Beginning of Year*. Include a description and a dollar amount for each net asset. The sources of all nongovernmental grants, funding and gifts must be supported by the documentation included in Attachment H.
8. Enter information regarding local revenues in the *Schedule of Estimated Local Revenues* (object code 5700). The sources of all nongovernmental grants, funding and gifts must be supported by the documentation included in Attachment H.
9. Enter information regarding state revenues in the *Schedule of Estimated State Revenues* (object code 5800)
10. Enter information regarding federal revenues in the *Schedule of Estimated Federal Revenues* (object code 5900)
11. Enter information regarding expenditures in the *Schedule of Estimated Expenses* (object code 6000)
12. The budget must identify all sources of funding and anticipated expenses. The revenues and expenses for each entry in the budget template must be supported with written calculations indicating how the amounts were derived. For example, 3 teachers @ \$30,000 annual salary = \$90,000 salaries or wages entered to line 6119). In addition, a reasonable planning estimate for average daily attendance (ADA) is \$6,000 per student. These written calculations should be attached following the printout of the completed budget template.
13. Forward a copy of the completed template including the supporting written calculations with the charter application.

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Summary of Estimated Revenues and Expenses**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the Fiscal Year Ended

08-31-14

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$	\$ -923,338	\$	\$ -923,338
Estimated Revenue				
5700 Local Sources				
5800 State Sources		9,483,264		9,483,264
5900 Federal Sources				
Other Sources				
Total Estimated Revenues	\$	\$ 9,483,264	\$	\$ 9,483,264
Estimated Expenses:				
6100 Payroll Costs		6,685,646		6,685,646
6200 Professional and Contracted Services		2,008,933		2,008,933
6300 Supplies and Materials		216,800		216,800
6400 Other Operating Costs		320,000		320,000
6500 Debt Expenses		120,000		120,000
Other Expenses				
Total Estimated Expenses	\$	\$ 9,351,379	\$	\$ 9,351,379
Change in Net Assets	\$	\$ 131,885	\$	\$ 131,885
Net Assets at End of Year	\$	\$ -791,453	\$	\$ -791,453

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**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Net Assets at Beginning of Year**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the Fiscal Year Ended

08-31-14

Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets Carried Forward from Start-Up Phase		-923,338		-923,338
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Net Assets at Beginning of Year	\$	\$ -923,338	\$	\$ -923,338

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**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Local Revenue**

International American Education Federation, Inc.

International Leadership of Texas

Budget for the Fiscal Year Ended

08-31-14

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5719	Local Property Taxes Passed Through By School Districts				
5729	Local Revenues Resulting from Services Rendered to Other Schools				
5741	Earnings from Permanently Restricted Net Assets and Endowments				
5742	Earnings from Temporary Deposits and Investments				
5743	Rent				
5744	Gifts and Bequests				
5749	Other Revenues from Local Sources				
	[Enter description here.]				
	[Enter description here.]				
	[Enter description here.]				
5751	Food Service Activity				
5752	Athletic Activities				
5753	Extracurricular/Cocurricular Activities Other than Athletics				
5759	Cocurricular, Enterprising Services or Activities				
	[Enter description here.]				
	[Enter description here.]				
	[Enter description here.]				
5769	Miscellaneous Revenues from Intermediate Sources				
	[Enter description here.]				
	[Enter description here.]				
	[Enter description here.]				
	Total Local Revenues	\$	\$	\$	\$

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated State Revenue**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the Fiscal Year Ended

08-31-14

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment				
5812	Foundation School Program Act Entitlements		9,483,264		9,483,264
5813	Foundation School Program Act Incentive Aid				
5819	Other Foundation School Program Act Revenues				
5829	State Program Revenues Distributed by Texas Education Agency				
5899	State Revenues from State of Texas Government Agencies				
	[Enter description here.]				
	[Enter description here.]				
	[Enter description here.]				
	Total State Revenues	\$	\$ 9,483,264	\$	\$ 9,483,264

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Federal Revenue**

International American Education Federation, Inc.

International Leadership of Texas

Budget for the Fiscal Year Ended

08-31-14

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5919	Federal Revenues Distributed Through Government Entities Other than State or Federal Agency [Enter description here.] [Enter description here.] [Enter description here.]				
5921	School Breakfast Program				
5922	National School Lunch Program				
5923	United States Department of Agriculture (USDA) Donated Commodities				
5929	Federal Revenues Distributed by Texas Education Agency [Enter description here.] [Enter description here.] [Enter description here.]				
5931	School Health and Related Services				
5932	Medicaid Administrative Claiming Program				
5939	Federal Revenues Distributed by Other State of Texas Government Agencies				
5949	Federal Revenues Distributed Directly from the Federal Government [Enter description here.] [Enter description here.] [Enter description here.]				
	Total Federal Revenues	\$	\$	\$	\$

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**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Net Assets at Beginning of Year**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the Fiscal Year Ended

08-31-14

Description of Other Sources of Revenue	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Total Other Sources	\$	\$	\$	\$

423

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Expenses**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the Fiscal Year Ended

08-31-14

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6100 Payroll Costs				
6112 Salaries or Wages for Substitute Teachers		36,050		36,050
6119 Salaries or Wages –Teacher and Other Professional Personnel		5,135,000		5,135,000
6121 Extra Duty Pay/Overtime - Support Personnel		166,250		166,250
6129 Salaries or Wages for Support Personnel		693,000		693,000
6139 Employee Allowances		6,300		6,300
6141 Social Security/Medicare		87,531		87,531
6142 Group Health and Life Insurance		443,690		443,690
6143 Workers' Compensation		60,366		60,366
6145 Unemployment Compensation		27,165		27,165
6146 Teacher Retirement/TRS Care		30,294		30,294
6149 Employee Benefits				
Total Payroll Costs	\$	\$ 6,685,646	\$	\$ 6,685,646

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**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Expenses**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the Fiscal Year Ended

08-31-14

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services		25,000		25,000
6212 Audit Services		25,000		25,000
6219 Professional Services				
6221 Staff Tuition and Related Fees--Higher Education				
6222 Student Tuition--Public Schools				
6223 Student Tuition--Other than Public Schools				
6229 Tuition and Transfer Payments				
6239 Education Service Center Services				
6249 Contracted Maintenance and Repair		227,700		227,700
6259 Utilities		227,700		227,700
6269 Rentals--Operating Leases		832,205		832,205
6299 Miscellaneous Contracted Services		671,328		671,328
Total Professional and Contracted Services	\$	\$ 2,008,933	\$	\$ 2,008,933

Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Expenses

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the Fiscal Year Ended

08-31-14

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6300 Supplies and Materials				
6311 Gasoline and Other Fuels for Vehicles (Including Buses)				
6319 Supplies for Maintenance and/or Operations				
6321 Textbooks				
6329 Reading Materials		50,000		50,000
6339 Testing Materials		16,800		16,800
6341 Food				
6342 Non-Food				
6343 Items for Sale				
6344 USDA Donated Commodities				
6349 Food Services Supplies				
6399 General Supplies		150,000		150,000
Total Supplies and Materials	\$	\$ 216,800	\$	\$ 216,800

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Expenses**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the Fiscal Year Ended

08-31-14

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6400 Other Operating Costs				
6411 Travel and Subsistence--Employee Only		20,000		20,000
6412 Travel and Subsistence--Students				
6413 Stipends--Non-Employees				
6419 Travel and Subsistence--Non-Employees				
6429 Insurance and Bonding Costs		150,000		150,000
6449 Depreciation Expense				
6494 Reclassified Transportation Expenses				
6499 Miscellaneous Operating Costs		150,000		150,000
Total Other Operating Costs	\$	\$ 320,000	\$	\$ 320,000
Debt Expense				
6500 Debt Expense				
6521 Interest on Bonds				
6522 Capital Lease Interest				
6523 Interest on Debt		120,000		120,000
6523 Interest Expenses				
6529 Interest Expenses				
6599 Other Debt Fees				
Total Other Operating Costs	\$	\$ 120,000	\$	\$ 120,000

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**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Expenses**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the Fiscal Year Ended

08-31-14

Estimated Expenses:

Other Expenses

[Enter description here.]

