

APPLICATION COVERSHEET

Heritage Preparatory Academy

Proposed Generation Twenty-Two Charter Name

Heritage Public Charter Schools

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 therein.

The sponsoring entity is a (Check only one.):

- 501(c)(3) nonprofit organization
- Governmental Entity
- College or University

Chairperson of Governing Body of Sponsoring Entity: James Bryndan Wright

CEO of Sponsoring Entity: James Bryndan Wright

CEO/Superintendent of Proposed Charter School: James Bryndan Wright

Contact Name: James Bryndan Wright

Contact E-mail Address: [REDACTED]

Contact Phone #: 682-999-8414

Contact Fax #: N/A

Board Member Who Attended an Applicant Conference: James Bryndan Wright

Date of Conference: 9/13/2016

Applicant Mailing Address (This address will be used for contact regarding this application.): 1410 Merion Drive

Mansfield, Texas 76063

Physical Address of Proposed Administrative Offices (if different from above): 1701 E. Mayfield Road

Arlington, Texas 76014

Number of Campuses Being Requested: One

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:

1701 E. Mayfield Road, Arlington, Texas 76014

State the estimated 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: Estimated Enrollment: 376

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

Year 2: Estimated Enrollment: 426

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

Year 3: Estimated Enrollment: 476

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

Year 4: Estimated Enrollment: 526

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

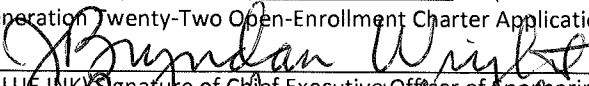

Year 5: Estimated Enrollment: 576

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

At Capacity: Maximum Enrollment: 750

- Pre-K3
- Pre-K4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 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. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Two Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.

x		<u>12/2/2016</u>	<u>James Bryndan Wright</u>
	(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity	Date	Printed Name
x		<u>12/2/2016</u>	<u>James Bryndan Wright</u>
	(BLUE INK) Signature of Application Preparer	Date	Printed Name

With what company is the application preparer associated? HPCS Was preparer paid? Yes No

APPLICATION TEAM PROFILE

Names, roles, and current employment of all persons on applicant team:

Full Name	Current Job Title and Employer	Position with Proposed School
James Bryndan Wright	Principal / Mullin ISD	Superintendent / Board of HPCS
Phillip Wambsgans	Ex Director / Higher Ed Servicing Corp	Board of HPCS
Hal Brent Helton	Minister / Life Community	Board of HPCS
Steven E. Mickelson	Superintendent / Brooksmith ISD	Board of Heritage Preparatory Academy
Carl Foster	Former Superintendent / Multiple ISDs	Board of Heritage Preparatory Academy
Geoffrey R. Mitchell	Professor / U.T. Arlington & others	Board of Heritage Preparatory Academy
Jennifer Ramirez	SPED Teacher / Levelland ISD	Board of Heritage Preparatory Academy
Kevin Gowins	CEO / Courier Network, LLC	Board of Heritage Preparatory Academy
Serenda Weathers	Realtor / Keller Willams	Board of Heritage Preparatory Academy

Does this applicant team have charter school applications under consideration by any other authorizer(s)?

Yes No If yes, complete the table below.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open elsewhere in the 2016-17 or 2017-18 school years?

Yes No If yes, complete the table below.

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2017-18?

Yes No If yes, complete the table below.

Authorizer	# of Schools	City or Cities	State

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

- Seeks approval for multiple campuses under a single charter.
- Currently operates a school or schools in Texas or another state.
- Will contract or partner with a charter management organization (CMO), management company, or other organization to provide school management services. *If yes, include the provider's portfolio in answering the above questions regarding pending applications and school openings.*

If contracting with a CMO, identify the provider:

- This provider currently manages schools in Texas or elsewhere in the US.

If currently managing, please state where:

TABLE OF CONTENTS

Application	Page	
Application Coversheet	1	
Application Team Profile	2	
Table of Contents (this page).....	3	
Charter Application.....	4	
Educational Plan	4	
Assessment and Evaluation.....	20	
Community.....	23	
Operations	24	
Students.....	32	
Faculty and Staff	37	
Governance	41	
Financial Information.....	43	
Out of State Information	47	
Application Attachments.....		
Attachment A1 - Applicant Information Session Documentation	50	
Attachment A2 - Published Notice(s) of Public Meetings.....	52	
Attachment A3 - Certified Mail Receipts or Return Cards	55	
Attachment A4 - Geographic Attendance Boundary.....	58	
Attachment A5 - Teacher-Student Ratio	60	
Attachment E1 - Sample Course Scope and Sequence.....	62	
Attachment E2 - Admissions and Enrollment Policy	106	
Attachment E3 - Discipline Policy	108	
Attachment E4 - Gun-Free School Policy.....	117	
Attachment F1 - Start-Up Narrative	119	
Attachment F2 - Budget Narrative.....	121	
Attachment F3 - Financial Plan Workbook	123	
Attachment F4 - Audit Report	145	
Attachment F5 - Credit Report	147	
Attachment F6 - (IRS) Form 990, Form 990-N, or Form 990-EZ.....	149	
Attachment F7 - Evidence of other Financial Support	151	
Attachment G1 - 501(c)(3) Determination Letter.....	153	
Attachment G2 - Articles of Incorporation	156	
Attachment G3 - Bylaws of the Sponsoring Entity.....	160	
Attachment G4 - Board Member Biographical Affidavit Form	175	
Attachment G5 - Governing Board Code of Ethics and Conflict of Interest Policy	216	
Attachment O1 - Organization Chart(s)	225	
Attachment O2 - Staffing Chart.....	227	
Attachment O3 - Supplemental Human Resources Information Form	230	
Attachment OS1 - State Performance Data	---	
Attachment OS2 - Financial and Business Plan.....	---	
Attachment OS3 - Related Business Entities.....	---	
Attachment OS4 - Current or Past Litigation.....	---	
Letter of Special Assurances.....	249	

I. Applicant is an In-State organization? Yes No

II. Applicant is an Out-of-State organization? Yes No

NARRATIVE (1) - State the mission and vision of the proposed charter school.

NARRATIVE (2) - Provide a succinct overview of how the school's mission will be aligned with the instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

Press to Input Narrative Response

Evaluation Criteria
A response that meets the standard will:

- Articulate the mission and vision clearly and concisely.
- Provide compelling evidence that the proposed school will provide an innovative approach to a diversity of students.
- Rationalize the approach that has been proposed for the anticipated student population.
- Present measurable educational goals.

4

NARRATIVE (1) - State the mission and vision of the proposed charter school.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Education Plan - Heritage Preparatory Academy

Vision & Mission

Vision: Our vision is to provide a high-performing college-preparatory-school for primarily at-risk and economically disadvantaged students.

Mission: Our mission is to reduce the currently existing achievement gap between our students and their suburban peers, through proven and innovative instructional strategies, high student academic and behavioral standards, and dedicated students, parents, administration, faculty and staff.

The purpose of Preparatory Academy is to provide a high-quality public school alternative to the traditional independent school district schools primarily to students living in the eastern portion of Arlington, Texas. We intend to start Heritage Preparatory Academy by offering K-8 instruction and then growing organically by adding one grade per year until we reach K-12 in year five.

As stated, our mission is to reduce the existing achievement gap in this community. We will accomplish this by using a blended curriculum utilizing technology as an engagement tool and a way to help differentiate instruction so that our low-performing and high-performing students will be appropriately challenged. Technology will also allow us to institute a targeted diagnostic assessment and remediation program for those students needing the additional help.

We will have high standards academic and behavioral standards.

Recognizing parental support as a critical factor to our student's success, we will offer many opportunities for our parents to become strategic partners in the educational process and our faculty, staff and administration will foster a school culture and climate where parents are made to feel welcome and valued.

Our faculty and staff will be the key "difference makers" are their value to the successful of our school cannot be overemphasized.

Heritage Public Charter Schools Core Values:

- 1) Our main purpose is to provide students the academic foundation necessary for a successful post-secondary education.
- 2) High-quality instruction makes the most difference in creating high-performing schools.
- 3) There is no excuse for poor quality instruction.
- 4) At risk students, when all stakeholders are dedicated to the task, will achieve at the same rate as or better than non-at risk students.
- 5) All faculty and staff must be dedicated to children and the pursuit of excellence.

(Paraphrase from previous Dallas ISD's core values)

Primary School Grades:

In our K-5 program we will emphasize math and language arts. Since Texas tests students in math and reading in 3rd-8th grades, Texas's education-policy makers view math and reading as foundational to student academic success, so we at Heritage Preparatory Academy will focus on inculcating the K-5 math and language arts TEKS.

One component to our program which will be critical to our success is our internal assessments. We will pay to have Northwest Evaluation Association to provide initial testing of our students to get a baseline of student levels and at least

one more time a year to help us measure academic progress and to be able to determine which students need additional help.

Our plans are to offer our students a blended curriculum, with two-thirds of instruction being teacher established and taught curriculum and one-third of a student's time working through a computer-based curriculum. We plan to use the Istation computer program, which offers TEKS aligned instruction k-8.

Further, literacy researchers consistently cite vocabulary deficiencies among economically disadvantaged students, and if not addressed directly, these deficiencies will persist. Thus, we have also selected a computer-based curriculum that will be used three times a week in our K-6 language arts program.

Spanish language instruction is another point of emphasis at our school. Spanish will serve to help us reach one of our goals of having all of our students have successful college experiences, since most colleges require it, and help with our recruiting efforts. Since a high percentage of our target student population come from Spanish speaking homes or Limited English Proficiency backgrounds, we believe requiring Spanish will help us connect with and reach the families we seek to serve. Our Spanish language instruction will begin in the primary school and will continue as part of the middle and high school curriculum.

A school uniform will also be required for all elementary students. Elementary students will be differentiated from the secondary students by wearing WHITE tops, khaki pants or a white, black and red skirt. Other school uniform specifics will be outlined in the student handbook.

Middle School Grades

The 6-8 grade program will be critical in preparing our students for the academic rigors of our high school and college. During the middle years, we intend to introduce our students to the AVID program. Given our mission parallels AVID's mission which is, "...to close the achievement gap by preparing all students for college readiness and success in a global society," we feel it is important to teach our middle and high school students the AVID Program.

Like our primary school program, we will incorporate reading and math RTI in the secondary school program too. We will continue with Istation through 8th grade, but for the more advanced we will have Compass Learning as a program that can be used.

We will also start an athletics program starting in 7th grade. Our plans will be to offer girls and boys soccer, boys and girls basketball, flag football and girls volleyball. We believe these are important extracurricular activities and will help us build school spirit and promote good sportsmanship. We have budgeted to be a part of the Texas Charter School Academic and Athletic League.

A school uniform will be required for all middle-school students. Middle-school students will be differentiated from the elementary and high-school students by wearing RED tops, khaki pants or a plaid white, black and red skirt. Other school uniform specifics will be outlined in the student handbook.

High School Grades

We will add a 9th grade class in year number two of the school, and one grade thereafter until we reach 12th grade in year number five.

Given our role as a college preparatory school, the idea of college attendance for all those attending Heritage Preparatory Academy will be pervasive. However, since most of our students will be first generation college students, we will take the idea of college from being an abstract goal to becoming a concrete reality.

In 9th grade our students will all take the Texas Success Initiative (TSI) exam, and those passing the English, writing and mathematics sections of the exam will encourage students to enroll in dual credit courses throughout high school. Twenty-four hours of college course credit will be the standard courses to be taken and will be the expectation for all students. Those not passing sections of the TSI exam will take TSI remediation (Computer-based program) during their sophomore year with the expectation they will pass all sections by the start of their junior year. Those not passing all or a portion of the TSI by the start of their junior year will complete a computer-based curriculum for high school credit only.

We will offer regular courses and advanced placement classes too. However, we will encourage most of our students to earn dual credit courses while at Heritage Preparatory Academy. According to Tarrant County College

(TCC) Sam High School (the high school in our attendance zone) has the lowest percentage of dual-credit takers in Arlington ISD, even though it is has the largest student population—approaching 4,000 students. Further, it is our intention to hire an embedded faculty that will work exclusively for the Heritage Preparatory Academy and have their salaries supplemented by TCC. We will attract the required master’s degreed instructors with a stipend for their master’s degree and the \$600.00 per class they will be paid by Tarrant County College.

A school uniform will be required for all high-school students. High-school students will be differentiated from the elementary and middle-school students by wearing BLACK tops, khaki pants or white, black and red plaid skirts. Other school uniform specifics will be outlined in the student handbook.

(JB Wright, Gen 20 Charter School Application, 2015)

NARRATIVE (2) - Provide a succinct overview of how the school’s mission will be aligned with the instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The mission "is to reduce the currently existing achievement gap between our students and their suburban peers, through proven and innovative instructional strategies, high student academic and behavioral standards, and dedicated students, parents, administration, faculty and staff."

The literature is clear that overcoming the achievement gap is very difficult. However, increasing classroom engagement is a way that studies have shown the achievement gap can be overcome. We will utilize professional development to educate our teacher on how to increase engagement to make the academic gains we will pursue.

(JB Wright, Gen 20 Charter School Application, 2015)

I. Applicant proposes to open **ONE** campus by Year 5? Yes No

II. Applicant proposes to open **MULTIPLE** campuses by Year 5? Yes No

III. Person(s), position(s), and/or entities that had a significant role in the decision making process for determining the proposed number of campuses. *Include all qualifications or requirements.*

Heritage Public Charter School's board, superintendent, campus principals, business operations director and community liaison. This decision-making group is required to research, form opinions and communicate information.

IV. Person(s), position(s), and/or entities that will be responsible for costs/resource mobilization to open any proposed campuses **after Year 1**. *Include all qualifications and(or) requirements.* NA

Heritage Public Charter School's board, superintendent and business operations director. This decision-making group is required to research, form opinions and communicate information.



The term “**costs/resource mobilization**” refers to the process of assessing costs, linking funding sources to new campuses, and ensuring proper financial/budgetary allocations. The term “**strategic choice area**” refers to factors that will be considered and applied to the decision-making process to facilitate initial and primary campus development.

NARRATIVE (1) - Describe the step-by-step process(es) involved in determining the number of campuses requested.

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

NARRATIVE (2) - Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Establish measurable need(s) for the number of campuses requested.
- Illustrate clear processes for determining the number of campuses requested.
- Demonstrate a basic understanding of the proposed geographic area(s) and(or) community(s) in relation to the number of requested campuses.
- Identify specific strategic choice areas that will be used to facilitate initial and primary campus development.



NARRATIVE (1) - Describe the step-by-step process(es) involved in determining the number of campuses requested.

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Education Plan – Campus Request and Growth Plan

First let me say there has been no board decision to try and open multiple campus locations by year 5; however, we would like to reserve the possibility if circumstances allow and Heritage Public Charter Schools finds and opportunity where it believes it can make a difference.

Knowing the difficulties and risks that can accompany expansion, we would take a very measured approach to adding additional campuses.

NARRATIVE (2) - Discuss the strategic choice areas that will be used to determine if expansion is viable.

If proposing only ONE campus, discuss strategic choice areas that would help determine any future efforts to seek an expansion amendment.

If proposing MULTIPLE campuses, discuss strategic choice areas that would help determine if growth is still viable in the proposed area.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

In speaking to banks about Heritage Public Charter Schools they have informed us they typically only consider assisting with expansion after a charter has shown three successful years of operations.

If Heritage Public Charter Schools, did choose to expand during its initial 5 years of operations, it would seek a location (s) in the Dallas/Fort Worth area and would seek to serve its targeted demographic: socio-economically depressed communities with a high percentage of first-generation immigrant student populations.

(JB Wright, Gen 20 charter school application, 2015)

EDUCATION PLAN – Demographic Profile

I. Student Demographic Data	Proposed Campus	Occupied District	District 1	District 2
		Arlington ISD	Grand Prairie ISD	Ft. Worth ISD
African American	20.9	24.5	17.9	22.9
Hispanic	67.4	44.5	64.7	62.7
White	5.7	22	12	10.9
American Indian	0.4	0.5	0.3	0.2
Asian	4.6	6.3	3.3	1.9
Pacific Islander	0.2	0.2	0.1	0.1
Two or More Races	0.8	2.1	1.7	1.3
Economically Disadvantaged	68.2	85.1	72.4	74.2
ELL	26.4	29.4	27.9	31.4
At-Risk	64.5	82.7	67.1	71.5
Gifted & Talented	5.9	6.3	7.5	8.7
Special Education	8.2	9.7	9.1	7.4

District 1 and 2 must be contiguous to the occupied district.

The term **Occupied School District** refers to the traditional school district in which the campus will be located. The term **Proposed Campus** refers to projected enrollment data for the specific campus.

Student demographic data can be found on the school districts Texas Academic Performance Report (TAPR).
Please visit <https://rptsvr1.tea.texas.gov/perfreport/tapr/>

This section has a required Attachment A5- Geographic Attendance Boundary.

II. Number of charter schools currently operating within the Occupied District.

III. Number of traditional school districts within the proposed Geographic Boundary.

IV. Projected number of students enrolled in each grade for Year 1. Complete all that apply

Pre-K Kindergarten Grade 1 Grade 2 Grade 3 Grade 4

Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10

Grade 11 Grade 12

NARRATIVE: Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

EVALUATION CRITERIA

A response that meets the standard will:

- Cite realistic demographic projections and accurate district data.
- Demonstrate a comprehensive understanding of the community and anticipated student population(s).
- Identify both common and unique learning needs among the anticipated student population(s).
- Demonstrate a comprehensive understanding of any current educational settings that are available.