Total Other Expenses

Total Estimated Expenses

Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
\$ _____	\$ _____	\$ _____	\$ _____
\$ _____	\$ 9,351,379	\$ _____	\$ 9,351,379

**International Leadership of Texas Charter Schools
 Projected Statement of Financial Position (Balance Sheet)
 First Complete Year of Operations (Under Full Accrual Basis of Accounting)
 as of August 31, 2014**

**Note: Budget proposal is built on four specific assumptions:
 Charter Holders = 1
 Number of Campuses = 1
 Enrollment per Campus = about 1680
 Total Enrollment = about 1680**

Object Code	Description	Detail Amount	Summary Amount	Description
Assets				
1110	Cash in Bank	\$ 243,635		Cash position equals about 0.3 month of annual expenses
1241	Due from State	526,848		Accrual of State Attendance Revenue for 9 Days of Student Attendance in August 2014
	Total Assets:		\$ 770,483	Assets are all Current Assets - Net Working Capital ratio is approximately 1.5:1, demonstrating financial viability and solvency over time
Liabilities				
2110	Accounts Payable	\$ 30,968		
2122	Current Portion of Debt	250,000		Portion of Debt due by 8-31-2015
2160	Accrued Teacher Salaries	260,323		Accrued Salaries as of 8-31-2014
2160	Accrued Teacher Aides Wages	20,645		Accrued Salaries as of 8-31-2014
2520	Long Term Portion of Debt	1,000,000		
	Total Liabilities:		1,561,935	
Net Assets				
3590	Temporarily Restricted Net Assets	(791,452)		
	Total Net Assets:		(791,452)	
	Total Liabilities and Assets:		\$ 770,483	

**International Leadership of Texas Charter Schools
Proposed 2013-2014 School Year Budget
First Complete Year of Operations
September 1, 2013 through August 31, 2014**

430

**Note: Budget proposal is built on four specific assumptions:
Charter Holders = 1
Number of Campuses = 1
Enrollment per Campus = about 1680
Total Enrollment = about 1680**

Object Code	Description	Detail Amount	Summary Amount	%	Description
Revenues					
5700	Local Revenues	\$ -	-	-	
5800	State Revenues	9,483,264	100.00%	100.00%	1680 Students * \$5,880 * 96%ADA
5900	Federal Revenues	-	0.00%	0.00%	
Total Revenues:		\$ 9,483,264	100.00%	100.00%	
Expenses					
6100	Payroll Costs				
6112	Substitute Teachers	\$ 36,050	0.39%	0.39%	\$70 times 103 Teachers times 5 Days
6119	Teacher Salaries	4,035,000	43.15%	43.15%	Teacher salaries at various annual rates
6119	Counselor and Nurse Salaries	480,000	5.13%	5.13%	Counselors (8 at \$80,000 each) and Nurses (3 at \$40,000 each)
6119	Principal/Assist Principal Salaries	445,000	4.76%	4.76%	Principals (3 at \$83,333 each) and Assistant Principals (3 at \$65,000 each)
6119	Superintendent/Facility Engineer Salary	175,000	1.87%	1.87%	Superintendent (1 at \$125,000) and Facility Engineer (1 at \$50,000)
6121	Extra Duty Pay/Overtime	166,250	1.78%	1.78%	\$1,250 times 133 Full Time Staff
6129	Teacher Aides Wages	320,000	3.42%	3.42%	PE Aides (10 at \$10,000 each), Music/Art Aides (10 at \$10,000 each), and Instructional Aides (12 at \$10,000 each)
6129	Campus Clerical Wages	283,000	3.03%	3.03%	Clerk/Secretary/Registrar (11 at \$25,727 each)
6129	Admin. Paraprofessional Wages	90,000	0.96%	0.96%	Security (1 at \$40,000) and Administrative Assistant to Superintendent (1 at \$50,000)
6139	Employee Allowances	6,300	0.07%	0.07%	Cell Phone Allowance for 1 Superintendent, 3 Principals, and 3 Assistant Principals (\$75 times 12 Month per Administrator)
6141	Medicare	87,531	0.94%	0.94%	Total Salaries times 0.0145
6142	Group Health and Life Insurance	443,690	4.74%	4.74%	Total Salaries times 0.0735
6143	Workers' Compensation	60,366	0.65%	0.65%	Total Salaries times 0.01
6145	Unemployment Compensation	27,165	0.29%	0.29%	Total Salaries times 0.0045
6146	Teacher Retirement System	30,294	0.32%	0.32%	Full Times Salaries times * 0.0055
Total Payroll Costs		6,685,645	71.49%	71.49%	
6200	Services				
6211	Legal Services	25,000	0.27%	0.27%	Retainer for legal council, to be used as needed for policy development and employment issues
6212	Audit Services	25,000	0.27%	0.27%	Annual audit
6249	Contracted Maintenance and Repair	227,700	2.43%	2.43%	
6259	Utilities	227,700	2.43%	2.43%	
6269	Rentals--Operating Leases	832,205	8.90%	8.90%	\$43 ADA per student monthly * 400 * 96% Attendance * 12
6299	Educational Software and Support	671,328	7.18%	7.18%	SchoolSmart by JR3 Software and Back Office
6299	Contracted Services	-	0.00%	0.00%	
Total Services		2,008,933	21.48%	21.48%	
6300	Supplies				
6329	Reading Materials	50,000	0.53%	0.53%	Supplemental reading materials used by classroom teachers (\$5 per book * 10,000 = \$50,000)
6339	Testing Materials	16,800	0.18%	0.18%	Standardized testing materials for bench mark testing and monitoring progress of all students. (\$10 * 1680 students)
6399	General Supplies	150,000	1.60%	1.60%	General office supplies and materials, Supplies and equipment for school: 30 computers for students @ \$1,000 each, consumable instructional supplies; curriculum supplies; and software applications for students
Total Supplies		216,800	2.32%	2.32%	
6400	Other Operating Expenses				
6411	Employee Travel and Subsistence	20,000	0.21%	0.21%	Travel and assistance for the Superintendent and Board Members needed for travel related to required meetings, recruiting staff, and seminars
6429	Insurance and Bonding Costs	150,000	1.60%	1.60%	Funds for building liability insurance, D&O insurance, and fire and hazard building insurance for three properties
6499	Miscellaneous Operating Costs	150,000	1.60%	1.60%	Includes fees and TCEA dues \$5,000; bid notices; food/refreshment for school related meetings; and newspaper advertisements.
Total Other Operating Expenses		320,000	3.42%	3.42%	
6500	Debt Service				
6523	Interest on Debt	120,000	1.28%	1.28%	StartUp Debt Service Interest @ 8.0% * Start up funds amount
Total Debt Service		120,000	1.28%	1.28%	
TOTAL EXPENSES:			9,351,378	100.00%	
Result of Operations:			131,886		
Beginning Net Assets		(923,338)			
Ending Net Assets		(791,452)			

Elementary (K - 10th) - Breakdown by Grade for 2013-2014 School Year

	Students	Number of Classes	Avg. Students Per Class	Total Salaries	Teacher Salary Exp. Per Student
Kindergarten	144	12	12.0	\$ 540,000.00	\$ 3,750.00
1st Grade	144	8	18.0	\$ 360,000.00	\$ 2,500.00
2nd Grade	144	8	18.0	\$ 360,000.00	\$ 2,500.00
3rd Grade	144	6	24.0	\$ 270,000.00	\$ 1,875.00
4th Grade	144	6	24.0	\$ 270,000.00	\$ 1,875.00
5th Grade	144	6	24.0	\$ 270,000.00	\$ 1,875.00
6th Grade	144	6	24.0	\$ 270,000.00	\$ 1,875.00
7th Grade	144	6	24.0	\$ 270,000.00	\$ 1,875.00
8th Grade	144	6	24.0	\$ 270,000.00	\$ 1,875.00
9th Grade	192	6	32.0	\$ 270,000.00	\$ 1,406.25
10th Grade	192	6	32.0	\$ 270,000.00	\$ 1,406.25
Total	1680	76	22.1	\$ 3,420,000.00	\$ 2,035.71

Attendance % 96.00%

Projected ADA 1,612.80

Budgeted State Funding Per ADA \$ 5,880.00

Budgeted State Funding Total \$ 9,483,264.00

Projections 2013-2014 (K-10th Grade Startup Model - 1,200 Students)

Number	Function 11 - Instructional	\$ Per Staff	Total
12	Kindergarten Teachers	\$ 30,000	\$ 360,000
8	1st Grade Teachers	\$ 32,000	\$ 256,000
8	2nd Grade Teachers	\$ 34,000	\$ 272,000
6	3rd Grade Teachers	\$ 38,000	\$ 228,000
6	4th Grade Teachers	\$ 39,000	\$ 234,000
6	5th Grade Teachers	\$ 40,000	\$ 240,000
6	6th Grade Teachers	\$ 45,000	\$ 270,000
6	7th Grade Teachers	\$ 45,000	\$ 270,000
6	8th Grade Teachers	\$ 50,000	\$ 300,000
6	9th Grade Teachers	\$ 55,000	\$ 330,000
6	10th Grade Teachers	\$ 55,000	\$ 330,000
76	Total Number of K-4 and 7th Grade Level Teachers		\$ 3,090,000
2	Art K-5	\$ 30,000	\$ 60,000
2	Music K-5	\$ 30,000	\$ 60,000
2	PE K-5	\$ 30,000	\$ 60,000
2	Chinese K-5	\$ 30,000	\$ 60,000
2	Spanish K-5	\$ 30,000	\$ 60,000
1	Art 6-8	\$ 35,000	\$ 35,000
1	Music 6-8	\$ 35,000	\$ 35,000
1	PE 6-8	\$ 35,000	\$ 35,000
3	Chinese 6-8	\$ 35,000	\$ 105,000
1	Spanish 6-8	\$ 35,000	\$ 35,000
2	Art 9-10	\$ 40,000	\$ 80,000
2	Music 9-10	\$ 40,000	\$ 80,000
2	PE 9-10	\$ 40,000	\$ 80,000
2	Chinese 9-10	\$ 40,000	\$ 80,000
2	Spanish 9-10	\$ 40,000	\$ 80,000
27	Total Specials		\$ 945,000
103	Total Number for Instructional Teachers Used for Substitute Formula		
12	Special Education Teacher	\$ 20,000	\$ 240,000
10	PE Aides	\$ 10,000	\$ 100,000
10	Music/Art Aides	\$ 10,000	\$ 100,000
12	Instructional Aides	\$ 10,000	\$ 120,000
32	Part Time Support Personnel		\$ 320,000
147	Total Function 11 - Instructional		\$ 4,595,000
Number	Function 23 - School Leadership	\$ Per Staff	Total
3	Principals	\$ 83,333	\$ 250,000
3	Assistant Principals	\$ 65,000	\$ 195,000
11	Clerk/Secretary/Registrar	\$ 25,727	\$ 283,000
17	Total Function 23 - School Leadership		\$ 728,000
Number	Function 31 - Guidance Counseling	\$ Per Staff	Total
6	Counselors/Special Programs	\$ 60,000	\$ 360,000
6	Total Function 31 - Guidance Counseling		\$ 360,000
Number	Function 33 - Health Services	\$ Per Staff	Total
3	Health Services - Nurses	\$ 40,000	\$ 120,000
3	Total Function 33 - Health Service		\$ 120,000
Number	Function 41 - General Administration	\$ Per Staff	Total
1	Superintendent	\$ 125,000	\$ 125,000
1	Facility Engineer	\$ 50,000	\$ 50,000
1	Security	\$ 40,000	\$ 40,000
1	Administrative Assistant to Superintendent	\$ 50,000	\$ 50,000
4	Total Function 41 - General Administration		\$ 265,000
177	Grand Total		\$ 6,068,000
Total Instructional/Specials/Counseling/Nurse		\$	4,515,000
Total Leadership/General Administration		\$	993,000
Total All Campus Positions w/o aides and part time personel		\$	5,508,000
Total Salaries, Aides included		\$	5,828,000
133	Total Number of Full Time Employers	Employee Benefits	\$ 5,508,000

International American Education Federation, Inc.
 International Leadership of Texas
 Year One Budget Calculations - Expenses
 09/01/2013 to 08/31/2014

APPROVED DURING CONTINGENCY PROCESS

Payroll Costs

6112 Salaries or Wages for Substitute Teachers (193 teachers * 5 days off * \$75/day)		\$ 72,375.00
6119 Salaries or Wages - Teacher and Other Professional Personnel		
Teachers (177 @ \$43,000/yr plus stipends of \$330,000)		\$ 7,941,000.00
Special Ed Teachers (4 @ \$48,500/yr)		\$ 194,000.00
Counsellors (5 @ \$55,000/yr)		\$ 275,000.00
Nurses (2 @ \$50,000/yr)		\$ 100,000.00
Principals (3 @ \$78,333.33/yr)		\$ 234,999.99
Principals (2 @ \$85,000/yr)		\$ 170,000.00
Asst. Principals (5 @ \$65,000/yr)		\$ 325,000.00
Superintendent (\$8,333.33/mo for 2 months & \$11,250/mo for 10 months)		\$ 129,166.66
Asst. Superintendent (\$8,333.33/mo for 2 months & \$9,583.33/mo for 10 months)		\$ 112,499.96
Teacher Aides (12 @ \$30,000/yr)		\$ 360,000.00
		\$ 9,841,666.61
6121 Extra Duty Pay/Overtime (Est of \$150,000/yr)		\$ 150,000.00
6129 Salaries or Wages for Support Personnel		
Clerks/Registrars (7 @ \$35,000/yr)		\$ 245,000.00
CFO (\$115,000/yr)		\$ 115,000.00
Testing Coordinator (\$75,000/yr)		\$ 75,000.00
Athletic Director (\$80,000/yr)		\$ 80,000.00
Executive Assistants (2 @ \$38,000/yr)		\$ 76,000.00
Community Rep (2 @ \$55,000/yr)		\$ 110,000.00
Receptionists (2 @ \$30,000/yr)		\$ 60,000.00
Custodians (2@ \$25,000)		\$ 50,000.00
		\$ 811,000.00
6139 Employee Allowances (Est Cell phone bill of \$941.67/mo)		\$ 11,300.04
6141 Social Security/Medicare		
Medicare (Salaries of \$10,875,042 * 1.45%)		\$ 157,688.11
6143 Workers' Compensation		
Workers' Comp (Salaries of \$10,875,042 * .5%)		\$ 54,375.21

International American Education Federation, Inc.
International Leadership of Texas
Year One Budget Calculations - Expenses
09/01/2013 to 08/31/2014

6145 Unemployment Compensation		
Unemployment Comp (230 employees * \$405 each)	\$	93,150.00
6148 Teacher Retirement/TRS Care		
TRS Care (230 employees @ \$225/mo)	\$	621,000.00
TRS (Salaries of \$9,753,375 * 6.4% / 12 * 3 months * .333)	\$	51,965.98
TRS (Salaries of \$10,875,042 * .55%)	\$	59,812.73
	\$	<u>732,778.71</u>
Total Payroll Costs		<u><u>\$ 11,924,333.68</u></u>
	<i>APPROVED DURING CONTINGENCY PROCESS</i>	

Professional and Contracted Services

6211 Legal Services (Est \$25,000/yr)	\$	25,000.00
6212 Audit Services (Est \$25,000/yr)	\$	25,000.00
6249 Contracted Maintenance and Repair (Est \$100,000/yr)	\$	100,000.00
6259 Utilities (Est of \$.091667 * 170,000 sq/ft/month)	\$	187,000.68
6269 Rentals - Operating Leases (Est 20% of State Revenue of \$17,856,000)	\$	3,571,200.00
6299 Miscellaneous Contracted Services		
Educational Software & Support (2% of State Revenues of \$17,856,000 to JR3)	\$	357,120.00
Educational Software & Support (2nd software payment to JR3 = \$23,700)	\$	23,700.00
Food Services (Breakfast = 2,976 students * 60% * \$1.20 * 180 days)	\$	385,689.60
Food Services (Lunch = 2,976 students * 80% * \$2.40 * 180 days)	\$	1,028,505.60
Food Services Delivery (\$25 * 2 * 180 days)	\$	9,000.00
Food Services Handlers (12 @ \$15/hr * 4 hrs * 180 days)	\$	129,600.00
Contracted Services (Est \$10,000/mo)	\$	120,000.00
	\$	<u>2,053,615.20</u>
Total Professional and Contracted Services	\$	<u><u>5,961,815.88</u></u>