10

NARRATIVE: Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Community - Heritage Preparatory Academy

Our rationale for putting the Heritage Preparatory Academy (HPA) in Southeast Arlington, Texas has to do with the characteristics of the community, the current performance of the traditional public schools located there and our belief that HPA will be a unique alternative to the other schools in East Arlington.

Arlington, Texas at one time was considered a suburban “bedroom” community serving employers in the bigger adjacent communities of Fort Worth and Dallas. The eastern portion of Arlington, going back to the 1960’s housed primarily blue-collar employees—many of whom worked at either the East Arlington General Motors plant, or at one of the number of defense industry employers in nearby Grand Prairie, Texas. occupations.

The achievement gap that exists in East Arlington and similar communities nationwide is well documented. The disadvantages accompanying starting school with limited English skills, having parents who distrust the schools due to bad school experiences or no experience in American school system, has all paid its toll on East Arlington students. As a result, they have consistently performed below state averages on state mandated tests. Having first-hand experience at Sam Houston High School, located in this area of Arlington, Texas, there are a number of issues persisting that we believe many parents would cause many parents and students to choose an alternative if given the opportunity.

Despite many dedicated administrators, faculty and staff, currently Sam Houston High School has been cited historically by the state as needing improvement in regards to college readiness; in addition, disciplinary issues are commonplace with over 4,000 disciplinary referrals written last year. The school is beyond capacity with approximately 3,600 students—requiring over 300 faculty and staff, eight full-time assistant principals, a full-time Arlington police officer and ten security guards.

Almost 95% of the student in the proposed attendance zone are minorities. 85% are economically disadvantaged and 83% are at-risk of dropping out.

We must be innovative to keep these students interested in school and achieving at a high level.

Blended curriculum: We will teach a blended curriculum to be implemented in targeted core subject areas. Approximately two-thirds of student time will be spent in traditional direct instruction and one-third of instructional time will be spent working through individualized computer-based curriculum primarily in math and language arts.

Dual-credit: Our campus will have a dual-credit emphasis, which has not been a part of the feeder high school in the attendance zone.

Spanish: We will teach Spanish to all students at all grade levels. We will strive to have all our students to be able to read, write and speak Spanish upon graduation from our program.

(JB Wright, Gen 20 charter school application, 2015)

I. Does the applicant plan to use original curriculum? Yes No

If no, or the curriculum is a mixture of original and established content, cite curriculum author(s).

We will have a mixture of original and established curriculum. The established curriculum will be the computer programs used in our blended-curriculum. We plan to use istation and Compass Learning.

II. Person(s), position(s), and/or entities that will be responsible for curriculum/TEKS alignment?

Including educational or experience requirements.

The superintendent, middle-school principal and elementary-school principal are the campus instructional leaders and will ensure instruction is aligned to the TEKS. Each of these persons will hold mid-management/or principal certifications and will have completed the state approved course in Instructional Leadership Development.



Open - Enrollment Charter Schools may not charge "blanket" activity fees. See Texas Education Code (TEC) §§12.108 for additional information governing tuition and fee restrictions.

III. Does the applicant plan to offer special programs or extracurricular activities? Yes No

If yes, will any of the services be fee-based? Yes No

If any services will be fee-based, cite specific services.

Empty text box for citing specific services.

IV. Does the applicant plan to provide gifted and talented services in accordance with the Texas State Plan for the Education of Gifted/Talented Students?

Yes No

NARRATIVE (1) - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement.

Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

NARRATIVE (2) - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

NARRATIVE (3) - Describe the plan and schedule to evaluate the proposed curriculum.

NARRATIVE (4) - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

Press to Input Narrative Response



This section has a required attachment E1- Sample Course Scope and Sequence.

Evaluation Criteria Responses that meet the standard will:

- Describe a foundation curriculum which clearly demonstrates alignment to the Texas Essential Knowledge and Skills (TEKS) standards.
Clearly align the proposed curriculum with the general and unique needs of the target population and community.
Describe an assessment plan that covers all assessable TEKS for the course/grade level and/or allows a student to demonstrate mastery of TEKS standards.
Present detailed plans for meeting the needs of special education and LEP students and legal requirements found in Texas Education Code Subchapter A and B.
Establish well-designed extracurricular services and programs that are also consistent with the financial plan workbook. (Attachment F3)
Provide an adequate rationale for not providing any special programs or extracurricular activities.

NARRATIVE (1) - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement.

Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

When it comes to special education (SPED) students we will follow IDEA. Through the ARD process we will determine the correct placement of students. We will follow the law and place students in the least restrictive setting possible. We will start with the mainstreamed classroom, then inclusion, resource pull-out would be the next option and lastly a self-contained classroom. Special education teachers will be assigned different responsibilities to ensure that SPED students have their PLAAFP's, SPED goals, progress reports, IEP's (including accommodations) completed in a timely manner. Additionally, we will contract with a diagnostician to test students, with parental consent and teacher or counselor recommendation, to determine if a student qualifies for one of the 14 categories included in IDEA.

When we conduct the home language survey, if we discover either parent speaks a language other than English, those students will be placed in the ELL program. The LPAC committee will be to determine how much language support will be needed. The LPAC committee will also conduct the required middle and end of year reviews for each ELL student in the school. We will also administer the TELPAS exam for students and train teachers in SHELTERED instruction.

Teachers will largely be responsible for building their own courses. The district will provide a scope and sequence for each subject and then administrators will monitor lesson plans to ensure the lessons are aligned with the TEKS at the teachers are following the scope and sequence to ensure all the TEKS are covered.

We will offer middle and high schoolers the AVID program. All grades will have computer access and either iStation or Compass Learning to further reinforce the TEKS and to provide instructional differentiation.

NARRATIVE (2) - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

All teachers will receive training in cultural awareness and taught how to use student cultural identity to gain interest in learning and build rapport with students. Further, as teachers prepare lessons, aligned with the TEKS, they will be encouraged to make the lessons "real world" applicable. Also, during professional development, we will teach specific methodologies we want used in the classrooms: engagement strategies that administrators will expect to see when doing formal or informal walk-throughs, dedicated time in class to the computer curriculum, and timely transitions.

NARRATIVE (3) - Describe the plan and schedule to evaluate the proposed curriculum.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

The administrative team will evaluate the effectiveness of course materials. A number of factors will be considered in evaluation of courses: STAAR result data, NWEA test result data, district common assessment (prepared by teachers) and teacher appraisals and observations. A rubric will be developed to evaluate the specific curriculum used (iStation, Compass Learning, AVID) and a cost benefit analysis will be made to evaluate if it should continue.

NARRATIVE (4) - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

AVID is one special program offered on the campus. This program will assist us in introducing college attendance to many students whose parents will not have attended. We will offer soccer, basketball, flag-football, and volleyball as extracurricular activities. Our program to require Spanish language instruction to all students every year is a unique program and we believe it will benefit all of our students be able to read, speak and write Spanish by the time they graduate, regardless of race or ethnicity.

I. The applicant will serve any grades Pre K - grade 8. Yes No

II. The applicant will serve High School [any grades 9 - 12]. Yes No

Section III is for applicants who will serve Pre K.

III. Describe the grading system.

The grading system will be based on a six (6) six-week grading periods. No courses will be weighted. Special education students will earn the same credit for classes though in practice they may be modified; however, no courses will have modified course codes. All students will have calculated grade point averages (GPAs) based on a 4.0 scale and will be used to determine graduation distinctions.

Sections IV-VII are for applicants who will serve High School [any grades 9-12].

IV. The applicant will implement Personal Graduation Plans for all students. Yes No
 Identify person(s), position(s), and/or entities that will be responsible graduation plans.

School counselor(s) will be responsible for preparing graduation plans starting in year two (2) of school operation (start of a ninth grade). All school counselors will have master's degrees and have their Texas counselor certification.

V. The applicant will offer the following endorsement(s): Check all that apply

Arts and Humanities Business and Industry Multidisciplinary Studies Public Service STEM

VI. Proposed graduation rate goal(s)? (in percentage)

Year One Year Two Year Three Year Four Year Five

VII. The applicant will post grade 11 and grade 12 GPA class ranks on all student transcripts? Yes No

NARRATIVE (1) - Discuss promotion and retention requirements for students to the next grade/graduation.

Include additional features of the educational model and(or) course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and (or) graduate.

NARRATIVE (2) - Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.

NARRATIVE (3) - Discuss strategies that will be used to achieve successful vertical alignment between elementary, middle, and high school, where applicable.

Evaluation Criteria
A response that meets the standard will:

- Present promotion and retention requirements that are congruent with the proposed mission and vision.
- Discuss additional features of the educational model and(or) courses, outside of required curriculum, that will help students promote to the next grade level.
- Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.
- Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program.
- Provide clear strategies that will assist students to vertically align between elementary, middle, and high school.

NARRATIVE (1) -Discuss promotion and retention requirements for students to the next grade/graduation.

Include additional features of the educational model and(or) course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and (or) graduate.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Promotion/Retention and Graduation Requirements

Promotion

In order to automatically be promoted to the next grade students must have an average score of 70 for the first and second semester of school in the core subject areas. If the student fails one core course only, the student must attend after school remediation and Saturday school until the failing-subject teacher deems to student to be passing.

Retention

If a student has below a 70 average for the first or second semester in core subjects a Retention Committee, consisting of teachers, the parents and an administration will meet to determine if retention or promotion of the student is in the best interest of student.

Light's Retention Scale will be one resource used in the evaluation and any of the student's teachers may provide impute for the committee.

If the student is to be promoted a remediation plan to bring each grade to a 70 must be implemented, including after school remediation and Saturday school.

Graduation Requirements

Heritage Preparatory Academy students must complete 26 high school credits in order to graduate. The plan is basically the Distinguished Diploma plan; however, the 4.5 electives will be choices that include college scholarships and financial aid, career exploration, study skills, etc.

English 4 credits I-IV

Math 4 credits (including Aleg 1, 2, Geo)

Social Studies 4 credits

P.E. 1 credit

Spanish 3 credits

Fine Arts 1 credit

Communications ½ credit

(JB Wright, Gen 20 charter school application, 2015)

NARRATIVE (2) - Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Students will be offered after-school tutoring and Saturday school will also be available to all students. Some students will be required to attend if are significantly behind grade level in reading or math. We will look for outside partnerships for community members to come in as volunteers to work with our students or to sponsor students in academic or community activities.

NARRATIVE (3) - Discuss strategies that will be used to achieve successful vertical alignment between elementary, middle, and high school, where applicable.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

One strategy we could utilize is to have elementary, middle and high school teachers to meet and collaborate to vertically align the TEKS and to have older students teach younger students in an area in which they are learning. Also in another collaborative effort, teachers could confer on what they would like to see from students transitioning from elementary to middle and from middle to high school and spend some time teaching on those particular things.

TEKS Vertical Alignment

Narrative Page

NARRATIVE: Briefly describe an average school day for a prospective student. How will their experience set itself apart from the average school day at the local school district? *Input answer here or applicant may click the button at the bottom of the page for a larger writing space. Do not write in both.*

The school day at Heritage Preparatory Academy will start with middle school students (and high school students in year two and following) as early as 7:00 a.m. These students will go to the large meeting hall where they will be supervised by teachers that are on duty.

Elementary students can arrive as early as 7:30 a.m. They will go and wait in the cafeteria, where again they will be supervised by teachers on morning duty.

Middle school and high school will start their class day at 7:30 a.m.

Elementary school students will start their day at 8:00 a.m.

Middle school and high school students will be on a 90 minute block schedule and will alternate taking their classes every other day.

Elementary school students will be in the same classroom throughout the day unless the are in specials classes.

Students will have the option of daily tutoring or Saturday school. Students that are scoring below grade level in math or English will be required to attend Saturday school classes in order to accelerate their growth.

Extracurricular activities, such as athletics or academic decathlon, UIL competitions, will take place after school hours.

NARRATIVE: Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day.

Include information about any differentiated instruction that will be used to meet the needs of students. Include those students:

- (i) above or below grade level,
- (ii) with disabilities,
- (iii) identified as gifted and talented, and
- (iv) requiring bilingual/ESL services.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Provide compelling evidence that the teaching methods will impact and enhance the quality of instruction and meet the needs of a diverse student body.
- Discuss instruction for students who are:
 - (i) above or below grade level,
 - (ii) with disabilities,
 - (iii) identified as gifted and talented, and
 - (iv) requiring bilingual/ESL services.
- Discuss how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.

NARRATIVE (1) - Briefly describe an average school day for a prospective student. How will their experience set itself apart from the average school day at the local school district or charter? *Input answer here or on the previous page. Do not write in both.*

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

NARRATIVE (2) Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day.

Include information about any differentiated instruction that will be used to meet the needs of students. Include those students:

- (i) above or below grade level,
- (ii) with disabilities,
- (iii) identified as gifted and talented, and
- (iv) requiring bilingual/ESL services.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

During professional development teachers will be taught how to utilize multiple response strategies, to actively involve students in their learning, as recently demonstrated by teachers in Dallas ISD.

Heritage Preparatory Academy teachers will learn how to utilize these strategies: Whip Around, Modified Whip Around, Respond Cards, Think-Pair Shares, Quick Responses, Oral/Choral Response and White Boards.

These instructional techniques were used in Dallas ISD from 2012-2014 across the district and, according to the Educational Trust, standardized test scores for the district got better during that time-frame.

We will rely on blended learning to insure that differentiated instruction will take place at Heritage. With istation and Compass Learning, students will take a pre-test that will place the student in the curriculum at the appropriate level. Thus, if a student is "behind" or "ahead," they will work at the appropriate level. This goes for all the students listed above, regardless of grade level, disability, language barrier or intellect.

Heritage Preparatory Academy - Dallas ISD

Narrative Page



Charter holders must enroll and serve students in at least one state-tested grade level by the beginning of the third (3) year of operations, so that the Charter School receives an accountability rating at the end of its third year. Also, the Charter School must enroll and serve at least fifty (50) percent of its students into a state-tested grade level by the beginning of the fifth (5) year of operations.

I. Name(s) of Proposed Assessment(s):

for PreK, Kindergarten, Grade 1, and Grade 2...

Students will take the NWEA assessment to determine academic levels. These exams will be twice a year.

II. Name(s) of Proposed Assessment(s):

for Grade 3 and up...

STAAR: 3-8 Reading & Math; 4/7 Writing; 5/8 Science; 8 Soc Studies EOCs: Eng 1, Eng II, Alg 1, Biol, US Hist

III. The charter school will be evaluated under Alternative Education Accountability (AEA) provisions.

Yes No

IV. Person(s), position(s), and/or entities that will be responsible for planning assessment/evaluation activities.

Including educational or experience requirements.

Our school counselors will be the campus testing coordinators for elementary and secondary schools. Each will hold master's degrees and be certified school counselors.

V. List data collection activities that will be involved in the proposed assessment/evaluations.

All local and state assessments will be disaggregated for their data. The school counselor will be responsible to collecting the data and can enlist the teachers in the process of documenting the student data so it can be used for student planning and remediation.

VI. Person(s), position(s), and/or entities that will be responsible for the analysis of data.

Including educational or experience requirements.

Counselors will lead the effort and can get the teachers to help with the analysis. Campus administrators will oversee the effort and ensure the data gets utilized. Counselors must have master's degrees and counselor certifications. All teachers my be certified in what they are assigned to teach. Administrators must have 5 years teaching experience and mid-management or principal certifications.

VII. Person(s), position(s), and/or entities that will be responsible for collecting assessment/evaluation data. *Including educational or experience requirements.*

School counselors. (See Above or educational requirements)

If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.

NARRATIVE: (1) - Detail all plans to measure and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

NARRATIVE (2) - Provide a rationale for the use and applicability of the proposed assessment model(s).

Press to Input Narrative Response

Evaluation Criteria
A response that meets the standard will:

- Propose specific and comprehensive assessment models for student achievement.
- Demonstrate a clear understanding of the proposed assessment model(s).
- Rationalize the use and applicability of the proposed assessment model(s).
- Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, analysis, and reporting of data.
- Detail assessment schedules, all necessary sources of data, and discuss any associated data collections.
- Outline a clear plan to use assessment data for the improvement of campus teaching and learning.

If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.

NARRATIVE (1) - Detail all plans to measure and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Assessment and Evaluation - Heritage Preparatory Academy

The standards used by Heritage Preparatory Academy for each course and grade level will be the Texas Essential Knowledge and Skills (TEKS).

Each teacher will be provided a binder which will include the TEKS for their grade and subject, a recommended scope and sequence for teaching those TEKS, based on the C-Scope curriculum. Each teacher will provide their administrative evaluator with a weekly lesson plan which will include their measurable lesson objectives, lesson content and the TEKS to be covered for the week.

All teachers will also receive professional development training in how to perform various kinds of formative assessments to ensure the students are learning the TEKS.

Additionally, to ensure the students are learning the state standards (TEKS), the school (content-level instructors) will administer six short campus common assessments, which will cover the content from the recommended scope and sequence. These assessments will be approved by administration and teachers will be encouraged to construct campus common assessments which will mimic the state exams with STAAR-like questions.

Further, we will employ Northwest Evaluation Association (NWEA) to assist us in assessing all new students to determine their academic baseline in writing, language usage and math (students in K-2 will be tested in reading and math only). We will also use NWEA's Measures in Academic Progress (MAP) (aligned with the TEKS) testing for all students in the fall and spring to determine what students need intervention (RTI) and what students need enrichment. MAP testing will also be used to measure student academic growth for the year.

We believe in most traditional public schools, student remediation responsibilities are usually exclusive purview of the classroom teacher. Given a teacher's multitude of responsibilities, (i.e., lesson planning, grading assignments, communicating with parents, collaborating with peers, etc.), we think the remediation of students should be a shared duty. In fact, we contend that the lion-share of remediation should with different staff professionals and paraprofessionals in the building.