**International American Education Federation, Inc.
International Leadership of Texas
Year One Budget Calculations - Expenses
09/01/2013 to 08/31/2014**

APPROVED DURING CONTINGENCY PROCESS

Supplies and Materials

6329 Reading Materials (Est \$100,000/yr)	\$ 100,000.00
6339 Testing Materials (Est \$2,800/mo)	\$ 33,600.00
6399 General Supplies (Est \$15,000/mo)	\$ 180,000.00
Total Supplies and Materials	<u>\$ 313,600.00</u>

Other Operating Costs

6411 Travel and Subsistence - Employee Only (Est \$2,916.67/mo)	\$ 35,000.04
6412 Travel and Subsistence - Students Handicap students (\$160/day * 2 * 180 days less reimbursement @ \$1.08/mile * 80 mi	\$ 42,048.00
6429 Insurance and Bonding Costs (Est \$2,500/mo)	\$ 30,000.00
6499 Miscellaneous Operating Costs (Est \$15,000/mo)	\$ 180,000.00
Total Other Operating Costs	<u>\$ 287,048.04</u>

Debt Services

6523 Interest on Debt (6% of outstanding balance)	\$ 68,125.00
Total Estimated Expenses	<u>\$ 18,554,922.60</u>

**International American Education Federation, Inc.
International Leadership of Texas
Year One Budget Calculations - Revenue
09/01/2013 to 08/31/2014**

APPROVED DURING CONTINGENCY PROCESS

Estimated State Revenue

5812 Foundation School Program Act Entitlements (2,976 students @ \$6,000 each)	\$ 17,856,000.00
--	------------------

Estimated Federal Revenue

5921 School Breakfast Program (2,976 students * 50% * 1.55 * 180 days)	\$ 415,152.00
---	---------------

5922 National School Lunch Program (2,976 students * 50% * 2.86 * 180 days)	\$ 766,022.40
--	---------------

	\$ 1,181,174.40
--	------------------------

Other Sources of Revenue

Food Services Revenue	
Breakfast (2,976 students * 10% * \$2 * 180 days)	\$ 107,136.00
Lunch (2,976 students * 30% * \$3 * 180 days)	\$ 482,112.00
	\$ 589,248.00

Total Estimated Revenue	\$ 19,626,422.40
--------------------------------	-------------------------

Instructions to complete first year (and subsequent years, if required) budget template.

1. Enter the name of the sponsoring entity.
2. Enter the name of the proposed charter school:
3. Enter the date of the fiscal year end:
4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.
5. To complete the budget template, use the Special Supplement to Financial Accounting and Reporting Nonprofit Charter School Chart of Accounts to ensure that the account codes are used appropriately. The special supplement can be found in the School Finance Section of the TEA website.
6. The *Summary of Estimated Revenues and Expenses* reports the totals entered into the revenue and expenditure by object code classification. Data does not need to be entered into the summary page.
7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Estimated Net Assets at Beginning of Year*. Include a description and a dollar amount for each net asset. The sources of all nongovernmental grants, funding and gifts must be supported by the documentation included in Attachment H.
8. Enter information regarding local revenues in the *Schedule of Estimated Local Revenues* (object code 5700). The sources of all nongovernmental grants, funding and gifts must be supported by the documentation included in Attachment H.
9. Enter information regarding state revenues in the *Schedule of Estimated State Revenues* (object code 5800)
10. Enter information regarding federal revenues in the *Schedule of Estimated Federal Revenues* (object code 5900)
11. Enter information regarding expenditures in the *Schedule of Estimated Expenses* (object code 6000)
12. The budget must identify all sources of funding and anticipated expenses. The revenues and expenses for each entry in the budget template must be supported with written calculations indicating how the amounts were derived. For example, 3 teachers @ \$30,000 annual salary = \$90,000 salaries or wages entered to line 6119). In addition, a reasonable planning estimate for average daily attendance (ADA) is \$6,000 per student. These written calculations should be attached following the printout of the completed budget template.
13. Forward a copy of the completed template including the supporting written calculations with the charter application.

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Summary of Estimated Revenues and Expenses

APPROVED DURING CONTINGENCY PROCESS

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the Fiscal Year Ended

08/31/2014

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$	\$ -1,181,366	\$	\$ -1,181,366
Estimated Revenue				
5700 Local Sources		589,248		589,248
5800 State Sources		17,856,000		17,856,000
5900 Federal Sources		1,181,174		1,181,174
Other Sources				
Total Estimated Revenues	\$	\$ 19,626,422	\$	\$ 19,626,422
Estimated Expenses:				
6100 Payroll Costs		11,924,334		11,924,334
6200 Professional and Contracted Services		5,961,815		5,961,815
6300 Supplies and Materials		313,600		313,600
6400 Other Operating Costs		287,048		287,048
6500 Debt Expenses		68,125		68,125
Other Expenses				
Total Estimated Expenses	\$	\$ 18,554,922	\$	\$ 18,554,922
Change in Net Assets	\$	\$ 1,071,500	\$	\$ 1,071,500
Net Assets at End of Year	\$	\$ -109,866	\$	\$ -109,866

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Net Assets at Beginning of Year

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the Fiscal Year Ended

08/31/2014

Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets Carried Forward from Start-Up Phase		-1,181,366		-1,181,366
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Net Assets at Beginning of Year	\$	\$ -1,181,366	\$	\$ -1,181,366

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Local Revenue

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the Fiscal Year Ended

08/31/2014

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5719	Local Property Taxes Passed Through By School Districts				
5729	Local Revenues Resulting from Services Rendered to Other Schools				
5741	Earnings from Permanently Restricted Net Assets and Endowments				
5742	Earnings from Temporary Deposits and Investments				
5743	Rent				
5744	Gifts and Bequests				
5749	Other Revenues from Local Sources				
	(Enter description here.)				
	(Enter description here.)				
	(Enter description here.)				
5751	Food Service Activity		589,248		589,248
5752	Athletic Activities				
5753	Extracurricular/Cocurricular Activities Other than Athletics				
5759	Cocurricular, Enterprising Services or Activities				
	(Enter description here.)				
	(Enter description here.)				
	(Enter description here.)				
5769	Miscellaneous Revenues from Intermediate Sources				
	(Enter description here.)				
	(Enter description here.)				
	(Enter description here.)				
	Total Local Revenues	\$	\$ 589,248	\$	\$ 589,248

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated State Revenue

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the Fiscal Year Ended

08/31/2014

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment				
5812	Foundation School Program Act Entitlements		17,856,000		17,856,000
5813	Foundation School Program Act Incentive Aid				
5819	Other Foundation School Program Act Revenues				
5829	State Program Revenues Distributed by Texas Education Agency				
5899	State Revenues from State of Texas Government Agencies				
	[Enter description here.]				
	[Enter description here.]				
	[Enter description here.]				
	Total State Revenues	\$	\$ 17,856,000	\$	\$ 17,856,000

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Federal Revenue

APPROVED DURING CONTINGENCY PROCESS

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the Fiscal Year Ended

08/31/2014

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5919	Federal Revenues Distributed Through Government Entities Other than State or Federal Agency [Enter description here.] [Enter description here.] [Enter description here.]				
5921	School Breakfast Program				
5922	National School Lunch Program		1,181,174		1,181,174
5923	United States Department of Agriculture (USDA) Donated Commodities				
5929	Federal Revenues Distributed by Texas Education Agency [Enter description here.] [Enter description here.] [Enter description here.]				
5931	School Health and Related Services				
5932	Medicaid Administrative Claiming Program				
5939	Federal Revenues Distributed by Other State of Texas Government Agencies				
5949	Federal Revenues Distributed Directly from the Federal Government [Enter description here.] [Enter description here.] [Enter description here.]				
	Total Federal Revenues	\$	\$ 1,181,174	\$	\$ 1,181,174

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Net Assets at Beginning of Year