We plan to employ two counselors to help gather the data and input from the NWEA tests, campus common assessments, state and federally mandated tests and the classroom teachers.

At minimum we want our students to be at grade level all in all three NWEA tested areas and have better than the 90% passing on the STAAR exams across all demographics and all tested grades and subjects.

We will have a site-based decision making (SBDM) team. This group will meet at the end of each year, in addition to monthly meetings, to evaluate the school year, including our academic programs. They will also evaluate our assessment data, teacher professional development, teacher evaluation system and curriculum, among other things. This group will determine if student performance goals were met and the content TEKS were adequately delivered to our students. Further, the SBDM team will determine if resources spent on our curriculum was properly allocated or if changes are warranted.

(JB Wright, Gen 20 charter school application, 2015)

NARRATIVE (2) - Provide a rationale for the use and applicability of the proposed assessment model(s).

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

NWEA is a reputable assessment company and should help us accurately measure student academic progress. Local teacher generated assessments based on STAAR released exams can also be effective.



Open-Enrollment Charter Schools that are subsequently approved for multiple campuses after Year 1 must hold at least one public meeting within the geographic boundaries at least 1 year prior to opening that campus. See *Letter of Special Assurances* if proposing to open more than one campus.

I. Public Meeting(s) Dates - dd/mm/yyyy/0:00

III. Location(s) of Meeting - facility name and address to include city and zip code.

II. Number of Attendees - # per meeting



The term **"awareness outreach"** refers to any demonstrable activity undertaken to build awareness of the proposed charter school and (or) any associated public meetings.

IV. Method(s) of Awareness Outreach: check all that apply

- In-Person
- Telephone
- Social Media
- Direct Mail

Other

NARRATIVE (1) - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include any populations and (or) communities that were targeted for outreach efforts.

NARRATIVE (2) - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan.

Include a summary of audience questions and any responses provided during the meeting.

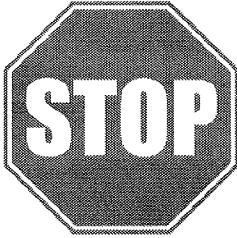
NARRATIVE (3) - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

Press to Input Narrative Response

Evaluation Criteria
A response that meets the standard will:

- Discuss method(s) of awareness outreach that were used to build awareness prior to the meeting(s).
- Detail specific areas of interest and concern that were discussed during the meeting(s).
- Explain possible reasons for unexpectedly low attendance rates or detail strategies that possibly increased attendance at the meeting(s).

I. Has the applicant identified a specific location for at least one campus in Year 1? Yes No



ONLY COMPLETE THIS PAGE IF ... you indicated "yes" above that you have already chosen a facility (or facilities). This means that you know the physical address for at least one of the proposed campus(es) in Year 1. If you indicated "no" above, proceed to the next page.

II. Physical Address of Location(s):


III. Does the applicant intend to lease or purchase property? Lease Purchase
If leasing, is the applicant within the 2nd or 3rd degree of consanguinity or affinity to the lessor? Yes No

IV. The applicant will:
Use the Existing Facility As-Is Build a New Facility Repurpose/Remodel the Existing Facility

V. Has the building been issued a certificate of occupancy for educational use? Yes No

VI. What was the facility's last nature of use?

VII. Will the facility share space with individuals/organizations in addition to the proposed charter school? Yes No
If yes, provide the name of the entity, type, and frequency of use.

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

NARRATIVE (1) - Detail the proposed acquisition process to account for any lease or purchase agreements.

Include projected acquisition timelines and associated cost(s) and fee(s).

NARRATIVE (2) - Describe the facility and community and how they will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation. If any, detail all construction and(or) renovations that must take place before serving students.

Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

Evaluation Criteria
A response that meets the standard will:

- Provide a clear description of the facility and community and how it will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.
- Justify the facility and community's suitability to serve the ages/grades that are proposed - including specialty space, if any.
- Provide a clear description of the purchase or leasing arrangements - including timeline(s), cost(s), and fee(s).
- Provide a clear plan for any construction or renovations that must occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

NARRATIVE(1)- Detail the proposed acquisition process to account for any lease or purchase agreements.

Include projected acquisition timelines and associated cost(s) and fee(s).

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Facilities - Heritage Preparatory Academy

For the budget submitted we put that cost at eight percent (8%) of the state recommended budgetary reimbursement; thus, a lease will not be a fixed cost but tied to enrollment.

We would also have a nominal monthly charge for summer office space for administrative staff. We have not discussed other issues such as electric, custodial, repairs and any other potential costs. Yet, at this point, all concerned are open to establishing a mutually beneficial arrangement and if granted a state charter we will employ an attorney to assist us in constructing the initial lease.

We believe Mayfield Road Baptist Church is a very good fit for the startup of Heritage Preparatory Academy.

(JB Wright, Gen 20 Charter School Application, 2015)

NARRATIVE(2)- Describe the facility and community and how they will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation. If any, detail all construction and(or) renovations that must take place before serving students.

Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

We have signed a MOU with Mayfield Road Baptist Church, located at 1701 E. Mayfield Road, Arlington Texas 76014. The facility is located in the heart of the zip code we believe will benefit the most from our school and is in the area of our intended targeted student recruitment efforts will take place.

The school according to the Tarrant County Appraisal District (See Attachment F8) has 37,050 square feet of leasable space and sits on 5.9 acres of land, which could easily house temporary buildings for future expansion.

The building has two stories. The downstairs includes thirteen (13) “good-sized” classrooms, six (6) potential office spaces, five (5) bathrooms, one (1) very large music room, one (1) large room (fellowship hall) that will be used for a cafeteria, one (1) fairly large kitchen and a church sanctuary that can be used for large student, staff or parent meetings. The upstairs includes seven (7) additional large classrooms and a bathroom.

Additionally in the back of the building, the church has a playground suitable for recess for the younger grades. For a number of years the church operated a for-profit daycare but eventually closed because of parent non-payment.

We have had a number of meetings and discussions with the pastor and trustees of this church and all the interactions have been very positive. We are both committed to a win-win type of agreement if granted a state charter.

There are still a number of things that would need to be worked through in establishing a lease; however, the church has preliminarily agreed that the formal lease with the school would be tied to a percentage of the state-reimbursement cost, so as not to establish an unsustainable fixed cost for Heritage Preparatory Academy.

The facility is located in the heart of the zip code we believe will benefit the most from our school and is in the area of our intended targeted student recruitment efforts will take place.

The school according to the Tarrant County Appraisal District (See Attachment F8) has 37,050 square feet of leasable space and sits on 5.9 acres of land, which could easily house temporary buildings for future expansion.

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cafeteria, one (1) fairly large kitchen and a church sanctuary that can be used for large student, staff or parent meetings. The upstairs includes seven (7) additional large classrooms and a bathroom.

Additionally in the back of the building, the church has a playground suitable for recess for the younger grades. For a number of years the church operated a for-profit daycare but eventually closed because of parent non-payment. We have had a number of meetings and discussions with the pastor and trustees of this church and all the interactions have been very positive. We are both committed to a win-win type of agreement if granted a state charter. There are still a number of things that would need to be worked through in establishing a lease; however, the church has preliminarily agreed that the formal lease with the school would be tied to a percentage of the state-reimbursement cost, so as not to establish an unsustainable fixed cost for Heritage Preparatory Academy.

(JB Wright, Gen 20 charter school application, 2015)

OPEN WORKS CENTER FOR THE STATE OF MISSISSIPPI

Narrative Page

Memorandum of Understanding

Between

Heritage Public Charter Schools

and

Mayfield Road Baptist Church

This Memorandum of Understanding (MOU) sets forth the intentions of Heritage Public Charter Schools and Mayfield Road Baptist Church of Arlington, Texas.

Intentions

Heritage Public Charter Schools intends to submit an application with the Texas Education Agency to open a K-8 public charter school on December 5, 2016. If granted a state charter, the school will open during the fall of 2018 and will need facilities to house its students, faculty and staff. Mayfield Road Baptist Church currently has 37,050 square feet of indoor air-condition and heated space and sits on 5.95 acres in SE Arlington, Texas. The space at Mayfield Road Baptist Church is largely unused during a traditional school week and it is the intention of Mayfield Road Baptist Church to enter into a future legal agreement with Heritage Public Charter School to lease its facilities for use as a public school.

The particular terms, rights and responsibilities of the parties will be delineated in a future legal document agreed to by all parties concerned.

MOU Limitations

- As a Memorandum of Understanding, this document does not grant substantial rights, but simply captures the intentions of Heritage Public Charter Schools and Mayfield Road Baptist Church.
- As a Memorandum of Understanding, this document is non-binding and cannot be legally enforced in a court of law.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from Heritage Public Charter Schools and Mayfield Road Baptist Church. This MOU shall become effective upon signature by the authorized officials from Heritage Public Charter Schools and Mayfield Road Baptist Church and will remain in effect until modified or terminated by any one of the partners by mutual consent.

Contact Information:

Heritage Public Charter School
J. Bryndan Wright
Superintendent
1410 Merion Drive
Mansfield, Texas 76063
[REDACTED]

Mayfield Road Baptist
Bobby Bridges
Senior Pastor
1701 E. Mayfield Road
Arlington, Texas 76014
pastor@mayfieldroad.org

J. Bryndan Wright Date: 12/3/16

(Partner Signature)

J. Bryndan Wright, Heritage Public Charter Schools, Superintendent/Principal

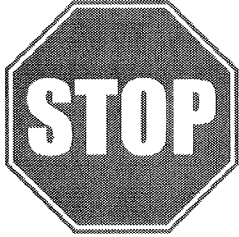
Bobby Bridges Date: 12-03-16

(Partner signature)

Bobby Bridges, Mayfield Road Baptist Church, Senior Pastor

I. Has the applicant identified a specific location for at least one campus in Year 1?

Yes No



ONLY COMPLETE THIS PAGE IF ... you indicated "no" above that you have NOT chosen a facility (or facilities). This means that you do NOT know the physical address for at least one of the proposed campuses in Year 1. Only complete this page for any campuses that do not have a specific location.

II. Does the applicant intend to lease or purchase property?

Lease Purchase

III. Does the applicant intend to use a broker or consultant to procure occupancy?

Yes No

If yes, provide name and company?

[Empty text box for providing name and company]

IV. Will the facility share space with individuals/organizations in addition to the proposed charter school?

If yes, provide the name of the entity, type, and frequency of use.

Yes No

[Empty text box for providing entity name, type, and frequency]



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

NARRATIVE (1) - Describe the desired facility and community and how it will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.

NARRATIVE (2) - Describe the process for identifying and securing a facility. Including plans for building or renovating, timelines, and financing.

Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Provides a clear description of the desired facility and community and how it will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.
- Provide a clear process for identifying and securing a facility.
- Identify relevant individuals that will have significant roles in the facility selection and procurement process.
- Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

OPERATIONS - Campus Facilities.docx



All references to "daily transportation" should reflect any transportation services that will facilitate student pick-up and drop-off.

OPERATIONS - TRANSPORTATION

I. Does the applicant intend to offer daily transportation to all students? Yes No

II. If yes, what year will the service begin? Year 1 2 3 4 5

III. Will the charter provide public transportation vouchers? *Ex. public bus passes* Yes No

IV. If yes, what year will the service begin? Year 1 2 3 4 5

V. What is the total dollar amount budgeted for transportation?



Charter Schools must provide transportation services to individual students, if included in their Individualized Education Program (IEP).

NARRATIVE: Describe any student transportation plans. If transportation will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

Evaluation Criteria

A response that meets the standard will:

- Present a detailed transportation plan, if any, that demonstrates an ability to meet the needs of the student population.
- Articulate clear reasons why transportation will not be offered.
- Provide clear transportation plans for students with IEP's that require transportation.
- Align budget amounts with the financial workbook.
- Demonstrate compliance with 34 CFR§300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations.

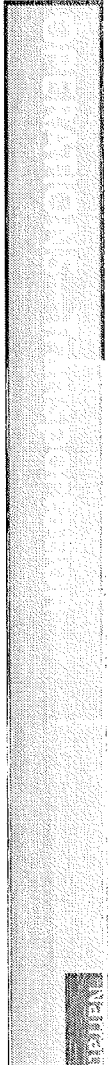
NARRATIVE - Describe any student transportation plans. If transportation will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Beyond special education students that have transportation to school listed in their IEP, Heritage Preparatory Academy will not offer transportation services. We have budgeted for a fifteen (15) passenger van lease, gasoline, insurance cost and a stipend for a faculty or staff member should it be needed.

We anticipate most of our students will live within two-miles from the campus and will not require bus services. If we have made a faulty assumption will be make accommodations in the budget to provide the service.



HERITAGE PREPARATORY ACADEMY

I. Admission Period: Include start date/end dates to

II. Date of Lottery (if needed):

III. Will the lottery process have exempted classes of students? Yes No
Choose all that apply
 Returning Students
 Siblings of Enrolled Students
 Children of Founders & Staff
 Other

IV. If there are exempted classes, what is the anticipated percentage of exempt students for Year 1?



This section has a required Attachment E2- Admission and Enrollment Policy

NARRATIVE (1) - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment.
NARRATIVE (2) - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEC § 12.111(a)(5)(A).

Evaluation Criteria
A response that meets the standard will:

- Clearly supports fair and equitable opportunity for all students to apply. *Attachment E2*
- Describe a fair and equitable selection process in the event of oversubscription. Including how this process will ensure equal access to all interested students and families.
- Demonstrate alignment for any enrollment requirements (such as auditions) with Texas Education Code (TEC) §12.111(a)(6) and §12.1171.
- Provide a non-discrimination statement in Attachment E2 that satisfies TEC §12.111(a)(5).

I. Target number of hours dedicated to student recruitment per month? *If any,* 80

II. Person(s), position(s), and/or entities that will be responsible for planning, implementing, and evaluating recruitment activities? *Including educational or experience requirements.*

Community Liaison. This position will require a high school diploma with a bachelors degree preferred. This person will also need to be bi-lingual. This person will report to the middle school principal and will be evaluated by that administrator.

III. What percentage of the budget will be used towards student recruitment? 48,600

IV. Will recruitment efforts specifically target any of the following? *Choose all that apply.*

Low-Income Families

Gifted and Talented Students

Students with Special Needs

Students At-Risk

Drop-Out Recovery

Other All of the above persons will expected to be included in the recruitment efforts...

NARRATIVE (1) - Outline the needs of the community that are not being met by the local school district or other area charter schools.

NARRATIVE (2) - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

NARRATIVE (3) - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected.

Press to Input Narrative Response

Evaluation Criteria
A response that meets the standard will

- Present specific community needs that are not being met by other available resources and educational institutions.
- Present specific strategies to meet community needs.
- Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE (1) - Outline the needs of the community that are not being met by the local school district or other area charter schools.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

According to the Texas Academic Performance Reports (TAPR) , historically all but one of those elementary schools in the attendance boundary has under performed on the STAAR exam, compared with state averages. Our school will offer a market alternative, to these traditional public schools. We will be recruiting largely to the first generation Hispanic parents and ensuring their children will be able to read, write and speak proper Spanish. We feel this should be a recruitment tool.

Our students will wear uniforms, which not of the public schools in the area do.

We will emphasize the dual-credit option for our high school students and expect to have a majority of them taking dual-credit classes at Tarrant County College

(JB Wright, Gen 20 charter school application, 2015)

NARRATIVE (2) - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

In speaking to other successful charter schools, they have informed us the most effective recruitment tool is to hold information meetings at the school and informing parents about what the school can offer.

Our community liaison will be the primary person to reach out to these potential students and their parents. They will be responsible for the planning and implementation of these monthly meetings and will be evaluated by the middle school principal.

NARRATIVE (3) - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

If our recruitment strategies are not effective we will re-allocated funds in the budget to increase the recruitment funding and try other marketing efforts, such as direct mail, and media advertising.

STUDENTS - Recruitment

I. Anticipated Date of Opening:

Aug 27, 2018



To receive **full funding**, a charter school must now offer 75,600 minutes of instruction (includes intermissions and recess) minus any minutes waived by the TEA in writing.

II. Total Number of Instructional Minutes in the School Year:

75,600

III. Start/Dismissal Times :

PreK to

K-5 to

6-8 to

9-12 to

IV. Number of Instructional Hours Per Day --provide per every applicable grade level. Indicate "N/A" in the appropriate box if the grade level will not be offered.

Pre K	<input type="text"/>		
Kindergarten	<input type="text" value="7"/>	5th Grade	<input type="text" value="7"/>
		10th Grade	<input type="text" value="7"/>
1st Grade	<input type="text" value="7"/>	6th Grade	<input type="text" value="7"/>
		11th Grade	<input type="text" value="7"/>
2nd Grade	<input type="text" value="7"/>	7th Grade	<input type="text" value="7"/>
		12th Grade	<input type="text" value="7"/>
3rd Grade	<input type="text" value="7"/>	8th Grade	<input type="text" value="7"/>
4th Grade	<input type="text" value="7"/>	9th Grade	<input type="text" value="7"/>

NARRATIVE: Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will

- Present a clear alignment with student needs and school goals as discussed in prior narrative sections.
- Provide rationale for choosing the proposed school-calendar structure.

NARRATIVE - Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

There will be a master schedule produced for the elementary and middle schools in year number one. In year two a master schedule will also be built for the high school.

The elementary school classes will all be self-contained other than specials and the middle and high schools will operate on a block schedule (90 minute blocks); thus, the older students will change classes and alternate attending classes on alternate days.

These approaches will limit transitional time and maximize instructional time.

Our calendar will mirror Arlington ISD, since many of our teachers and students will reside in Arlington and it will be convenient to have the same times off. We will adjust our times if need be to ensure we can meet the 75,600 minute instructional time requirement.