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the Fiscal Year Ended

08/31/2014

Description of Other Sources of Revenue	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Total Other Sources	\$	\$	\$	\$

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Expenses

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the Fiscal Year Ended

08/31/2014

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6100 Payroll Costs				
6112 Salaries or Wages for Substitute Teachers		72,375		72,375
6119 Salaries or Wages --Teacher and Other Professional Personnel		9,841,667		9,841,667
6121 Extra Duty Pay/Overtime - Support Personnel		150,000		150,000
6129 Salaries or Wages for Support Personnel		811,000		811,000
6139 Employee Allowances		11,300		11,300
6141 Social Security/Medicare		157,688		157,688
6142 Group Health and Life Insurance				
6143 Workers' Compensation		54,375		54,375
6145 Unemployment Compensation		93,150		93,150
6146 Teacher Retirement/TRS Care		732,779		732,779
6149 Employee Benefits				
Total Payroll Costs	\$	\$ 11,924,334	\$	\$ 11,924,334

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Expenses

APPROVED DURING CONTINGENCY PROCESS

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the Fiscal Year Ended

08/31/2014

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services		25,000		25,000
6212 Audit Services		25,000		25,000
6219 Professional Services				
6221 Staff Tuition and Related Fees--Higher Education				
6222 Student Tuition--Public Schools				
6223 Student Tuition--Other than Public Schools				
6229 Tuition and Transfer Payments				
6239 Education Service Center Services				
6249 Contracted Maintenance and Repair		100,000		100,000
6259 Utilities		187,000		187,000
6269 Rentals--Operating Leases		3,571,200		3,571,200
6299 Miscellaneous Contracted Services		2,053,615		2,053,615
Total Professional and Contracted Services	\$	\$ 5,961,815	\$	\$ 5,961,815

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Expenses

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the Fiscal Year Ended

08/31/2014

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6300 Supplies and Materials				
6311 Gasoline and Other Fuels for Vehicles (Including Buses)				
6319 Supplies for Maintenance and/or Operations				
6321 Textbooks				
6329 Reading Materials		100,000		100,000
6339 Testing Materials		33,600		33,600
6341 Food				
6342 Non-Food				
6343 Items for Sale				
6344 USDA Donated Commodities				
6349 Food Services Supplies				
6399 General Supplies		180,000		180,000
Total Supplies and Materials	\$	\$ 313,600	\$	\$ 313,600

APPROVED DURING CONTINGENCY PROCESS

Application for an Open-Enrollment Charter School - Seventeenth Generation
 Schedule of Estimated Expenses

APPROVED DURING CONTINGENCY PROCESS

International American Education Federation, Inc.
 International Leadership of Texas

Budget for the Fiscal Year Ended

08/31/2014

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6400 Other Operating Costs				
6411 Travel and Subsistence--Employee Only		35,000		35,000
6412 Travel and Subsistence--Students		46,024		46,024
6413 Stipends--Non-Employees				
6419 Travel and Subsistence--Non-Employees				
6429 Insurance and Bonding Costs		30,000		30,000
6449 Depreciation Expense				
6494 Reclassified Transportation Expenses				
6499 Miscellaneous Operating Costs		180,000		180,000
Total Other Operating Costs	\$	\$ 291,024	\$	\$ 291,024
6500 Debt Expense				
6521 Interest on Bonds				
6522 Capital Lease Interest				
6523 Interest on Debt		68,125		68,125
6523 Interest Expenses				
6529 Interest Expenses				
6599 Other Debt Fees				
Total Other Operating Costs	\$	\$ 68,125	\$	\$ 68,125

**Application for an Open-Enrollment Charter School - Seventeenth Generation
Schedule of Estimated Expenses**

International American Education Federation, Inc.
International Leadership of Texas

Budget for the Fiscal Year Ended

08/31/2014

	<u>Unrestricted Net Assets</u>	<u>Temporarily Restricted Net Assets</u>	<u>Permanently Restricted Net Assets</u>	<u>Total Net Assets</u>
Estimated Expenses:				
Other Expenses				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Total Other Expenses	\$ _____	\$ _____	\$ _____	\$ _____
Total Estimated Expenses	\$ _____	\$ 18,554,922	\$ _____	\$ 18,554,922

APPROVED DURING CONTINGENCY PROCESS

Attachment P
Negotiated Service Agreements



WebSmart by JR3, LLC
Proposal for International Leadership of Texas Charter School

This Agreement ("Agreement") is entered into and executed this ___th day of _____, 2013, by and between WebSmart by JR3, LLC, hereinafter "WEBSMART", and the International Leadership of Texas Charter School, hereinafter "DISTRICT".

- 1. **WEBSMART by JR3 Services:** WEBSMART will provide web based student service and finance software to the DISTRICT as described in "Exhibit A" and Back Office Services as described in "Exhibit B" of this document.
- 2. **TERM:** The term of this Agreement shall commence on the date of the execution of this contract and shall extend for two (2) years. Installation, training and implementation of the WebSmart Software will begin within 90 days of the signing of this contract upon time lines agreed upon by WEBSMART and DISTRICT. Back Office Administrative and Support Services as defined in Exhibit B will be implemented on a time schedule agreed upon by WebSmart and DISTRICT.

3. **BASE CONTRACT COST AND PAYMENT TERMS:**

DISTRICT Cost for WebSmart Software as demonstrated and described in Exhibit A and WEBSMART Back Office Services as described in Exhibit B: **Discounted cost for International Leadership of Texas Charter School, \$2.22 daily per student in Average Daily Attendance.** Billing will begin in September of 2013 and will continue monthly for the life of the contract.

- 4. **SUPPORT, TRAINING and UPGRADES:** All software updates, training and support necessary for implementation of WEBSMART as priced in Section 3 and as described in Exhibit A and B will be provided at no additional cost to DISTRICT.
- 5. **INSURANCE AND RISK OF LOSS:** During the Term, WebSmart by JR3 shall maintain insurance of \$1,000,000 coverage for errors and omissions and an additional \$1,000,000 of general property and liability insurance.
- 6. **NOTICES:** All notices and other communications pursuant to this Agreement shall be in writing and deemed to be sufficient if contained in a written instrument. Notices shall be deemed given if delivered personally; by facsimile, sent by nationally-recognized overnight courier or mailed by registered or certified mail (return receipt requested), postage prepaid, to the parties at the following address (or at such other address for a party as shall be specified by like notice):

IF TO WEBSMART:

WEBSMART by JR3, LLC
1200 Mary Avenue
Waco, Texas 73701
Attention: Robert Clemons
Facsimile No.: 254-759-0750

IF TO DISTRICT:

International Leadership of Texas Charter School
TBD
TBD
Attention:
Facsimile No:

- 7. **FURTHER ASSURANCES:** Each party agrees to cooperate fully with the other parties and to execute such further instruments, documents and agreements and to give such further written assurances as may be reasonably requested by any other party to evidence and reflect the transactions described herein and contemplated hereby and to carry into effect the intents and purposes of this Agreement.
- 8. **SURVIVAL:** The representations, agreements and obligations of each party contained in this Agreement shall survive the expiration or termination of this Agreement.

- 9. **ENTIRE AGREEMENT:** This Agreement and the Exhibits hereto and the documents referred to herein and therein constitute the entire understanding and agreement of the parties hereto with respect to the subject matter hereof and supersede all prior and contemporaneous agreements or understandings, inducements or conditions, express or implied, written or oral, between the parties with respect hereto. The express terms hereof control and supersede any course of performance or usage of the trade inconsistent with any of the terms hereof.
- 10. **MISCELLANEOUS:** This Agreement will be governed by, interpreted, and construed under the laws of the State of Texas, applicable to contracts entered into and performed entirely within the State. The parties agree that exclusive venue for any action arising from this Agreement will be in McLennan County, Texas.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

WEBSMART by JR3, LLC

International Leadership of Texas Charter School

By: _____

Name: Robert H. Clemons

Date _____

Title: President

By: _____

Name:

Date: _____

Title: Superintendent

EXHIBIT A**Business Office and Student Services Software for International Leadership of Texas Charter School****Installation and Training:**

1. Scheduling of timelines for installation and training will begin upon approval of this proposal.
2. Site visits will be made to the DISTRICT in order for WebSmart staff providing support to meet the DISTRICT/campus staff in the campus environment.
3. Training for Principals, Counselors, PEIMS Coordinator and other key campus staff will be provided at the DISTRICT administration building or other central location approved by DISTRICT.
4. Training for business office staff will take place at the DISTRICT administration building.
5. "Go to Meeting" will be used as appropriate during installation and training.
6. After completion of set up and staff training, WebSmart staff will continue to provide onsite support as needed for success of this project.