All teachers must be degreed. Special Education teachers, Bilingual teachers, and teachers of English as a second language must also be certified in the fields in which they are assigned to teach, as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.

I. Number of Certified Special Education Teachers anticipated in Year 1

II. Number of Certified Bilingual/ESL Teachers anticipated in Year 1

III. Number of teachers who have received the required minimum 30 clock hours of Gifted/Talented professional development and minimum 6 clock hours of professional development in Gifted/Talented education each subsequent year as required to provide instruction and services that are a part of the charter's defined Gifted/Talented services (TAC §89.2(3); TAC §233.1; State Plan 4.2C).

IV. What method(s) will the applicant use to identify, recruit, and hire qualified teachers? Choose all that apply

- Web Advertising e.g. Monster, Indeed, Idealist etc
- Print Media
- Social Media e.g. Facebook, Twitter, Forums etc.
- Partnerships with University or Colleges

Other

HPA will purchase the HR contract with ESC 10 & 11 to post opening on their websites. HPA will also work with Texas' alternative certification programs (like iteach & Texas teachers) and will recruit Teach for America placements. HR staff will also attend local teacher job fairs.

V. Person(s), position(s), and/or entities that will plan, implement, and evaluate staff recruitment activities. Include educational or experience requirements.

Director of Human Resources. Bachelor's Degree
Human Resources Clerk. High School Diploma



The Superintendent must reside in the State of Texas at the time of employment.



Open - Enrollment Charter Schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. See 19 Texas Administrative Code (TAC) 100.102 (c)(2)(B)(i)

NARRATIVE: Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school's mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Include a rationale for the proposed recruitment strategies/methods.
- Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers, administrative staff, and (or) various support staff.
- Identify specific roles and responsibilities of the person(s), position(s), and(or) entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- Address any foreseeable obstacles to successfully recruiting quality staff.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE - Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school’s mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

Faculty and Staff – Heritage Preparatory Academy

Hiring the best faculty and staff we can is the most important task we will undertake in starting HPA.

All of our teachers will be required to teach a mini-lesson as part of their interview and their college transcripts and did in school will matter.

All of our teachers will be made to meet the former NCLB highly-qualified requirement and be certified in the area in which they will teach.

Charter schools typically pay less, often hire degreed but non-certified instructors, and require teachers to “go above and beyond” in educating students. These factors represent a challenge for charter schools regarding their ability to recruit, retain and adequately train teachers. And since we believe high-quality instruction makes the most difference in student success, teacher identification, recruitment and retention will be extremely important to our success.

Our first year teachers will start at \$52,000 a year, which competes with the traditional public school and we believe will help us recruit and retain educators.

We will start our search for those teachers in four places: 1) the Teach for America program; 2) the Region 10 & 11 ESC recruitment websites; 3) college education departments and 4) Local educator job fairs

For administrators we will follow a similar model: we will recruit through the Texas Association of School Administrators (TASA) and the ESC websites; In addition, we will focus on growing an administrative team organically by identifying deserving educators to move into administrative roles. In fact, we would like to follow in the steps of other success schools that have developed administrative internship programs to ensure consistency of leadership as they grow.

Additionally, because of our community demographics, Spanish language proficiency will be listed as a preferred skill, especially among the staff that will interface the most with parents.

We will use the T-PESS to evaluate educators and all our administrators will be trained and certified in it.

(JB Wright, Gen 20 charter school application, 2015)

I. Person(s), positions(s), and/or entities that will plan, implement, analyze, report, and evaluate Professional Development activities. Include educational or experience requirements.

The superintendent, middle-school principal and elementary-school principal will be responsible for planning, coordinating and documenting campus professional development. Each will have mid

II. Will the applicant require any professional development prior to the start of the school year?

Yes No

If yes, briefly explain.

Yes. Two weeks of professional development will be required. The emphasis of this training will be on instructional strategies, lesson planning requirements and other required training (CPR, Blood Born Pathogens, etc). Administrators and staff will lead this training, which I did this year and it was very effective.

III. How often will teachers be appraised?

All teachers regardless of experience will have four (4) graded walk-through appraisals - two (2) each semester. Teachers will receive two (2) formal appraisal each year one (1) each semester. T-PESS will be used.

NARRATIVE (1) - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program. Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

NARRATIVE (2) - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will address:

- Include a rationale for the proposed professional development plan and its alignment with the school's goals, curriculum, and budget.
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.
- Clearly explain how the school's calendar, daily schedule and staffing structure will help facilitate the professional development plan.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE (1) - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program.

Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

Professional development will focus on instructional strategies and classroom expectations. Lesson planning format will be included in addition to other requirements like blood born pathogen, and cpr training. Campus administrators will plan the agendas and will be presenters, but veteran teachers and some newer teachers will also be asked to present.

NARRATIVE (2) - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

We will have at least one dedicated time for a staff meeting weekly and this will be a time to both communicate information and provide staff with professional development.



The governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns. See 19 TAC 100.1033 (13)(c)(i)

I. Number of Board Members:

6

II. Number of Board Members Domiciled in Texas:

6

III. Number of Board Members with Prior Charter Experience:

1

IV. Do any current board members intend to apply for an employed position with the charter? Yes No

If yes, briefly explain.

The superintendent will serve on the Heritage Public Charter Schools Board.



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

V. How often will the Superintendent report to the Board? Choose all that apply.

Weekly Bi-Weekly Monthly Quarterly Annually Other

VI. How often will the Board review financial reporting data? Choose all that apply.

Weekly Bi-Weekly Monthly Quarterly Annually Other

VII. The sponsoring entity is a current grantee/sub-grantee of a state and(or) federal grant.

Yes No

VIII. The sponsoring entity has been investigated for grant mismanagement within the past 5 years.

Yes No



This section has a required Attachment G4- Board Member Biographical Affidavit Form.

NARRATIVE (1) - Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Provide a clear list of roles and responsibilities for board members.
- Discuss member selection criteria and how it aligns with the school's mission and vision.
- Present a governance structure that is compliant with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025, relating to Relationships by Consanguinity or Affinity.
- Provide strong evidence that the proposed governance structure will be effective.

NARRATIVE (1) - Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE

Governance - Heritage Preparatory Academy

Heritage Public Charter Schools Board

The founding board members of Heritage Public Charter Schools will be Phillip B. Wambsganss, Hal B. Helton and Bryndan Wright.

Phil Wambsganss will serve as board secretary. His background is primarily in finance. He is an executive with Higher Education Servicing Corporation, which is a state chartered non-profit that historically has been a large student loan company. He has a master's degree in business administration. He is also a member of the Texas State Charter School Association; a branch of his company serves as a conduit to bond funding for charter schools.

Hal Helton will serve as board treasurer. His background is primarily in church work. He was a youth pastor for a number of churches through the years and has a "real heart" for children. He is currently senior pastor of Life Community Church in Haslet, Texas. Hal also has a master's degree in Christian education and a spouse is a school counselor. Hal has previously served on non-profit boards and brings a great deal of wisdom, common sense, integrity and life experiences to our board. Hal will serve as our first treasurer and will primarily be responsible for documenting and safeguarding our financial accounts.

I, Bryndan Wright, am the founder of Heritage Public Charter Schools. I have over twenty years work experience in the areas of education, public policy and business. I have a master's degree in public administration and have a Texas principal's license. I currently work as a school principal in Brownwood, Texas and I'm managing a 1.1 million dollars and oversee a staff of twenty-two. Last year I opened a school in Levelland, Texas, hiring all the staff and purchase everything necessary to open a school.

Heritage Preparatory Academy Board

Steven Mickelson: former superintendent of Mullin ISD and current superintendent of Brookesmith ISD.

Carl Foster: former superintendent in five (5) Texas school districts. More than thirty-five years as Texas educator.

Geoffrey Mitchell: Professor at University of Texas at Arlington, et. al.

Jennifer Ramirez: SPED teacher in Levelland ISD

Serenda Weathers: Realtor with Keller Willams and former educator

Kevin Gowins: Owner of Courier Network, LLC

(JB Wright, Gen 20 charter school application, 2015)

GOVERNANCE - BOARD OF DIRECTORS

Narrative Page



For a list of specific activities that make up each financial projection below, refer to the start-up tab located in the *Financial Plan Workbook*. Applicants should make sure that the projections below match any budgeted items in the workbook.

FINANCIAL INFORMATION - START-UP YEAR EXPENSES

I. What are the expected *personnel costs* for the start-up year zero? 85,207

II. What are the expected *contracted service costs* for the start-up year zero? 3,000

III. What are the expected *school operation costs* for the start-up year zero? 27,949

IV. What are the expected *facility operation and maintenance costs* for the start-up year zero? 1,786

V. State the fiscal year end-date for the Sponsoring Entity. *mm/dd* 831

VI. State the fiscal year end-date for the Charter.

June 30

August 31



Per Texas Education Code §44.0011, a fiscal year for a school district or charter shall begin on July 1 or September 1 of each year.

NARRATIVE (1) - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

Include any contingencies if funding is not as anticipated.

NARRATIVE (2) - Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Provide funding/revenue sources that can be fully supported by *Verifiable Proof of Secured Funds* documentation.
- Present revenues that cover expenditures.
- Present start-up time frames that are consistent with any and all other time frames within the application.
- Present all start-up expenses and revenues are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

NARRATIVE (1) - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

Including any contingencies if funding is not as anticipated.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

We anticipate we will need approximately \$127,000 in expenses in during budget year zero. This is detailed in the financial plan workbook. We call for \$57,500 to be spent in administrative personnel costs; \$26,649 in instructional personnel cost for a total of \$85,207 in personnel costs; \$27,949 in school operations costs and \$1,786 in total facility and operation maintenance.
We are confident that the funding for these activities will be funded and personal funds can be used if need be and proof of that contingency can be provided.

NARRATIVE (2) - Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

Seed funding from a non-profit. Family funding. Public charter school start up grant.



The term "initial contract period" refers to the initial five-year period of time to which a charter is authorized to operate. The term "collected" refers to any transfer of property [monetary or otherwise] that was gifted to the applicant prior to submitting this application *ex. Cash, check, delivered furniture etc.* The term "firm commitment" refers to any donation [monetary or otherwise] that has been promised, but not yet transferred. The term "Anticipated" refers to any donation [monetary or otherwise] that has been calculated on the reasonable belief that a donation will transpire at some point in the future. The term "Contingent upon Charter" refers to a donation [monetary or otherwise] that has been promised but will not be transferred until the applicant is awarded a charter.

FINANCIAL INFORMATION - SOURCES OF FUNDS

I. What is the cumulative amount of donations COLLECTED? If any...

How many donors reflect this amount?

II. What is the cumulative amount of donations received with a FIRM COMMITMENT ? If any...

How many donors reflect this amount?

III. What is the cumulative amount of all other donations ANTICIPATED? If any...

How many donors reflect this amount?

IV. What is the cumulative amount of donations CONTINGENT UPON CHARTER ? If any...

How many donors reflect this amount?



A child who is eligible for enrollment in a prekindergarten (PK) class under Texas Education Code, 29.153, *Free Prekindergarten for Certain Children*, will only generate half-day attendance. Prekindergarten classes must operate on a half-day basis unless funding other than *Foundation School Program (FSP)* funding is used to offer a full-day PK program.

NARRATIVE(1) - Explain the source of funds, property, or other resources expected to be available during the initial five-year charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

NARRATIVE (2) - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

Press to Input Narrative Response

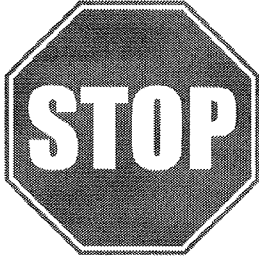
Evaluation Criteria

A response that meets the standard will:

- Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application.
- Present *Average Daily Attendance (ADA)* estimates that are congruent with the estimated student demographics, count, and grade level.
- Present revenues that cover expenditures.
- Include specific calculations for revenues, expenses, and how all amounts were derived.
- Clearly describe all sources of costs and repayment terms for operational revenue that are used to pay for expenses incurred during the start-up period, if any.
- Present expenses and revenues that are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

I. Does the applicant plan to outsource services?

Yes No



ONLY COMPLETE THIS PAGE IF ... you indicated "yes" above that the Charter School will outsource services to a management company or other service provider. A management company refers to a person or entity, other than a charter holder, who provides for an Open-Enrollment Charter School. If you indicated "no" above, proceed to the next page.

II. What area(s) of service will be outsourced?

Check all that apply.

- Human Resources *Beginning in Year* 1 2 3 4 5
- Food Services *Beginning in Year* 1 2 3 4 5
- Transportation *Beginning in Year* 1 2 3 4 5
- Janitorial and Grounds *Beginning in Year* 1 2 3 4 5

Other

III. Does the applicant plan to negotiate service agreements with any organization(s) and/or individual(s) that will include any form of financial accounting, payroll, and/or tax accounting services?

Yes No

Beginning in Year 1 2 3 4 5

IV. Briefly describe the fee structure of the Charter Management Organization (CMO) contract.

NA

NARRATIVE: Identify each provider and detail what their respective roles, duties, and qualifications will be. Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

Include discussion on costs, timelines, and the selection process of prospective vendors.

Press to Input Narrative Response

Evaluation Criteria
A response that meets the standard will:

- Rationalize the need for each proposed service.
- Discuss the professional qualifications that are required and expected of those to be retained for each service proposed.
- Detail specific costs, timelines, and selection processes of prospective vendors.
- Present costs that are congruent with the financial workbook.

FINANCIAL INFORMATION COLLECTION SYSTEM

I. Is the applicant an Out-of-State organization?

Yes No



ONLY COMPLETE THIS PAGE IF ... you indicated "yes" above that the applicant is an *Out-of-State* organization. If you indicated "no" above, you are done with the narrative portion of this application.

II. List all other states in which the applicant currently operates, or has in the past operated a Charter School(s).

Include the years each school was opened.

III. Number of schools currently serving the following grades outside the State of Texas.

Elementary School

Middle School

High School

IV. All other states in which the applicant plans to apply and(or) begin serving students within the next five years.

Include all proposed year(s) of opening.

V. Applicant currently has a pending charter school application in another states.

Yes No

If yes, list all states

NARRATIVE (1) - Provide an overview for the *out-of-state* organizations' overall strategic vision, desired impact goals, five-year growth plan, and rationale for developing a charter school in Texas.

NARRATIVE (2) - Discuss all currently targeted markets/communities and criteria for selecting them. Including projected enrollments.

NARRATIVE (3) - Discuss the challenges associated with operating a charter in Texas compared to operating in the current state(s) of operation.

Press to Input Narrative Response

OUT-OF-STATE CHARTER OPERATIONS--VISION & GROWTH

Evaluation Criteria

A response that meets the standard will:

- Present a clear growth plan that is supported by a solid rationale, specifically related to how expansion into Texas is a good fit.
- Establish measurable impact goals.
- Provide clear selection criteria for other target markets/communities and projected enrollment.
- Establish a capacity to learn from past challenges as demonstrated by: (1) addressing current challenges associated with operating a charter in Texas; (2) discussing comparable challenges; and (3) articulating successful and applicable solutions.

I. Identify the *out-of-state* organization's leadership team and their specific roles and responsibilities. *Input answer here or applicant may click the button at the bottom of the page for a larger writing space. Do not write in both.*

II. Total Number of Support Services



The term “**support services**” refers to any service that will be provided by the out-of-state organization for the purposes of assisting the proposed charter school succeed. Such services might include *software, mentoring, professional development, technical support etc.*

NARRATIVE (1) - Discuss all shared or centralized support services, including all associated costs, that the *out-of-state* organization will provide to the school in Texas.

NARRATIVE (2) - Explain how the relationship between the governing board and the school administration will be managed.

NOTE - The governing body of an Open-Enrollment Charter School accepts ultimate responsibility for the school- including the school's academic performance, financial, and operational viability. The governing board may not delegate this responsibility and is also responsible for (a) overseeing any management company that actively provides management-services for the school; and (b) holding the management company accountable for the school's performance.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Establish a capable network leadership team with defined roles and responsibilities.
- Demonstrate a capacity to lead the short - and long-term success of the school(s) as part of the growing network.
- Describe a clear structure of the support service framework.
- Detail all specific services.
- Provide costs associated with specific services and describe how those costs will be allocated among campuses.
- Identify specific service goals.
- Present a clear plan for management of the relationships between the governing board and school administration.



The Texas Education Agency will use the information in this section to assess the (1) academic, (2) organizational, and (3) financial performance records of the organization and its charter schools. The Agency reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information. Including academic proficiency data, growth data, recent renewal evaluations, site reports, and independent financial audit reports.

I. Applicant's national charter school portfolio contains at least one school that was previously approved by any charter authorizer, but failed to open or did not open on-time. Yes No

If yes, provide reasons for the failure or delay.



This section has a required Attachment OS1 Charter School Performance Data.

NARRATIVE: If the *out-of-state* organization's national charter school portfolio contains at least one school that contained performance deficiencies or compliance violations that have led to formal authorizer intervention within the last five years [including shortened or conditional renewals], provide an explanation and how such deficiencies or violations were resolved.

Press to Input Narrative Response

Evaluation Criteria

A response that meets the standard will:

- Demonstrate strong student academic performance data in Attachment OS1 among student population(s) similar to the proposed school.
- Demonstrates strong financial performance data in Attachment OS1.
- Demonstrates strong organizational performance data in Attachment OS1.
- Establish a capacity to learn from past challenges/mistakes, demonstrated by: (1) failed openings; (2) delayed openings; (3) resolution of performance deficiencies; and(or) (4) violations that have led to formal authorizer intervention within the last five years.

Provide the following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in September. Applicants who attended both sessions need only submit one document.

TEA hosted identical Applicant Information Sessions on September 13 and 19, 2016, of which applicants were required to attend one. Each session provided details about applying for and holding a charter in the state of Texas, the contents of the RFA documents, the application preparation guidelines and submission requirements for both electronic and hard copy application documents. Attendees received a *Proof of Attendance* document at the conclusion of each session.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions. It was recommended that the person(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

Texas Education Agency
Division of Charter School Administration

Generation Twenty-Two Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to charterapplication@tea.texas.gov prior to attending the applicant information session.

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Heritage Preparatory Academy

Sponsoring Entity Name *as reflected on the 501(c)(3)*: Heritage Public Charter Schools

Application Contact Name: Bryndan Wright 

Title/Role: Superintendent/Board Member

Email: [REDACTED] Phone: 817-714-3494

Board Member Attending: Bryndan Wright

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Date of Session: Tuesday, September 13, 2016, 9:00 a.m. - 1:00 p.m.

Monday, September 19, 2016, 9:00 a.m. - 1:00 p.m.

RECEIVED
TEXAS EDUCATION AGENCY
2016 SEP 13 AM 9:34
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Submit the completed form at least 24 hours prior to the session indicated above to charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact John Garland at 512-463-3533 or john.garland@tea.texas.gov.

Provide the following:

The actual posting as printed in the newspaper along with the header of the page printed at the top of the newsprint stating the name of the paper and date published.

Each notice shall include:

- the proposed school/campus name;
- the sponsoring entity name;
- date, time, and place of meeting; and
- the names of all sponsoring entity board members.

Applicants must hold a public meeting in the proposed charter school campus' geographic area to publicly discuss the application for the charter school. This meeting must take place no earlier than 18 months before the charter application due date. Any person may be present at and participate in the meeting.

The applicant shall publish a notice of the meeting in a newspaper of general distribution in the geographic area proposed for the school.

- Any application that only provides evidence of notices from circular publications offered for free (such as neighborhood-specific flyers, including but not limited to, the GreenSheet) will be deemed ineligible as these publications are considered newspapers of deminimus distribution.
- Any application that only provides evidence of publication in electronic media will be deemed ineligible.



**CLASSIFIED
ADVERTISING**

PROOF

Printed by: clopez
at: 3:47 pm
on: Monday, Nov 21, 2016

Ad #: 33895274

808 Throckmorton St.
Fort Worth, Texas 76102
817-390-7400
817-390-7520 Fax

Account Information

Ad Information

Phone #: (817) 714-3494
Name: HERITAGE PUBLIC CHARTER SCHOOLS
Address: 1701 EAST MAYFIELD ROAD
|
| ARLINGTON TX 76014

Classification: Legal Notices
Publications: Star Telegram Arlington Daily
Star Telegram NE Daily

Acct #: 7143494HERI
Client:
Placed By: J. Bryndan Wright
Fax #:

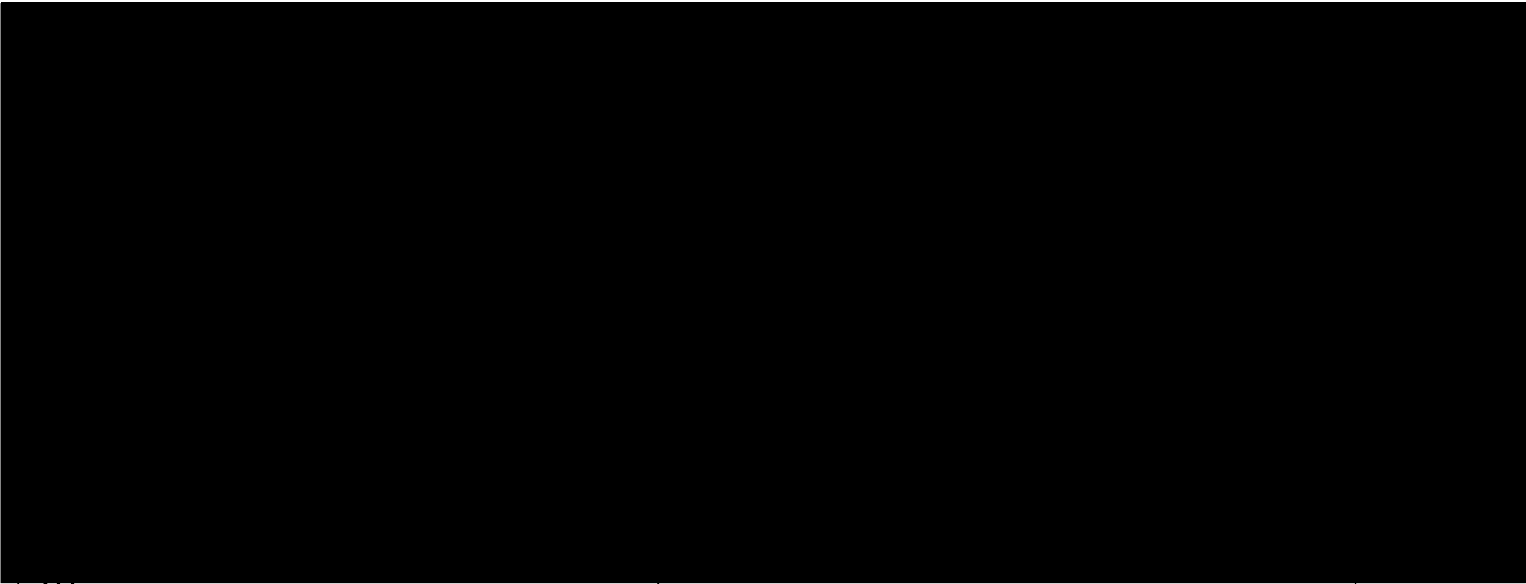
Start Dated: 11-23-16 Size: 1 x 17.000
Stop Date: 11-23-16 Bill Size: 17.00 lines-6.5pt
Insertions: 2
Rate Code: Legal Notices Ad #: 33895274
Taken By: Christine Lopez Ad Type: Liner Ad

Ad Copy:

NOTICE OF Public Meeting
Heritage Public Charter Schools will hold a public meeting on November 30, 2016 at 7:00 p.m. The meeting will be held at Mayfield Road Baptist Church, located at 1701 E. Mayfield Road, Arlington, TX 76014. The purpose of the meeting will be to discuss establishing Heritage Preparatory Academy as a public charter school serving Arlington and surrounding communities. Heritage Preparatory Academy board members are Steven Mickelson, Carl Foster, Kevin Gowins, Serenda Weathers, Jennifer Ramirez and Geoffrey Mitchell.

Amount Due: \$ 118.02

Heritage Public Chart Schools - Heritage Preparatory Academy
Public Meeting Sign-in - November 30, 2016
1701 E. Mayfield Road, Arlington, TX 76014



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Provide the following:

Certified mail receipt cards showing the dates the Statement of Impact forms and Application Coversheets were received by the superintendent of each traditional district from which the proposed school intends to draw students. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each school district, fees paid, and the date mailed will be accepted.

Mailing address must include the name of the school district to which the information was sent.

Applicants shall send a Statement of Impact Form (found at, <http://tea.texas.gov/charterapp.aspx>) and Application Coversheet to the superintendent of each traditional district from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any adverse impact the proposed school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Additionally, applicants must also send a Statement of Impact Form and Application Coversheet to:

- the President of the Board of Trustees of each traditional district from which the proposed school intends to draw students,
- each member of the Texas legislature that represents the geographic area to be served by the proposed school, and
- the State Board of Education member that represents the geographic area to be served by the proposed school.

See Texas Education Code (TEC) §12.1101.

7016 1970 0000 3270 5741

U.S. Postal Service™
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 Domestic Mail Only

For delivery information, visit our website at www.usps.com®

ARLINGTON, TX 76013

Certified Mail Fee	\$3.30	0115 02	Postmark Here
Extra Services & Fees (check box, add fee)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
Postage	\$0.47	12/02/2016	
Total Postage and Fees	\$3.77		

Sent To: *Supt. Marcelo Cavazos ARLINGTON*
 Street and Apt. No., or PO Box No.: *1203 W. Pioneer Pkwy ISD*
 City, State, ZIP+4: *Arlington, TX 76013*

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 1970 0000 3270 5727

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®

ARLINGTON, TX 76016

Certified Mail Fee	\$3.30	0115 02	Postmark Here
Extra Services & Fees (check box, add fee)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
Postage	\$0.47	12/02/2016	
Total Postage and Fees	\$3.77		

Sent To: *Rep. Tony Tinderholt*
 Street and Apt. No., or PO Box No.: *4381 W. Green Oaks Blvd, Ste 107*
 City, State, ZIP+4: *Arlington, TX 76016*

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 1970 0000 3270 5772

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GRAND PRAIRIE, TX 75052

Certified Mail Fee	\$3.30	0115 02	Postmark Here
Extra Services & Fees (check box, add fee)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
Postage	\$0.47	12/02/2016	
Total Postage and Fees	\$3.77		

Sent To: *Supt. Susan Hall - GPISD*
 Street and Apt. No., or PO Box No.: *2602 S. Beltline Rd.*
 City, State, ZIP+4: *Grand Prairie, TX 75052*

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 1970 0000 3270 5734

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For delivery information, visit our website at www.usps.com®

WEATHERFORD, TX 76086

Certified Mail Fee	\$3.30	0115 02	Postmark Here
Extra Services & Fees (check box, add fee)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
Postage	\$0.47	12/02/2016	
Total Postage and Fees	\$3.77		

Sent To: *SBOE PAT HARDY*
 Street and Apt. No., or PO Box No.: *900 NORTH ELM*
 City, State, ZIP+4: *Weatherford, TX 76086*

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 1970 0000 3270 5758

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®

MANSFIELD, TX 76063

Certified Mail Fee	\$3.30	0115 02	Postmark Here
Extra Services & Fees (check box, add fee)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
Postage	\$0.47	12/02/2016	
Total Postage and Fees	\$3.77		

Sent To: *Supt. Jim Vaszauskas*
 Street and Apt. No., or PO Box No.: *605 East Broad - MISD*
 City, State, ZIP+4: *Mansfield, TX 76063*

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 1970 0000 3270 5710

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®

ARLINGTON, TX 76010

Certified Mail Fee	\$3.30	0115 02	Postmark Here
Extra Services & Fees (check box, add fee)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
Postage	\$0.47	12/02/2016	
Total Postage and Fees	\$3.77		

Sent To: *Rep. Chris Turner*
 Street and Apt. No., or PO Box No.: *1600 E. Pioneer Pkwy., Ste 515*
 City, State, ZIP+4: *Arlington, TX 76010*

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

56

7016 1970 0000 3270 5765

U.S. Postal Service™
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Domestic Mail Only

For delivery information, visit our website at www.usps.com®

FORT WORTH, TX 76107

Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

0115
02

Postmark
Here

Postage	\$0.47
Total Postage and Fees	\$3.77

12/02/2016

Recipient Name: **Supt. Kent Scribner - FWISD**
 Street and Apt. No. or PO Box No.: **100 N. University**
 City, State, ZIP+4: **Fort Worth, Tx 76107**

PS Form 3800, April 2010 PSN 7530-01-000-9017 See Reverse for Instructions

Provide the following:

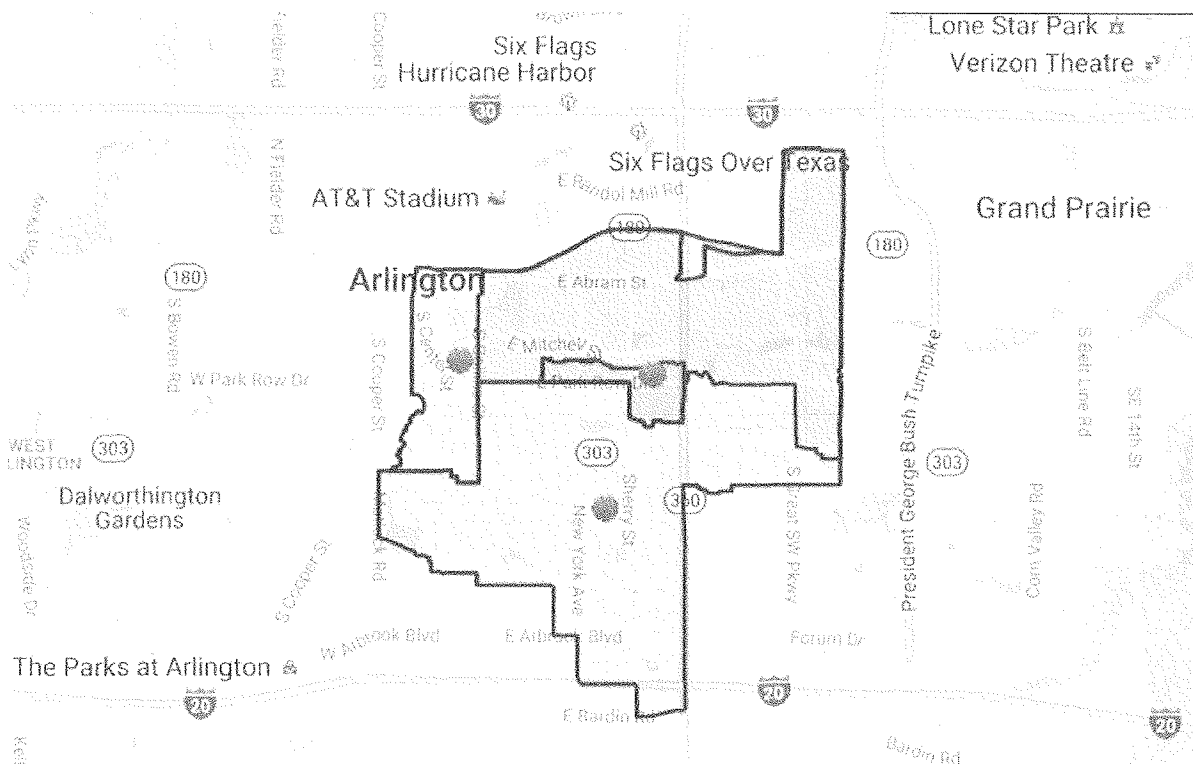
State the proposed school's primary attendance boundary by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

If the proposed charter school will have a secondary attendance boundary in accordance with 19 Texas Administrative Code (TAC), §100.1207(f) (e.g., it will admit students who reside outside of the primary geographic boundary just described), once all eligible applicants who reside within the primary geographic boundary have submitted a timely application and have been enrolled, the school may accept students from the secondary boundary if it hereby adopts a transfer policy. If the charter elects to have a transfer policy, list the school districts from which the proposed charter school will establish its secondary boundary. *Do not list the charter schools located within the designated geographic boundary.*

Attachment A4 – Geographic Attendance Boundary

Primary Attendance Boundary of the Heritage Preparatory Academy:

Arlington, TX ISD – Sam Houston High Schools and feeder schools



Heritage Preparatory Academy hereby adopts a transfer policy to include the

Following Secondary Attendance Boundaries:

Fort Worth, TX ISD

Grand Prairie, TX ISD

Mansfield, TX ISD

HERITAGE PREPARATORY ACADEMY
1401 Merion Drive, Mansfield, TX 76063 682-999-8414

Provide the following:

State the teacher to student ratio to be maintained. If different grades will have different ratios, so state and provide the information per each grade.

Heritage Preparatory Academy

Teacher / Student Ratios

Kindergarten - 1 Teacher per 15 Students

1st Grade - 1 Teacher per 18 Students

2nd Grade - 1 Teacher per 18 Students

3rd Grade - 1 Teacher per 18 Students

4th Grade - 1 Teacher per 22 Students

5th Grade - 1 Teacher per 22 Students

6th Grade - 1 Teacher per 25 Students

7th Grade - 1 Teacher per 25 Students

8th Grade - 1 Teacher per 25 Students

9th Grade (2019) - 1 Teacher per 25 Students

10th Grade 50 (2020) - 1 Teacher per 25 Students

11th Grade 50 (2021) - 1 Teacher per 25 Students

12th 50 (2022) - 1 Teacher per 25 Students

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, provide a sample scope and sequence for one foundation course for each division of grade levels, or portion thereof, the applicant proposes to serve: grades K-5, grades 6-8, and/or grades 9-12. If proposing to serve grades K-5, the applicant shall submit a sample scope and sequence for a third grade foundation subject. If proposing a grade 6-8 program, the applicant shall submit a sample scope and sequence from a foundation subject in grade seven or eight. A proposal to serve grades 9-12 shall include a sample scope and sequence from a ninth or tenth grade foundation course. The scope and sequence shall identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). It should also provide three (3) sample lessons, which reference the TEKS they are aligned with. It is not necessary to submit a complete curriculum or TEKS alignment for all subjects and grades that the proposed charter will serve.

Based on the grade offerings proposed, the applicants could be required to submit one, two, or three separate scope and sequence documents in response to this attachment.

5th Grade Science Scope & Sequence

Physical

Unit 1-Measurable Properties of Matter —20 Days

5.5A Classify matter based on physical properties, (mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating))

5.5B Identify the boiling and freezing/melting points of water on the Celsius scale

3.5 C Predict, observe & record changes in the state of matter caused by heating or cooling

Unit 2- Mixtures & Solutions —7 Days

5.5A Classify matter based on physical properties, (solubility in water

5.5C Demonstrate that some mixtures maintain physical properties of their ingredients

5.5D Identify changes that can occur in the physical properties of the ingredients of solutions

Unit 3- Force, Motion, & Energy —12 Days

3.6B Demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done

5.5A Classify matter based on physical properties, (ability to conduct or insulate thermal energy or electric energy)

5.6A Explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy

5.6B Demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound

5.6C Demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected and refracted

5.6D Design an experiment that tests the effect of force on an object

Earth

Unit 4- Natural World Patterns and Interactions —15 Days

3.8D Identify the planets in Earth's solar system and their position in relation to the Sun

4.8A Measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key

4.8B Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process

4.8C Collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time

5.8A Differentiate between weather and climate

5.8B Explain how the Sun and the ocean interact in the water cycle

5.8C Demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky.