Scope of Proposed Services:

1. Includes 24/7 support to identified "key" DISTRICT staff.
2. Initial training will take place in the DISTRICT.
3. A web based program, GO TO MEETING, will be utilized along with telephone support for the first level of customer support.
4. On site district training will be provided as needed to insure the continued success of this project.
5. All training and support are included in the annual cost of the WebSmart.

DISTRICT Responsibilities:

1. Paper and specialty forms will be provided by the DISTRICT
2. The DISTRICT will provide locations for onsite training.

Additional Information:

1. The WEBSMART bid price is a comprehensive and fixed cost for the term of the contract. There is no hidden cost, additional support cost or cost for additional modules. As new features are added to the software, these features become a part of the WEBSMART software at no additional charge.
2. This software was designed in Texas to meet the needs of Texas school Districts. This includes all state and federal reporting requirements including TRAQS and TREx.
3. WebSmart is the preferred software vendor of the Texas Charter School Association.

Student Information System

WEBSMART Student Information System software is integrated for seamless access to a rich feature set. The web-based system offers access to student data from virtually anywhere. One central database provides everything from district wide reporting, to individual assignments in the online Gradebook. Combining innovative technology of a central database and web-based access gives WEBSMART SIS users have a true advantage with real time updates as well as multiple years of historical data in an easy to use interface. All WEBSMART features are combined and always available to your district without any additional fees. The student information system features include:

Student Management

1. Core Demographics – Name, SSN, Birth Date, Gender, Ethnicity
2. Enrollment – Track programs such as Title I, Career & Tech, ESY/EOYP, DISTRICT Programs, ADA, Transportation, and Course Schedules on same campus or across different campuses.
3. Contact Information – Maintain a Primary Contact and unlimited other contacts in order to have the options to receive mail, release information, release student, and/or list an emergency contact.
4. Special Education – Maintain specific Special Education Enrollment History, ARD History, Student Assessments and Related Services.
5. Other Demographic - Maintain LEP Indicators, Economic Disadvantages, and At Risk Indicators.
6. Transcript – Maintain Current and Historical transcript information. Immediate access to course data upon completion of term.

GradeBook

1. The grade book is an integrated part of WEBSMART and not an added 3rd party product.
2. Attendance and grade data entry in the grade book are immediately available on the district data base.
3. Attendance – quick attendance submission, from teacher to office in seconds.
4. Grade Management – Features automated assignment management and real-time grade averaging.
5. Reports – reports on demand, progress reports, class rosters, missing grades.
6. Student Contacts – easy access to student contact information.
7. Automated insertion of student into teacher gradebook upon scheduling into section.

Scheduling

1. Mass Scheduling – copy over a prior year or start with a clean slate. Let the system create all sections based on request or indicate required course/section entries for the scheduler to honor.
2. Walk-In Scheduling – enter a student's course request and let the scheduler find the appropriate section taking into consideration prerequisites such as class size limits, number of students in each section etc.
3. Homeroom Scheduling – setup homerooms schedules, place students in classes based on their homeroom.
4. Manual Scheduling – enter or override any course

Reporting

1. Superintendent Report – cycle driven to pinpoint current information.
2. Principal Report – campus and cycle driven.
3. File Extracts – AEIS-IT, TIP PET and others.
4. TREx report – available directly from student record for easy access.
5. Reports available in PDF, Excel, Text and other formats.

PEIMS

1. PEIMS data is Texas specific and resides in the data base.
2. Select and deselect what records for review.
3. Click on a record to view a graphic display of the record.
4. Recompile entire submission, one record type or a single record with one click.
5. Non date driven changes in software automatically updated to PEIMS record.
6. Select or deselect records to use when creating flat file.
7. Easy click and save flat file creation.

Parent Portal

1. Give parents one login to view multiple students' information.
2. Real-time grade updates.
3. Real-time attendance data.
4. Reporting – Allows parents access to reports to further define student activity.

Finance and Payroll System**General Ledger****Chart of Accounts**

1. Follows state guidelines and specifics required for account layout.
2. Easy analysis and inquiry of current and historical data.
3. Ledgers can be accessed over multiple years.

Budget Preparation

1. Budget revisions are used to enter and post the initial budget to the general ledger, as well as any budget amendments.

Ledger Browser

1. The Ledger Browser allows for the capability of searching for detailed ledger transactions by specifying criteria in a Custom Query.
2. The ability to view the original invoice, distinguish when it was paid and how much was paid, and to view and print a copy of the check that paid the invoice.

Human Resources

Staff Manager – provides a single screen to enter all information related to an employee

1. Core Demographics – includes basic demographic information on all employees.
2. Employment Detail – is a comprehensive screen that contains and tracks withholding elections, employee positions along with coding, direct deposit elections, employee benefits, and deductions.
3. Leave - is designed to maintain and keep track of employee absences and remaining balances throughout the year. The leave can be set up based on each individual District's policy. For instance vacation leave, docked time, and reduced pay for certain leave types.
4. Service Records - is used to perform several actions: to calculate salaries if an employee is paid on a salary basis to work in compliance with the information entered in Employment Detail; and to transfer the information to be printed on the employee service records at the end of the school year; and to calculate accruals.

Payroll

1. Payroll Plans - In defining the Payroll Plan, the payroll expense and liability accounts must be created. It will record automatic journal entries in the general ledger during payroll and benefits processing.
2. Benefit Groups - is designed to assign supplemental pay, DISTRICT contributions, and/or employee deductions to a group of employees rather than individually.
3. Payroll Batches - Has the ability to create a batch based on predetermined pay schedules? User has the capabilities of modifying individual records to adjust pay, adjust deductions, or completely delete an employee within a batch without having to recreate or start over. The payroll batch will not only create the checks but will also track employees contracted salary amount, record leave, and report Teacher Retirement benefits. Once the batch has been posted, the software will automatically update the general ledger and prepare any invoices for all payroll deductions associated with that payroll.
4. Accrual – The software has the capabilities of handling accrual through contract types and local calendars that are set up. The accrual is as simple as setting up an accrual batch monthly, quarterly, or annual depending on the need. This accrual batch will make all necessary ledger entries for accrual.

Purchasing & AP

1. Utilizes an online requisition system with multiple levels of security and authorization.
2. Accounts payable ties seamlessly to the Purchase Order and to the Requisition that generated the purchase order. As Purchase Orders are received to a system bill for payment purposes, the encumbrance is automatically liquidated.
3. Tracks electronic WEBSMART payment and standard check payments easily by WEBSMART.

Banking and Receipts

1. Receipts, Bank Chargers, and Bank Transfers - is designed to record banking transfers between banks and record the correct transactions for bank reconciliation.
2. Bank Registers - compares the Ledger Balance to the Available Balance. The user has many different options to view transactions that were made in the bank register. The user also has the capabilities to completely void a check in the register or void and reissue depending on the need.
3. Bank Reconciliations - An easy to use format to reconcile the schools records to the bank statement. This is accomplished by entering the bank balance and checking all debits/credits that have cleared the bank for a given month.

Technical Overview This is a web based application hosted by WEBSMART. It requires no DISTRICT investment in hardware, software, support or training.

System Updates

All program modifications or updates are delivered and installed by WEBSMART.

Security

1. DISTRICT to control degree and level of access.
2. Security is a priority with all WEBSMART clients. We strive to ensure that all data is protected through firewalls, 128-bit SSL encryption, restricted physical access, and tiered access based on user credentials. Access control is assignable to IP address level.
3. WebSmart by WEBSMART has passed an SSAE 16 Type II for the 2011 year certifying compliance and suitability of the design and operating system controls.
4. All data pertaining to WEBSMART is stored on secure servers and physically located at sites monitored 24/7. In addition, all data transmitted over the Internet is encrypted using 128-bit SSL Certificates issued through VeriSign and is restricted based on user credentials and activity rights. WEBSMART is hosted on an infrastructure built for reliability and redundancy. With multiple servers at multiple locations, steps have been taken to ensure that WEBSMART is available 24/7.
5. The primary site of our servers and infrastructure is located at 1200 Mary Avenue in Waco, TX. This concrete and steel building was designated as a fallout shelter in case of nuclear war.
6. Offsite backups are processed every night both locally and to our Dallas location.
7. Support for WEBSMART is available 24/7 to authorized DISTRICT representatives. Our support services are available toll free by telephone at 1.866.759-1902, by assigned cell phone contact or by e-mail.

Exhibit B

WEBSMART Back Office Administrative and Support Services

1. WEBSMART will maintain a full time employee in the Dallas area to serve as the Information Coordinator for multiple schools in the region.
2. WEBSMART will provide training, information, and direct services to assure that DISTRICT is in full compliance with all state and federal accounting and reporting requirements.
3. Assistance in building and tracking the budget
4. Preparation of Board Reports
5. Maintenance of accounting records
 - a. Maintain accounting ledgers as required by Independent Auditor and submit the records to the auditor in format requested
 - b. Provide Internal audit functions to assist DISTRICT staff in cleaning data for audit submission = verification of coding for payables and payroll
 - c. Reconcile bank statements
6. Accounts Payable and Receivable
 - a. WebSmart will process submitted purchase orders and track encumbered funds
 - b. Prepare checks for printing or electronic payments
 - c. Post receipts
 - d. Report budget violations to DISTRICT for corrective action
 - e. Preparation of 1099's for DISTRICT distribution - assist in obtaining W9 Forms
7. Financial reporting – State and Federal
 - a. State Reports - TRAQS - TWC
 - b. Federal Reports - 941 - W2 – 1099
 - c. Consultation on Maintenance of Effort Schedules
8. Recommendations for compliance with the TEA's Financial Accounting System Resource Guide requirements
9. Payroll processing and reporting
 - a. Complete a monthly payroll from data submitted by DISTRICT
 - b. Assist DISTRICT is maintenance of payroll/HR files
 - c. Submit electronic payroll or assist DISTRICT in submission of electronic payroll
 - d. Prepare print checks for DISTRICT to print and distribute.
 - e. Send out electronic check stubs/information to employees
 - f. Reporting - TRAQS, 941, Workers Comp, Unemployment
 - g. Human resources services and coordination
 - h. External Audit preparation and interface
10. PEIMS - WebSmart will run PEIMS files and will assist in clearing any fatals or warnings for each of the four submissions. During PEIMS submissions WebSmart will work with DISTRICT staff to understand and correct errors. WebSmart will review Specials and Warning to determine if action is required. WebSmart will review reports with the DISTRICT to verify accuracy.
11. Pet Report - will be submitted each week beginning with the second week of school. An additional PET report will be submitted at the end of the school year
12. FSP Reporting - Reports will be submitted on a six weeks basis. The DISTRICT will be sent reports for the completed six weeks no later than 5 days after the end of the six weeks. DISTRICT must approve reports and WEBSMART will submit to TEA before the 10 day grace period after a completed six weeks.

DISTRICT Responsibilities:

1. The DISTRICT will provide a business officer and PEIMS officer to coordinate with WEBSMART back office staff
2. The DISTRICT will be Responsible for Student Enrollment including

- a. ADA - including attendance management
 - b. Special Education
 - c. FSP - LEP, BIL PEP, PRS, GT
 - d. Economic Disadvantage
 - e. Title I
 - f. CTE
 - g. AT Risk
 - h. Grade Reporting
3. Employ clerical staff to gather information to be submitted to WebSmart on timely basis. This information to include but not be limited to payroll additions, payroll changes, payroll terminations, absence from duty reports, overtime sheets, stipends or extra duty reports, invoices, bank statements, administrative approval of bills for payment, and administrative approval of payroll processing.
 4. Enroll new students on a timely basis.
 5. Withdraw students on a timely basis.
 6. Provide copies of TEA, IRS, and other governmental correspondence relating to Finance, Payroll and SIS data, records, or request.

Attachment Q

Certificate of Occupancy or Equivalent
Certificate Statement:

International American Education Foundation, Inc. sponsoring entity and the administration of International Leadership of Texas agree to having a certificate of occupancy or equivalent certificate before serving students in any facility.

Attachment R

Negotiated Lease Agreement(s), Deed(s), to
Property, Earnest Money Contract(s), or
Purchase Agreement(s)

International American Education Federation, Inc. will be looking to find the best possible facilities for our students. We do not have a negotiated lease as the location of the campus is to be determined.

1. Special Education Assurances and Development of Policies and Procedures

Sponsoring Entity: International American Education Federation, Inc.

Proposed Charter School Name: International Leadership of Texas

**Seventeenth 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

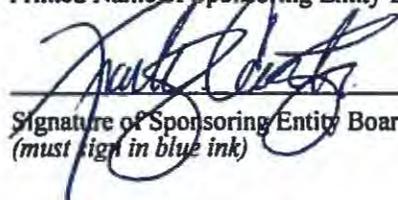
For questions concerning or information about the electronic submission of charter policies and procedures, please consult with your regional ESC special education contact at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.

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.

Frank J. Corte Jr.

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair
(must sign in blue ink)

2/6/2012

Date

2. Bilingual Education/ESL, Section 504,
and Dyslexia Assurances

Sponsoring Entity: International American Education Federation, Inc.

Proposed Charter School Name: International Leadership of Texas

**Seventeenth 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.

Frank J. Corte Jr.

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair
(must sign in blue ink)

2/6/2012

Date

3. General Application of Assurances for Federal Programs

International American Education Federation, Inc.
Official Name of Charter Holder

FEI No./Taxpayer ID

International Leadership of Texas
Charter School Name

County-District No.

TEXAS EDUCATION AGENCY

Division of Planning and Grant Reporting

**General Application of Assurances for Federal Programs Administered by the
U.S. Department of Education**

Authority for Data Collection: 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a).

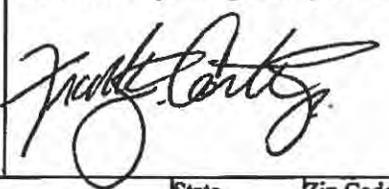
Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.

Instructions: This general application will be in effect for the duration of participation in federal programs until such time as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512)463-7004.

Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

Typed Name of Authorized Official or Charter Holder	Date	Telephone	Authorized Original Signature (blue ink) 	
Frank J. Cortez Jr.				
Typed Title of Authorized Official of Charter Holder				
President	2/6/2012	210-325-6898		
Address of Charter Holder		City	State	Zip Code
2085 Garden Crest Dr		Rockwall	Texas	

ASSURANCES

The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

Assurance is hereby given that

- (1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;
- (3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f* of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;
- (5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) in the case of any project involving construction-
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

AND

In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

- (1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
 - (B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (2) the applicant will adopt and use proper methods of administering each such program, including —
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

* Section 1232f, United States Code, Title 20, Education

RECORDS

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

4. Special Assurances Document

Sponsoring Entity: International American Education Federation, Inc.

Proposed Charter School Name: International Leadership of Texas

Seventeenth 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:

JA **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.

JA 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.

JA **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.

JA **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.

JA **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.

JA **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.

JA **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: International American Education Federation, Inc.

Proposed Charter School Name: International Leadership of Texas

Admission and Enrollment

JK 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.

JK 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.

JK 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.

JK 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.

JK 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

JK 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.

JK 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.

JK 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.

Frank J. Corte Jr.

Printed Name of Sponsoring Entity Board Chair


Signature of Sponsoring Entity Board Chair

2/6/2012

Date

5. State Board Disclosure of Campaign
Contributions form

Sponsoring Entity: International American Education Federation, Inc.

Proposed Charter School Name: International Leadership of Texas

**Seventeenth Generation Charter Application
Initial Report of Benefits or Campaign Contributions
Conferred on Members of or Candidates for the State Board of Education
For the period May 12, 2000 to the present**

Individual Making Report: Frank J. Corte Jr.