5.8D Identify and compare the physical characteristics of the Sun, Earth, and Moon

Unit 5-Constant Changing of the Earth's Surface —15 Days

3.7B. investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides

5.7B. recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice

Unit 6-Earth's Resources —15 Days

4.7A. examine properties of soils, (color and texture, capacity to retain water, and ability to support the growth of plants)

4.7C Identify and classify Earth's renewable resources, (air, plants, water, and animals) and nonrenewable resources, (coal, oil, and natural gas) and the importance of conservation

5.7A Explore the processes that led to the formation of sedimentary rocks and fossil fuels

5.7C Identify alternative energy sources

5.7 D Identify fossils as evidence of past living organisms and the nature of the environment at the time using models.

Life

Unit 7-Ecosystems —18 Days

3.9A Observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem

5.9A Observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements

5.9B Describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers

5.9C Predict the effects of changes in ecosystems caused by living organisms, including humans

5.9D Identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals

Unit 8-Organisms & the Environment —19 Days

3.10C Investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles

5.10A Compare the structures and functions of different species that help them live and survive

5.10B Differentiate between inherited traits of plants and animals and learned behaviors

5.10C Describe the differences between complete and incomplete metamorphosis of insects

64

Grade 5 Science
Curriculum Document: First Six Weeks, Unit 1 (20 Days)

Unit 1: Properties of Matter

Enduring Understandings:

- Everything, living and non-living is made of matter.
- Different matter has different properties that make them unique and useful in different ways.
- Physical properties of matter can be observed, measured, or changed without changing the substance itself.
- Matter can be sorted and described by their physical properties.
- Materials have observable and measurable properties that can be changed.
- Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.

HMH references the new **Instructional Resources by Houghton Mifflin Harcourt**

Core Teacher Resource Codes: HMH (Houghton Mifflin Harcourt), (SS (ScienceSaurus), CR (Content Reader), DL (Digital Lesson), FC (Flip Chart), WB (Interactive White Board), TE (Teacher Edition)



Assessment Codes: Engage Your Brain (EB), Assessment Guide (AG), Texas Assessment Review and Practice (TARP), Develop Science Concept (DSC), Develop Inquiry Skills (DIS), Unit Review (UR), Sum it Up/ Brain Check (SB)

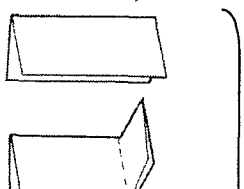
[Houghton Mifflin Harcourt Texas Resource and Support Center Web Site](#)

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
<p>5.4 Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:</p> <p>(A) <u>collect, record, and analyze</u> information using tools including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums.</p> <p>Collect: to bring together in a group or mass; gather Record: to put in writing for the purpose of preserving evidence Analyze: To examine carefully in detail by separating into parts and studying interrelations so as to identify causes, key factors, possible results, etc.</p> <ul style="list-style-type: none"> • <i>The term notebook may be used interchangeably with journal.</i> • <i>The science notebook is a tool to record all thoughts, ideas, questions, processing and new understandings. Contents of the science notebook may include:</i> 	<p>Instructional Focus: Science Notebooks</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Set up a science notebook and communicate the importance of using a notebook. <p>CORE Teacher Resources:</p> <p>Instructional Approach:</p> <p>The PowerPoint below is generalized and should be modified to include personal choices for your student notebooks.</p> <p>The Science Department expects students to use their science notebooks throughout the year for thinking, responding, creating, processing, and recording.</p> <ul style="list-style-type: none"> • <u>Science Notebooking</u>, ppt Share with students while facilitating the setting up of their own personal Science notebook. Lead discussion of the famous scientist’s notebook examples including what they recorded and why they recorded what they did. • Lead a discussion about why we use notebooks. <p>Optional Teacher Resources:</p> <ul style="list-style-type: none"> • <u>My Science Notebook</u>, doc • <u>Notebook Starters</u>, doc • Facilitate students contributing to a circle map about Science Notebooks before and after the powerpoint and 		<p>Concepts: Scientist Tools</p> <p>Identification: Collect Record Science Notebook</p>	<p>What is the purpose for keeping a science notebook?</p> <p style="text-align: right;">67</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
<p><i>drawings, thinking maps, tables, charts, graphs, Frayer model vocabulary, experiments and assessments such as reflections of learning, questions, and new understandings.</i></p>	<p>class discussion.</p> <ul style="list-style-type: none"> Share an example of a teacher's science notebook, a famous scientist notebook (see pdf) and/or a former student's science notebook. 	<p>+/- 45 minutes</p>		
<p>5.2 Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:</p> <p>D analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence Analyze: to examine carefully in detail by separating into parts and studying interrelations so as to identify causes, key factors, possible results, etc. Interpret: to give or provide the meaning of; explain Construct: to build or form by putting together parts; frame; devise Explain: to make plain or clear; render understandable; to make known in detail</p> <p>5.3 Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:</p> <p>C draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works. Draw: to sketch (someone or something) in lines or words; delineate; depict; to frame or formulate Develop: to elaborate or explain in detail</p> <p>5.4 Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:</p> <p>B use safety equipment, including safety goggles and gloves. Use: to employ for some purpose; put into service; make use of</p>	<p>Instructional Focus: Scientific Communication</p> <p>Students Will:</p> <ul style="list-style-type: none"> Work together to build a structure through verbal communication, listening, inferring, asking questions. Follow safety procedures when working with the materials to build the structure. <p>CORE Teacher Resources:</p> <ul style="list-style-type: none"> <u>Lab Safety</u>, ppt Use this ppt before beginning the following lab. You may begin with having students make a four column chart labeling each column with General Safety Rules, Glassware Safety, Chemical Safety, and Electrical Safety. Then have them add any safety guidelines they have previously learned. This would be a good time to have them use a Kagan Structure (Stand Up, Hand Up, Pair Up) to share with a partner and get more ideas to add to their columns. When going over the ppt allow time for students to add to their columns. <u>Safety Contract</u>, doc You will need to review this form and have students sign. Be sure to revisit it prior to any type of investigation. Lab: <u>Collaboration for Communication</u>, pdf This article provides background information for teachers as well as the activity to facilitate with follow up questions. <p>Instructional Approach: It is best to use at least one material that students will need to wear goggles when handling (sand, salt, sugar, any fluid) so that you may directly discuss and model safety procedures from the <u>Lab Safety</u> ppt.</p>	<p>+/- 45 minutes</p>	<p>Concept: Communication</p> <p>Identification: Ask Questions Descriptive Investigation Give directions Inferencing Observations Safety</p>	<p>Why is it important to communicate effectively with each other when working together on a project?</p>
<p>5.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.</p> <ul style="list-style-type: none"> <i>Matter—everything that has mass and volume. Matter is what everything is made of.</i> 	<p>Instructional Focus: (Prerequisite) Matter Answer the scientific question: "What is Matter?"</p> <p>Students Will:</p> <ul style="list-style-type: none"> Participate in discussion and activity to apply the scientific term "matter" to what everything is made of. 		<p>Concept: Matter</p> <p>Identification: Gas Liquid</p>	<p>Use the terms: matter, particles, stuff, solid, liquid, and gas to answer the question: What is matter?</p>

65

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
	<p>CORE Teacher Resources: Background Information: The terms, "matter" and "mass" are new to students at first. They are confusing, perhaps because they are synonyms for words they already know (like "stuff" and "weight"). Confusion may also relate to the perception that solids, liquids, and gases must be fundamentally different. If I perceive these to be different, how can I call them all "matter"? The following lessons should make the concepts clear and to see why we need these terms.</p> <ul style="list-style-type: none"> • <u>What Are Things Made Of?</u>, ppt <p>Optional Teacher Resources:</p> <ul style="list-style-type: none"> • Utah Science Cyber-Text Link: Matter Everything Page Please, only cover physical properties and changes. Chemical properties and changes will be introduced in 6th grade. 	<p>+/- 10 minutes</p>	<p>Solid Stuff</p>	
<p>Access Prior Knowledge: Because this is a concept that our students continue to struggle we wanted to give you the background that students should have mastery of prior to 5th grade. Use this information to activate prior knowledge and flesh out misconceptions.</p> <p>Matter and energy. The student knows that objects have properties and patterns. The student is expected to:</p> <ul style="list-style-type: none"> • K.5A—observe and record properties of objects, including ...shape, color, and texture. • 1.5A—classify objects by observable properties of the materials from which they are made. <p>Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:</p> <ul style="list-style-type: none"> • 2.5A—classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid • 3.5A—measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float <p>Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <ul style="list-style-type: none"> • 4.5A—measure, compare, and contrast physical properties of matter, including size, mass, volume, states 	<p>Instructional Focus: (Prerequisite) Physical Properties Identify that scientists describe the physical properties of matter by observation using our 5 senses</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Discuss (Turn & Talk), describe, and list physical properties of different objects • Connect the physical properties of different objects to the sense used to observe them. <p>CORE Teacher Resources:</p> <ul style="list-style-type: none"> • Background Information: Physical properties are the characteristics of a substance. The way something is shaped is one of its properties. The way it smells is another property. So is its mass. Any characteristic of matter that can be observed without changing the substance is a physical property. Color, size, shape, density, melting point, freezing point, and physical state are some physical properties. No two substances have exactly the same set of properties. • <u>Senses & Properties</u>, ppt Use this powerpoint to help students identify how scientists use their senses to observe and describe matter. 5.2G • Have students add descriptive words for observing physical properties of matter to a <u>Properties Chart</u>, doc or <u>Physical Properties ABC</u>, doc. • Bilingual: Discovery Works p. C13 <p>Optional Teacher Resources:</p>	<p>Concept: Properties</p> <p>Identification: Describe Ears Eyes Five Senses Hear Nose Observation Scientist See Sight Skin Smell Taste Tongue Touch</p>	<p>Assess student's independent work from Senses and Properties</p> 	

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<p>(solid, liquid, gas), temperature, magnetism, and the ability to sink or float</p> <ul style="list-style-type: none"> We use our senses to make observations, collect information, and describe objects in our world. These observations are known in the scientific world as "physical properties" Physical: Having material existence, observable especially through the senses Physical properties include observable and measurable characteristics of objects and may include but not be limited to, size, shape, color, texture, flexibility, hardness, temperature, mass, magnetism, volume, physical state 	<ul style="list-style-type: none"> Utah Science Cyber-Text Link: Matter changes Properties Chart Example, doc 	<p>+/- 15 minutes</p>		<p>67</p>												
<p>5.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <ul style="list-style-type: none"> classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy. <p>Classify: to arrange or organize according to class or category</p> <ul style="list-style-type: none"> Properties of matter can be described by the organization and movement of the particles in the different states – solid, liquid and gas. Solid: A form of matter that has a definite shape and takes up a definite amount of space (particles are close together and do not move around very much) Liquid: A form of matter that takes up a definite amount of space but has no definite shape (particles move more freely and flow over and around each other) Gas: A form of matter that does not take up a definite amount of space and has no definite shape (particles move freely in all directions; they spread out until they hit the walls of the container) 	<p>Instructional Focus: States of Matter Explore and identify physical properties of the three states of matter</p> <p>Students Will:</p> <ul style="list-style-type: none"> Identify different substances made of each state of matter (solids, liquids, and gases) Classify the physical states of matter using pictures and graphics (in a foldable) Compare characteristics of each state of matter Describe each state of matter using words, pictures, and examples. Record descriptive words on the Properties Chart, doc <p>CORE Teacher Resources:</p> <ul style="list-style-type: none"> Solids, Liquids, and Gases, McGraw Hill Science (MH) 322, 324 & 330 Students may partner read and paraphrase the information gleaned from the text. Have students add descriptive words for physical properties of states of matter to a Properties Chart, doc or Physical Properties ABC, doc. States of Matter Foldable, doc OR States of Matter Table: <p>Front</p> <table border="1" data-bbox="850 1331 1375 1380"> <tr> <td>Solid</td> <td>Liquid</td> <td>Gas</td> </tr> </table> <p>Inside:</p> <table border="1" data-bbox="850 1412 1375 1575"> <tr> <td>Properties of a Solid</td> <td>Properties of a Liquid</td> <td>Properties of a Gas</td> </tr> <tr> <td>Picture</td> <td>Picture</td> <td>Picture</td> </tr> <tr> <td>Examples</td> <td>Examples</td> <td>Examples</td> </tr> </table>	Solid	Liquid	Gas	Properties of a Solid	Properties of a Liquid	Properties of a Gas	Picture	Picture	Picture	Examples	Examples	Examples	<p>Concept: States of Matter</p> <p>Identification: Definite shape Describe Flows Gas Liquid Move Particles Physical Property Physical State Property Rigid Shape Solid Spread Volume</p>	<p>Use analogies (bridge map) to compare states of matter.</p> <p>Ice \wedge Water \wedge Vapor as</p> <p>Solid Liquid Gas</p> <p>Relating factor=state of matter</p>	<p>67</p>
Solid	Liquid	Gas														
Properties of a Solid	Properties of a Liquid	Properties of a Gas														
Picture	Picture	Picture														
Examples	Examples	Examples														

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	<p>Fold paper in half hot dog style. Then fold the half sheet in thirds. Open the thirds and cut on the top flaps on fold line to create top flaps with the bottom half of the paper intact.</p> <ul style="list-style-type: none"> • Discovery Education Video Link, Defining the Three States of Matter Segment 1 (2:40) • Facts on File Picture Link, Solids, Liquids and Gases Diagram <p>Optional Teacher Resources:</p> <ul style="list-style-type: none"> • Technology States of Matter PPT Directions, doc These directions guide you through how to facilitate students creating a powerpoint that illustrates and describes their understanding of the three states of matter. • Technology States of Matter PPT Example, ppt This just gives you an idea of what you could expect. • Teacher Background Matter, doc • Utah Science Cyber-Text Link: Get Physical • Is It Matter? pdf Physical Science Assessment Probes We recommend using this as a preassessment, hanging on to it until after unit 3, then returning it to students to revise. ☺ They'll be amazed at their deeper understanding. • Pre-assess with: "100 Activities: Warm Up to Science TEKS-based Engagement Activities for Grade 5" ("Region 4 Warm Up" pg. 258) • Review States of Matter with Matter Song, pdf a song in: Shake and Learn resource provides support and enrichment for kinesthetic and musical learners. • Warm Up Activity, MH Teacher's Edition pp.290 • BBC Bitesize Science Link, Solids, Liquids and Gases Use information from this site to help students understand the behavior of matter. Click on Activity at the bottom of the screen for an animation that students may do independently in the computer lab or you may complete together. • Properties Chart Example, doc 	<p>+/- 30 minutes</p>		<p>68</p> <p>69</p>
	<p>Instructional Focus: Classify States of Matter Classify the physical properties of matter based on the physical state including solid, liquid, and gas.</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Classify matter based on its physical state <p>CORE Teacher Resources: New HMH Resources:</p>		<p>Concept: States of Matter</p> <p>Identification: Definite shape Describe Flows Gas Liquid</p>	<p>How are liquids and gases alike? How are they different?</p> <p>HMH Resources: Assessment Guide (AG)- p.51- #9, 11, 18, 4 p.49 #1</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
	<ul style="list-style-type: none"> • SS p. 261-264 • CR p. 115 • DL slide #4 & #7 • TE p. 114 • <u>States of Matter Match</u>, pdf Have students match, justifying the placement of each by characteristics/properties of each state of matter. 	<p style="text-align: right;">+/- 10 minutes</p>	Move Particles Physical Property Physical State Property Rigid Shape Solid Spread Volume	Develop Science Concept (DSC)- TE p.113 68 Develop Inquiry Skills (DIS)- TE. 113 Unit Review (UR)- TE p. 143-146 Sum it Up/ Brain Check (SB)- p.120 Differentiated Level Questions: p. 115
<p>5.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <p>A. classify matter based on physical properties, including <u>mass</u>, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy.</p> <p>Classify: to arrange or organize according to class or category</p> <ul style="list-style-type: none"> • <i>Mass: The measure of the amount of matter, or “stuff” in an object.</i> <p>5.2 Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:</p> <p>C <u>Collect information</u> by detailed observations and accurate measuring</p> <p>Collect: to bring together in a group or mass; gather</p> <p>Observe: to regard with attention so as to see or learn something</p> <p>Measure: to ascertain the extent, dimensions, quantity, capacity, etc., of, especially by comparison with a standard; to mark, lay out, or establish dimensions for</p>	<p>Instructional Focus: Physical Property: Mass Explore and identify mass as a physical property of matter.</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Use a triple-beam balance to measure and record the mass of common objects in different states (ice cube & ice cube melted; 5 crackers whole & 5 crackers crushed; 1 gram of salt mixed in 5 ml of water & 1 gram of salt evaporated from 5 ml of water; etc) • Think –Pair – Share how the mass of different objects remains the same even when the state or properties of the matter changes. • Identify the unit of measure used to find mass on a triple beam balance. • Identify how to use gram weights to measure mass using a pan balance. • Add descriptive words to the <u>Properties Chart</u>. <p>CORE Teacher Resources:</p> <ul style="list-style-type: none"> • Facts on File Picture Link: <u>Mass</u> (pdf) • <u>Mass</u> ppt 5.2D • Provide opportunities for students to plan simple descriptive investigations to measure the mass of a substance whose physical properties have changed. IE: (ice cube & ice cube melted; 5 crackers whole & 5 crackers crushed; 1 gram of salt mixed in 5 ml of water & 1 gram of salt evaporated from 5 ml of water; etc) 5.2C, D, E 5.4A <p><u>The Texas Science Teacher</u>, pdf (Unit 1) will explain simple descriptive investigations.</p>		<p>Concept: Mass</p> <p>Identification: Direct (Observable) Evidence Explain Gas Grams Indirect (Inferred) Liquid Measure Observation Physical Property Repeat Reliable Safety Scale Solid State of Matter Tools Triple Beam Balance</p>	Describe how to find the mass of an object. HMH Resources: AG p. 46 #2 p. 51 #5 69