Employer or company represented: International American Education Federation, Inc.

Position/Title: President

Services rendered to SBOE or contract, grant, or charter issued by SBOE:
no services about been provided nor have any payments ever been made

Transaction 1.

Date: _____

Amount: _____

Name of person(s) receiving benefit or contribution:

Detailed description of expenditure:

Seventeenth Generation Charter Application
Initial Report of Benefits or Campaign Contributions
Conferred on Members of or Candidates for the State Board of Education
For the period May 12, 2000 to the present

Transaction 2.

Date: _____

Amount: _____

Name of person(s) receiving benefit or contribution: _____

Detailed description of expenditure:

[Empty box for detailed description of expenditure]

Transaction 3.

Date: _____

Amount: _____

Name of person(s) receiving benefit or contribution: _____

Detailed description of expenditure:

[Empty box for detailed description of expenditure]

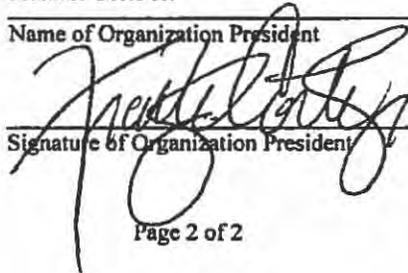
Frank J. Corte Jr.

2/6/2012

Name of Organization President

Date

Signature of Organization President



**CONTRACT FOR
OPEN-ENROLLMENT CHARTER SCHOOL**

This contract is executed between the Texas State Board of Education (the "Board") and **International American Education Federation, Inc.** ("Charter Holder") to operate **International Leadership of Texas (ILT)**, a Seventeenth Generation open-enrollment charter school.

General

1. **Definitions.** As used in this contract: "Charter" means the Seventeenth Generation open-enrollment charter as provided by, Chapter 12 Subchapter D, Texas Education Code, and granted by this contract.

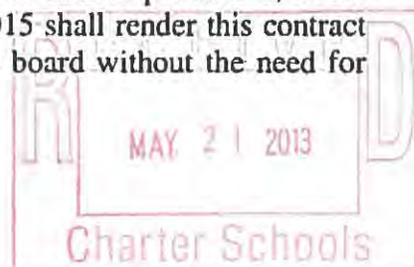
"Charter Holder" means the sponsoring entity identified in the charter application and the entity to which a charter is granted by this contract.

"Charter School" means the Seventeenth Generation open-enrollment charter school. Charter School is part of the public school system of Texas and is a "charter school" within the meaning of 20 U.S.C. § 8066.

"Agency" means the Texas Education Agency.

"Commissioner" means the Commissioner of Education.

2. **The Charter.** This contract grants to Charter Holder a Seventeenth Generation open-enrollment charter under Texas Education Code Chapter 12, Subchapter D. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application (RFA) 701-11-108 (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board or the Commissioner; and (e) all statements, assurances, commitments and representations made by Charter Holder in its application for charter, attachments or related documents, to the extent consistent with the aforementioned (a) through (d).
3. **Term of Charter.** The charter shall be in effect from the date of execution through July 31, 2018 unless renewed or terminated. The grant of this charter does not create an entitlement to a renewal of the charter. The charter may be renewed for an additional period of 10 years. It is understood by all parties that continued authority to hold the charter is contingent upon the school opening and holding classes beginning in the 2013-2014 school year as stated in RFA 701-11-108 unless the Charter Holder submits an amendment request to postpone the start date that is approved by the commissioner of education. However, it is further understood that the charter must begin operations no later than September 1, 2015. Failure to open the school and hold classes by September 1, 2015 shall render this contract null and void, and the charter shall automatically return to the board without the need for further action.



4. Revision by Agreement. The terms of the charter may be revised with the consent of Charter Holder by written amendment approved by the Commissioner.

Students

5. Open Enrollment. Admission and enrollment shall be open to any person who resides within the geographic boundary stated in the charter application and who is eligible for admission based on lawful criteria identified in the charter application. Total enrollment shall not exceed the maximum number of students set out in the charter application.
6. Non-religious Instruction and Affiliation. Charter School shall not conduct religious instruction. Charter Holder and Charter School shall be nonsectarian in their programs, policies, employment practices, and all other operations.
7. Children with Disabilities. A charter school is a "local educational agency" as defined by federal law. Charter Holder must comply with the Individuals with Disabilities Education Act (IDEA), as amended by the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794, and implementing regulations; Title II of the Americans with Disabilities Act (ADA), 42 U.S.C. §§ 12131-12165, and implementing regulations; Chapter 29, Texas Education Code, and implementing rules; and court cases applying these laws.
8. Student Performance and Accountability. Charter Holder shall satisfy Chapter 39, Subchapters B, C, D, E, F, G, and J of the Texas Education Code, and related Agency rules, as well as the student performance accountability criteria stated in its application for charter.

Financial Management

9. Financial Management and Accountability. Charter Holder shall satisfy Chapter 12, Sections 12.104, 12.106, 12.107 and 12.111 of the Texas Education Code, and related Agency rules regarding financial management accountability.

Governance and Operations

10. Indemnification. Charter Holder shall hold the Board and Agency harmless from and shall indemnify the Board and Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with any acts of Charter Holder, its agents, employees, and subcontractors in performance of this contract.

This Agreement

11. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings, and discussions are superseded by this contract.
12. Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.
13. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charter Holder with: (a) the terms, required assurances, and conditions of RFA 701-11-108; (b) applicable law; and (c) all commitments and representations made in Charter Holder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).

By executing this contract, the Charter Holder represents that it understands that the Charter Holder, including any and all governance, at whatever level whether appointed or elected, employees, agents, and volunteers shall fully cooperate with every Texas Education Agency investigation and/or sanction deemed necessary by the commissioner based on authority and responsibility given to the commissioner in state or federal law. This means that the Texas Education Agency staff may conduct confidential interviews of charter school personnel and contractors outside the presence of representatives of the charter school's administration and board, and that failure to timely reply with reasonable requests for access to site, personnel, documents, or other materials and/or items is a material violation of the contract for charter.

14. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.
15. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.
16. Governing Law. In any suit arising under this contract, Texas law shall apply.
17. Laws and Rules Applicable. By executing this contract, the undersigned representatives of Charter Holder represent that they have read and understand the rules adopted by the Board and the Commissioner pursuant to Texas Education Code Chapter 12, Subchapter D and that they have had full opportunity to consult with their own legal counsel concerning said rules prior to executing this agreement. The undersigned representatives further understand and agree that: (a) this contract is contingent upon legislative authorization and the contract and the funding under it may be modified or even terminated by future legislative act; (b) the terms of this contract, and of the Seventeenth Generation open-enrollment charter created by this contract, include all applicable state and federal laws and all applicable rules and regulations; (c) state and federal laws, rules, and regulations may be adopted, amended or repealed from time to time; (d) all such changes to state and federal laws, rules, and regulations applicable to Charter Holder or to its charter school(s) may modify this contract,

as of the effective date provided in the law, rule, or regulation; and (e) a contract term that conflicts with any state or federal law, rule, or regulation is superseded by the law, rule, or regulation to the extent that the law, rule, or regulation conflicts with the contract term.

18. Eligibility and Authority. By executing this contract, Charter Holder represents that it is an "eligible entity" within the meaning of Section 12.101(a), Texas Education Code, and it is understood by all parties that if the Charter Holder loses its 501(c)(3) tax exempt status for any period of time through action of the Internal Revenue Service or any other action which renders the Charter Holder no longer an "eligible entity" within the meaning of TEC §12.101(a), the charter contract shall be rendered void, and it shall automatically return to the State Board of Education without any other action having to be taken by the SBOE or by the commissioner.

The Charter Holder shall immediately notify the Commissioner of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charter Holder. Charter Holder further represents that the person signing this contract has been properly delegated authority to do so.

Entered into this 26 day of May, 2013

Texas State Board of Education:

International American Education Federation, Inc.:

Barbara Cargill 5-5-13
Barbara Cargill, Chair Date

[Signature] 5/17/2013
Frank Corte, Chair Date

[Signature] 5/17/13
Edward Conger, Superintendent/Chief Operating Officer Date