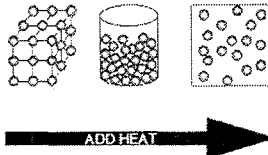
TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
<p>A. classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy.</p> <p>Classify: to arrange or organize according to class or category</p> <ul style="list-style-type: none"> <i>Weight is the amount gravity pulling on the object; measure with a spring scale or a scale with a spring.</i> <i>Mass is a property of an object and doesn't depend on location. Your mass is the same on the moon but your weight is six times less because the moon is six times smaller than earth.</i> <p>5.2 Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:</p> <p>D analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence</p> <p>Analyze: to examine carefully in detail by separating into parts and studying interrelations so as to identify causes, key factors, possible results, etc.</p> <p>Interpret: to give or provide the meaning of; explain</p> <p>Construct: to build or form by putting together parts; frame; devise</p> <p>Explain: to make plain or clear; render understandable; to make known in detail</p> <ul style="list-style-type: none"> <i>Direct evidence is obtained through concrete observations</i> <i>Indirect evidence is inferred based on information gathered during direct observations, reported by others, or collected about something you cannot see using tools or the five senses.</i> 	<ul style="list-style-type: none"> Explore the weight of objects using a spring scale. Add descriptive words to the <u>Properties Chart</u>. <p>CORE Teacher Resources:</p> <ul style="list-style-type: none"> <u>Spring Scale Diagram</u>, pdf If your campus does not have spring scales, this resource may help with students visualizing what a spring scale is. <u>Weight</u>, ppt This powerpoint will help communicate the concept of weight in relation to mass to your students. 5.2D 5.4A Utah Science Cyber-Text Link: <u>Weight</u> Have students add descriptive words for weight to a <u>Properties Chart</u>, doc or <u>Physical Properties ABC</u>, doc. <p>Scientific Investigation and Reasoning Resources:</p> <ul style="list-style-type: none"> <u>Lab Safety</u>, ppt Use this ppt before your first investigations and work in the classroom. You will want to modify this ppt to meet the needs of your situation. <u>Student Safety Contract</u>, doc <u>Safety Symbols</u>, doc As applicable to this lesson <u>Science Tools</u>, ppt As applicable to this lesson <p>Optional Teacher Resources:</p> <ul style="list-style-type: none"> <u>Mass vs. Weight</u>, doc <u>Properties Chart Example</u>, doc 	<p>+/- 30 minutes</p>	<p>Direct (Observable) Evidence Explain Gravity Indirect (Infer) Reliable Repeat Safety Spring Scale Weight</p>	<p style="text-align: right;">OK</p> <p style="text-align: right; font-size: 2em;">70</p>
<p>Review/Access Prior Knowledge</p> <p>4.5 Matter and energy. The student knows that matter has measureable physical properties and those properties determine how matter is classified, changed and used. The student is expected to:</p> <p>A. measure, compare, and contrast physical properties of matter including size, mass, <u>volume</u>, states (solid, liquid,</p>	<p>Instructional Focus: Physical Property: Volume Explore and identify volume as a physical property of matter.</p> <p>Students Will:</p> <ul style="list-style-type: none"> Find the volume of an irregular shaped object and describe the steps you need to take in order to measure its volume. Explain (Turn &Talk) the unit of measure used to determine volume. 		<p>Concept: Volume</p> <p>Identification: Collect Graduated Cylinder Liquid Liter</p>	<p>Explain how to find the volume of an irregular shaped object</p>

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<p>5.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <p>A. classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), <u>relative density (sinking and floating)</u>, solubility in water, and the ability to conduct or insulate thermal energy or electric energy.</p> <p>Classify: to arrange or organize according to class or category</p> <ul style="list-style-type: none"> • <i>Relative density means you are not determining the exact measurement and a formula is NOT used. "More dense" and "less dense" are used to describe relative density.</i> • <i>A physical property of matter may be described by its relative density; whether it floats or sinks in a particular liquid.</i> • <i>Density is how much stuff is inside an object and how tightly the particles (stuff) it is packed.</i> • <i>If two objects that are the same size and same shape are placed into a container of fluid, and one sinks while the other floats, the one that sinks is more dense than the one that floats.</i> <p>5.2 Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:</p> <p>B ask well-defined questions, <u>formulate testable hypotheses</u>, and select and use appropriate equipment and technology</p> <p>Formulate: to devise or develop, as a method, system, etc.</p> <ul style="list-style-type: none"> • <i>A hypothesis is not a prediction, but it may lead to a prediction. It is expressed in the form of an If... Then statement. If the (manipulated variable) is (describe how it was changed), then the (responding variable) will (describe the effect).</i> • <i>A hypothesis should be based on the information gathered in research, is clear, brief, and "testable."</i> • <i>A hypothesis is written in the format; If...then... and should not start with the words, "I think" or "I hope." A testable hypothesis, means you need to be able to</i> 	<p>Instructional Focus: Physical Property: Relative Density Explore and identify relative density as a physical property of matter.</p> <p>Student Will:</p> <ul style="list-style-type: none"> • Explore the relative density of different objects. • Describe the relative density of objects • Think, Pair, Share about the relative density of two similar objects and explain using terms 'less dense' and 'more dense'. • Draw, Label, and Record the differences in the relative density of two similar objects, using the terms 'less dense' and 'more dense'. • Compare the relative density of two or more liquids and explain using terms 'less dense' and 'more dense'. • Add descriptive words to the <u>Properties Chart</u>. <p>CORE Teacher Resources: Teacher Background: When a material's density is greater than water's density, the material will sink in water. The material will float in water if its density is less than water's density. Please remember that we are trying to help students build conceptual understanding at an introductory level for density. This translates to understanding that the relative density is a physical property of matter and the terms "more dense" and "less dense" are used to describe how an object reacts when placed in a liquid. The object is more dense than the liquid if it sinks, or less dense than the liquid if it floats.</p> <ul style="list-style-type: none"> • <u>Relative Density</u>, doc This document introduces the concept of relative density as connected to floating and sinking. • <u>Deducing Density Investigation</u>, doc We believe you will help students gain a higher level of understanding by modeling this investigation and facilitating student discussion throughout rather than having student groups do this on their own. (Revised for 2012-2013 school year) <p>5.2B, D, E</p> <ul style="list-style-type: none"> • Have students add descriptive words for relative density to a <u>Properties Chart</u>, doc or <u>Physical Properties ABC</u>, doc. <p>Scientific Investigation and Reasoning (SI&R) Resources:</p> <ul style="list-style-type: none"> • <u>Lab Safety</u>, ppt Use this ppt before your first investigations and work in the classroom. You will want to modify this ppt to meet the needs of your situation. • <u>Student Safety Contract</u>, doc • <u>Safety Symbols</u>, doc As applicable to this lesson 		<p>Concept: Relative Density</p> <p>Identification: Conclusion Floating Less Mass Matter More Sinking Testable Hypothesis</p>	<p>When objects are the same size, why does one sink and one float? W</p> <p>When an object is placed in different liquids, why might it sink in one and float in another?</p> <p>Describe the physical property of different objects relative density.</p> <p>HMH: AG p. 51 #1 & 6</p> <p>F</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
<p><i>measure both "what you do" and "what will happen."</i></p> <p>D analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence Analyze: to examine carefully in detail by separating into parts and studying interrelations so as to identify causes, key factors, possible results, etc. Interpret: to give or provide the meaning of; explain Construct: to build or form by putting together parts; frame; devise Explain: to make plain or clear; render understandable; to make known in detail</p> <ul style="list-style-type: none"> • <i>Direct evidence is obtained through concrete observations</i> • <i>Indirect evidence is inferred based on information gathered during direct observations, reported by others, or collected about something you cannot see using tools or the five senses..</i> <p>F communicate valid <u>conclusions</u> in both written and verbal forms Communicate: to impart knowledge of; make known</p> <ul style="list-style-type: none"> • <i>A conclusion may also be referred to as a scientific explanation.</i> • <i>Conclusions include stating a claim, evidence to support the claim and reasoning behind the claim and evidence.</i> 	<ul style="list-style-type: none"> • <u>Science Tools</u>, ppt As applicable to this lesson • <u>Testable Hypothesis</u>, ppt • <u>Practice Writing Hypotheses</u>, pdf • Science Buddies Link <u>Criteria for a testable hypothesis:</u> • <u>Scientific Explanations-Teacher</u>, pdf This document is from Discovery Ed Techbook and explains to the teacher the necessary components of a scientific explanation or conclusion • <u>Scientific Explanations Student</u>, doc • <u>Scientific Explanation Rubric</u>, pdf <p>Optional SI&R Teacher Resources:</p> <ul style="list-style-type: none"> • <u>CERTchr</u>, ppt Teacher guide for understanding the conclusion components of Claims, Evidence, & Reasoning • <u>CERStdnt</u>, ppt for use with students • <u>CER Cards</u>, doc • <u>CER Mat</u>, doc • <u>CER Rubric Example</u>, doc • <u>CER Writing Template</u>, doc • <p>Optional Teacher Resources:</p> <ul style="list-style-type: none"> • <u>Density of Liquids Activity</u>, pdf This activity is very similar to the Deducing Density activity above. • <u>Properties Chart Example</u>, doc 	<p>+/- 45 minutes</p>		<p style="text-align: right;">#2</p> <p style="text-align: right;">72</p>
	<p>Instructional Focus: Classify Matter by Density Classify the physical properties of matter based on relative density.</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Classify matter based on its relative density <p>CORE Teacher Resources:</p> <ul style="list-style-type: none"> • <u>Relative Density Clues</u>, pdf • Density, <u>HMH</u> p. 110 • Density, <u>HMH</u> p. 111, Do The Math Activity • Density, <u>HMH</u> p. 113, Chart, add a column to chart adding sinking/floating • CR p. 26, use page 6-7 for leveled readers 	<p>+/- 10 minutes</p>	<p>Concept: Relative Density</p> <p>Identification: Floating Less Mass Matter More Sinking</p>	<p>Explain how relative density is a physical property of matter.</p> <p>HMH: Assessment Guide (AG)- AG p.46 #4 p.49 #2 p.52 #6</p> <p>Unit Review (UR)- TE p. 143-146</p> <p>Sum it Up/ Brain Check (SB)- p.120, Q#2 Density:</p> <p>Assessment Guide (AG)- AG 51 #6</p>

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				Unit Review (UR)- TE p. 143-146 Sum it Up/ Brain Check (SB)- p.120, Q#2
<p>5.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <p>A. classify matter based on physical properties, including mass, <u>magnetism</u>, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy.</p> <p>Classify: to arrange or organize according to class or category</p> <ul style="list-style-type: none"> <i>Magnetism as a physical property means the object or substance has the ability to be attracted to a magnet.</i> 	<p>Instructional Focus: Physical Property: Magnetism Explore and identify magnetism as a physical property of matter.</p> <p>Student Will:</p> <ul style="list-style-type: none"> Explore the property of magnetism using magnets and a variety of objects. Classify and justify whether an object is magnetic or nonmagnetic using chart, pictures and tables. (Optional) Design an invention that uses properties of a magnet to make a task easier. 5.2A Add descriptive words to the <u>Properties Chart</u>. <p>CORE Teacher Resources: New HMH Resources:</p> <ul style="list-style-type: none"> HMH (Houghton Mifflin Harcourt) P. 118-119 CR (Content Reader) – p. 27 use pages 8-9 for student reader TE (Teacher Edition) p. 118-119 <u>Identifying Which Materials Are Magnetic Activity</u>, pdf 5.4A <u>Magnetic Materials</u>, pdf. Have students make observations to recall their background knowledge of magnetic properties. Have students add descriptive words for magnetism to a <u>Properties Chart</u>, doc or <u>Physical Properties ABC</u>, doc. <p>Scientific Investigation and Reasoning Resources:</p> <ul style="list-style-type: none"> <u>Lab Safety</u>, ppt Use this ppt before your first investigations and work in the classroom. You will want to modify this ppt to meet the needs of your situation. <u>Student Safety Contract</u>, doc <u>Safety Symbols</u>, doc As applicable to this lesson <u>Science Tools</u>, ppt As applicable to this lesson <p>Optional Teacher Resources:</p> <ul style="list-style-type: none"> <u>Fourth Grade Foss Kit: Magnetism and Electricity</u> (for the purpose of selecting items to test for magnetic properties) 		<p>Concept: Magnetism</p> <p>Identification: Attract Magnet Poles Pull Push Repel</p>	<p>Explain what happens to magnets when two poles come together?</p> <p>Describe the physical property of different objects that are attracted to a magnet.</p> <p>HMH: Differentiation Leveled Questions HMH p. 119</p> <p>AG p. 46 #3 p.54 #16, 19</p>

73


TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
	<ul style="list-style-type: none"> • What Materials are Magnetic?, MH pp 301-302 Read together and check for understanding • Janice VanCleave's Science Inquiry link: Hypothesis • Janice VanCleave's Science Inquiry link: Conclusion • Properties Chart Example, doc 	<p style="text-align: right;">+/- 30 minutes</p>		#1
<p>3.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <p>(C) Predict, observe and record changes in the state of matter caused by heating or cooling</p> <p>Predict: to declare or indicate in advance on the basis of observation, experience, or scientific reason</p> <p>Observe: to regard with attention so as to see or learn something</p> <p>Record: to put in writing for the purpose of preserving evidence</p> <ul style="list-style-type: none"> • <i>Changes in the state of matter are caused by the addition or reduction of heat energy.</i> • <i>Evaporation: When heat is added to a liquid, it evaporates and becomes a gas, water vapor</i> • <i>Melting: When heat is added (heating) to a solid, it melts or becomes a liquid.</i> • <i>Cooling is the movement of heat energy away from the object.</i> • <i>Condensation- when water vapor loses heat (cooling) it condenses and becomes a liquid.</i> • <i>Freezing - When heat is taken away (cooling) from a liquid until it becomes a solid</i> <p>5.2 Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:</p>	<p>Instructional Focus: Matter Changes caused by Heat</p> <p>Students will:</p> <ul style="list-style-type: none"> • Predict changes in the states of matter caused by heating or cooling • Observe changes in the states of matter caused by heating or cooling • Record changes in the states of matter caused by heating or cooling • Examine data about changes in other matter. Use data to make generalizations about how heat/thermal energy affects states of matter. <p>Students will:</p> <ul style="list-style-type: none"> • Analyze and explain how the presence or absence of heat physically changes the states of matter. • Explain the particle movement in the three states of matter using color-coordinated arrows (red for adding heat, blue for removing heat). Use the terms listed on the Unit 1 Vocabulary list to label parts of this diagram as appropriate. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Extension: Create a comic strip or Flow Map explain how heating or cooling water changes its state. Write from the perspective of an ice cube. 	<p>Instructional Focus: Matter Changes caused by Heat</p> <p>Students will:</p> <ul style="list-style-type: none"> • Predict changes in the states of matter caused by heating or cooling • Observe changes in the states of matter caused by heating or cooling • Record changes in the states of matter caused by heating or cooling • Examine data about changes in other matter. Use data to make generalizations about how heat/thermal energy affects states of matter. <p>Students will:</p> <ul style="list-style-type: none"> • Analyze and explain how the presence or absence of heat physically changes the states of matter. • Explain the particle movement in the three states of matter using color-coordinated arrows (red for adding heat, blue for removing heat). Use the terms listed on the Unit 1 Vocabulary list to label parts of this diagram as appropriate. 	<p>Concept: Heat/Thermal Energy</p> <p>Identification: Solid Liquid Gas Boiling Condensing Evaporation Freezing Melting Phase Change Physical Change Remove State of Matter</p>	<p>Why is it important to classify matter by the property of magnetism?</p> <p style="text-align: right;">(74)</p> <p>Construct a table or flow map to illustrate and explain the changes in the states of matter of water caused by heating and /or cooling.</p> <p>Describe how heat/thermal energy causes matter to change?</p> <p>Describe the physical property changes of different objects when heat is applied or removed.</p> <p>HMH: TE p. 120 #4 sum it up</p> <p>TE p. 122 Apply Concepts #4</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
<p>C <u>Collect information</u> by detailed observations and accurate measuring Collect: to bring together in a group or mass; gather Observe: to regard with attention so as to see or learn something Measure: to ascertain the extent, dimensions, quantity, capacity, etc., of, especially by comparison with a standard; to mark, lay out, or establish dimensions for</p> <ul style="list-style-type: none"> <i>Information is collected through the use of our five senses including possibly measuring with scientific tools.</i> <p>G <u>construct appropriate simple graphs, tables, maps, and charts</u> using technology, including computers, to organize, examine, and evaluate information Construct: to build or form by putting together parts; frame; devise Organize: to arrange into a desired pattern or structure Examine: to inspect carefully; to observe, test, or investigate Evaluate: to examine and judge carefully; to judge or determine the significance, worth, or quality of; assess</p> <p><i>Organization of data is critical for analysis and evaluation of information. Students need to explore and examine real world examples of data organization, in charts, tables, graphs through children news magazines, papers, books, etc.</i></p>	<p>CORE Teacher Resource:</p> <ul style="list-style-type: none"> • HMH: p. 116-117 • HMH: CR p.26 use p.14-15 within student readers • HMH: SS p. 288-289 • <u>Physical Properties ABC</u>, xcl • What Happens when Ice Melts? Explore Activity MH pp.323, pdf (Be sure to use a 100 Watt bulb.) • Have students add descriptive words for physical changes to a <u>Properties Chart</u>, doc or <u>Physical Properties ABC</u>, doc. • <u>Physical Changes Caused by Heating or Cooling</u>, doc Be sure to have students use their physical properties ABC chart to describe the physical properties of each state of matter. • <u>Changes in States of Matter Lab</u>, doc This lab allows student to collect, record, and graph data. <p>Scientific Investigation and Reasoning Resources:</p> <ul style="list-style-type: none"> • <u>Lab Safety</u>, ppt Use this ppt before your first investigations and work in the classroom. You will want to modify this ppt to meet the needs of your situation. • <u>Student Safety Contract</u>, doc • <u>Safety Symbols</u>, doc As applicable to this lesson • <u>Science Tools</u>, ppt As applicable to this lesson <p>Optional Teacher Resources:</p> <ul style="list-style-type: none"> • <u>Technology Active Inspire Flip Chart Changing State</u>, This flip chart integrates the technology components you may have into an interactive lesson on matter changing state. • BBC KS2 Bitesize Science Link, Changing State Kids love this new version of BBC. It helps to prompt great discussion using academic language and real world application • BBC Science Clips Link, Solids and Liquids Worksheet • Discovery Education Video Link, Matter and its Properties: Changes in Matter, Segment 2 (3:02). • BBC Schools Science Clips Link, Changing State Worksheet Make these sentence stems and have groups interact with the terms for correct placement. Then give the students the stems to complete in their notebooks. • BBC KS2 Bitesize Science Link, Changing State Kids love this new version of BBC. It helps to prompt great discussion using academic language and real world application. • Discovery Education Video Link, TLC Elementary School: Introduction to Physical Science- Changing from 			<p style="text-align: right;">#4</p> <p style="text-align: right;">75</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
	<p>one state to another (segment 4) (2:48) Watch the video segment once, just to gain information. Have students discuss with Think, Pair, Share, or Turn and Talk. Watch the segment again having students jot down main ideas and details. After the second viewing have students summarize their learning.</p> <ul style="list-style-type: none"> • Scholastic Study Jams Link: Solid, Liquid, Gas Please ask students to think “particles” when they hear the word “molecule” in this animation/video. It also refers to °F rather than °C. Please pause the play and state the temperature in °C. ☺ • Physical Property Changes, pdf • Properties Chart Example, doc 	<p>+/- 60 minutes</p>		<p>#10</p>
<p>5.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</p> <p>B. Identify the boiling and freezing/ melting points of water on the Celsius scale Identify: to recognize or establish as being a particular person or thing</p> <ul style="list-style-type: none"> • <i>Boiling and freezing/melting points of matter remain constant for that type of matter: a descriptive property of that type of matter.</i> • <i>Melting point: The melting point of a substance is the temperature at which the substance changes from a solid to a liquid. The melting point of water is 0°C.</i> • <i>Freezing point: The freezing point of a substance is the temperature at which the substance changes from a liquid to a solid. The freezing point of water is 0°C.</i> • <i>The difference between the melting and freezing point is dependent on adding heat or removing heat.</i> • <i>Boiling point: The boiling point of a substance is the temperature at which the substance changes from a liquid to a gas. Water changes to steam at its boiling point of 100°C.</i> <p>5.2 Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:</p> <p>C Collect information by detailed observations and accurate measuring Collect: to bring together in a group or mass; gather</p>	<p>Instructional Focus: Boiling & Freezing Water Explore and identify the boiling and freezing points of water.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use a thermometer to determine the constant temperature at which water changes state from liquid to gas. • Use a thermometer to determine the constant temperature at which water changes state from liquid to solid. • Use a thermometer to determine the constant temperature at which water changes state from solid to a liquid. • Communicate temperature reading on an appropriate graph. • Identify the boiling and freezing points of water in °C. <p>CORE Teacher Resources: New HMH Resources:</p> <ul style="list-style-type: none"> • TE p. 117 • Summarize Idea TE p. 117 • SS p. 264-265 • CR p. 28 • FC p. 17 • Investigate the Boiling & Freezing Point of Water, doc The simple investigations here will help your students connect the consistency of the boiling and freezing points of water. 5.2C, D, E, F • Have students add descriptive words for boiling and freezing/melting points of water to a Properties Chart, doc or Physical Properties ABC, doc. <p>Misconceptions: Many students do not understand that “cold” describes the loss or absence of heat energy. They do not realize that ice has a unique property of expanding when it freezes and floats.</p>	<p>Concept: Thermal Energy</p> <p>Identification: Boiling Point Celsius Degree Melting Point Freezing Point Zero</p>	<p>What is the boiling point of water?</p> <p>What is the freezing point of water?</p> <p>HMH: Engage Your Brain (EB)- p. 107</p> <p>Assessment Guide (AG)- AG p. 46 #1 p.54 #15</p> <p>Unit Review (UR)- TE p. 143-146 #8</p>	<p>76</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
<p>Observe: to regard with attention so as to see or learn something</p> <p>Measure: to ascertain the extent, dimensions, quantity, capacity, etc., of, especially by comparison with a standard; to mark, lay out, or establish dimensions for</p> <ul style="list-style-type: none"> Information is collected through the use of our five senses including possibly measuring with scientific tools. <p>D analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence</p> <p>Analyze: to examine carefully in detail by separating into parts and studying interrelations so as to identify causes, key factors, possible results, etc.</p> <p>Interpret: to give or provide the meaning of; explain</p> <p>Construct: to build or form by putting together parts; frame; devise</p> <p>Explain: to make plain or clear; render understandable; to make known in detail</p> <ul style="list-style-type: none"> Direct evidence is obtained through concrete observations Indirect evidence is inferred based on information gathered during direct observations, reported by others, or collected about something you cannot see using tools or the five senses.. <p>E demonstrate that repeated investigations may increase the reliability of results</p> <p>Demonstrate: describe, explain, or illustrate by examples, experiments, or the like</p> <ul style="list-style-type: none"> Scientists should complete as many trials as possible. For investigations with non-living factors, 5-10 trials is best. For experiments with living factors, only time, cost, and space should limit the number of trials performed. <p>F communicate valid <u>conclusions</u> in both written and verbal forms</p> <p>Communicate: to impart knowledge of; make known</p> <ul style="list-style-type: none"> A conclusion may also be referred to as a scientific explanation. Conclusions include stating a claim, evidence to support the claim and reasoning behind the claim and evidence. 	<p>Scientific Investigation and Reasoning Resources:</p> <ul style="list-style-type: none"> Lab Safety, ppt Use this ppt before your first investigations and work in the classroom. You will want to modify this ppt to meet the needs of your situation. Student Safety Contract, doc Safety Symbols, doc As applicable to this lesson Science Tools, ppt As applicable to this lesson <p>Optional Teacher Resources:</p> <ul style="list-style-type: none"> Solids, Liquids, and Gases, McGraw Hill pp. 322-325 Read, Think, Pair, Share (prior to the quick demo below) BBC Bitesize Science Link, Changing State BBC has a new look. Complete this together with students for the first look. Then if available have students complete it independently or in partners. Have them record the flow map at the end in their notebooks. Then summarize the trek through Alaska. NOTE: this animation introduces that boiling water removes bacteria. That's neat to know but not something you want to hold 5th graders accountable for. The link to the previous BBC Changing State link is located on the top right of the new page. Harcourt school Link, Melting and Boiling points (only show the ice!) Show this several times recording the melting and boiling temperatures of ice/water. Have students note any changes each time the animation is repeated. Note: The ice is the item on the left that is the only object the students need to know the melting and boiling points. Properties Chart Example, doc 	<p>+/- 30 minutes</p>		<p style="text-align: right;">77</p>
<p>5.5 Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The</p>	<p>Instructional Focus: Expand/Contract Explore and identify how the physical property of matter may change due to heating and cooling.</p>		<p>Concept: Physical Properties</p>	<p>How does expanding and contracting cause sidewalks to crack?</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
<p>student is expected to:</p> <p>A. Classify matter based on <u>physical properties</u>, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy</p> <p><u>Local Standard:</u> Identify the physical properties of matter to expand or contract when there is an increase or decrease of thermal energy. Identify: to recognize or establish as being a particular person or thing</p> <ul style="list-style-type: none"> • <i>When matter is heated it expands.</i> • <i>When matter is cooled it contracts.</i> • <i>Water is the exception. When water is heated it contracts and when it freezes it expands.</i> 	<p>Students will:</p> <ul style="list-style-type: none"> • Think, Pair, Share and then individually draw a picture to illustrate the terms ‘expand’ and ‘contract’. Relate this concept to the movement of the red liquid in a thermometer. • Add information to their organizer. <p>CORE Teacher Resources:</p> <p>Instructional Approach: Teachers should be aware and explain that water is the exception to the expand/contract rule. When water freezes, it expands. When water is heated, it contracts. This being the complete opposite to air, metal, concrete, and other materials.</p> <ul style="list-style-type: none"> • Collapsing Bottles, <u>McGraw Hill Science</u>, pp. 331, pdf Hook the students with this demo. Do it several times having students discuss cause and effect each time in an effort to try and understand that the change of the temperature of the bottle causes the expanding and contracting of the bottle. SCAN QUICK LAB AND POST AS PDF <p>Instructional Approach: Placing a balloon over the mouth of the bottle will provide a better model for students to visualize the actions of expand and contract.</p> <ul style="list-style-type: none"> • Conduct a simple investigation by filling a water bottle partially full, marking the capacity of the water with a marker. Place the bottle in a freezer overnight. The next day observe, discuss, and record the changes that took place. • Have students add descriptive words for expanding and contracting to a <u>Properties Chart</u>, doc or <u>Physical Properties ABC</u>, doc. <p>Optional Teacher Resources:</p> <ul style="list-style-type: none"> • Discovery Streaming Video Link, <u>How Heat Affects Expansion and Contraction of Matter</u> (1:47) Watch the video segment once, just to gain information. Have students discuss with Think, Pair, Share, or Turn and Talk. Watch the segment again having students jot down main ideas and details. After the second viewing have students summarize their learning. • <u>Properties Chart Example</u>, doc 	<p>Resources</p>	<p>Academic Vocabulary</p> <p>Identification: Contract Decrease Expand Increase</p>	<p>Assessment</p> <p>How can you get a metal lid to unscrew off of a glass jar easier? 8A</p> <p>How do thermometers work?</p>
<p>Instructional Approach: Some teachers use these assessment items throughout the unit. Use them to best match the needs of your students. To make this interactive, you</p>	<p>Assessment and Enrichment:</p> <p><u>Unit 1 Concept Quiz</u>, pdf</p>	<p>+/- 30 minutes</p>		<p style="text-align: right;">70</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
<p>could have the questions and answers cut apart from each other. Each student would either have a question or an answer and silently they search for their match. When found, they stand together with their matches in the air. Check to see if they truly match. If they do, indicate to the pair to sit down. If they don't, tell them to keep searching. Once all matches are found, have students discuss with each other how they know they match, providing evidence from their notebooks, and justify why the other answers are not correct. Finally have pairs share out.</p>	<p>Follow Up Activities:</p> <ul style="list-style-type: none"> • Guess My Object, doc • Classifying Science Tools, doc • Technology Science Tools Fan Deck, 4 documents are posted • Technology Word Art Directions, doc • Technology Word Art Example, png • Quiz, Quiz, Trade, doc Use appropriate cards from your New Path Learning kit having students partner up, ask their question to their partner, have the partner ask their question, trade cards, then find a new partner. Or make your own cards using assessment items from the assessment column of this document. ☺ 	<p style="text-align: right;">Amount of time will vary</p>		

79

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment
<p>gas), temperature, magnetism, and the ability to sink or float</p> <p>Measure: to ascertain the extent, dimensions, quantity, capacity, etc., of, especially by comparison with a standard; to mark, lay out, or establish dimensions for</p> <p>Compare: to examine in order to note similarities and differences</p> <p>Contrast: to compare in order to show unlikeness or differences</p> <ul style="list-style-type: none"> • <i>Volume measures the amount of space that matter takes up.</i> • <i>Scientists use volume to determine the amount of space an object takes up when it cannot be measured using length x width x height.</i> <p>5.2 Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:</p> <p>C <u>Collect information</u> by detailed observations and accurate measuring</p> <p>Collect: to bring together in a group or mass; gather</p> <p>Observe: to regard with attention so as to see or learn something</p> <p>Measure: to ascertain the extent, dimensions, quantity, capacity, etc., of, especially by comparison with a standard; to mark, lay out, or establish dimensions for</p> <ul style="list-style-type: none"> • <i>Information is collected through the use of our five senses including possibly measuring with scientific tools.</i> <p>D analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence</p> <p>Analyze: to examine carefully in detail by separating into parts and studying interrelations so as to identify causes, key factors, possible results, etc.</p> <p>Interpret: to give or provide the meaning of; explain</p> <p>Construct: to build or form by putting together parts; frame; devise</p> <p>Explain: to make plain or clear; render understandable; to make known in detail</p> <ul style="list-style-type: none"> • <i>Direct evidence is obtained through concrete observations</i> • <i>Indirect evidence is inferred based on information</i> 	<ul style="list-style-type: none"> • Add descriptive words to the <u>Properties Chart</u>. • (Optional) Construct a table using technology applications to record and organize data <p>CORE Teacher Resources:</p> <ul style="list-style-type: none"> • <u>Measuring in Metrics: Volume Lab</u>, pdf Before having students measure the volume of irregular objects demonstrate for students how to find the volume of irregular objects using a graduated cylinder and water. Have students explore and describe the steps needed to find volume. 5.2C 5.4A • Have students add descriptive words for volume to a <u>Properties Chart</u>, doc or <u>Physical Properties ABC</u>, doc. • Bilingual: <u>Discovery Works</u> p. C7 & C10 <p>Scientific Investigation and Reasoning Resources:</p> <ul style="list-style-type: none"> • <u>Lab Safety</u>, ppt Use this ppt before your first investigations and work in the classroom. You will want to modify this ppt to meet the needs of your situation. • <u>Student Safety Contract</u>, doc • <u>Safety Symbols</u>, doc As applicable to this lesson • <u>Science Tools</u>, ppt As applicable to this lesson <p>Optional Teacher Resources:</p> <ul style="list-style-type: none"> • <u>Irregular vs Regular Shaped Object</u>, pdf • <u>Measuring Volume, Technology Lesson Teacher Guide</u>, doc • <u>Measuring Volume, Technology Example</u>, pdf • SlideShare Link: <u>What is Matter?</u> • <u>Measuring Volume</u>, doc • <u>Properties Chart Example</u>, doc <p style="text-align: right;">+/- 45 minutes</p>		<p>Measure Milliliter Observation Scale Solid State of Matter</p>	<p style="text-align: right;">08</p>
	<p>Instructional Focus: Classify Matter by Volume Classify the physical properties of matter based on volume.</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Classify matter based on its volume <p>CORE Teacher Resources:</p> <ul style="list-style-type: none"> • <u>Mass/Volume Match</u>, pdf Use the last three rows of this document to have students match the picture with the volume of that object. You may differentiate the classification by having students order the pictures or data cards from least volume to the most volume. <p style="text-align: right;">+/- 15 minutes</p>		<p>Concept: Volume</p> <p>Identification: Graduated Cylinder Liter Liquid Milliliter Scale Solid State of Matter</p>	<p>What is volume?</p> <p>Why is volume a necessary physical property for scientists to measure and observe?</p> <p style="text-align: right;">09</p>

Grade 11 U.S. History

Scope And Sequence

Semester 1

First Six-Weeks:

Unit 1: No Longer Required (post-TAKS era)

Unit 2: The Gilded Age

1. Innovation , Economic Growth, and Labor 2 days
2. Westward Expansion and Farm Movements 2 days
3. Immigration and Growth of Cities 3 days

Unit 3: Progressive Era

1. Economic Reform 1 day
2. Political Reform 1 days
3. Social Reform 2 days

Second Six-Weeks:

Unit 4: America Becomes a World Power

1. Expansionism and the Panama Canal 3 days
2. Spanish-American War 1 days
3. World War I 3 days

Unit 5: Roaring Twenties

1. The Republican Decade 1 day
2. National Culture and Consumerism 1 day
3. Social Change and Conflict 3 days

Third Six-Weeks:

Unit 6: The Great Depression and the New Deal

1. Causes of the Great Depression 2 days
2. Domestic Effects of the Great Depression 2 days
3. FDR and the New Deal 3 days
4. Global Consequences of the Great Depression 2 days

Review/Semester Exam 2 days

* "Days" refers to days with each class

Semester 2

Fourth Six-Weeks:

Unit 7: World War II

1. American Responses to Axis Aggression 2 days
2. European & Pacific Theaters 2 days
3. The Home Front 2 days
4. Impact of World War II 2 days

Unit 8: The Cold War and American Society

1. Communist Expansion and the U.S. Reaction 4 days
2. Vietnam 3 days
3. Post-War Economic Boom 2 days

Fifth Six-Weeks:

Unit 8: The Cold War and American Society

4. Domestic Policy 1960s 2 days
5. Social Changes and Counterculture 2 days

Unit 9: The Civil Rights Era

1. Leaders and Strategies in the Modern Movement 3 days
2. Achievements, Challenges, and Cultural Influence 2 days
3. The Widening Struggle 1 days

Unit 10: Foreign and Domestic Challenges (1970-Present)

1. 1970s 2 days
2. 1980s 2 days

Sixth Six-Weeks:

Unit 10: Foreign and Domestic Challenges (1970-Present)

3. 1990s 2 days
4. Challenges of a New Century 1 day

EOC Review 4 days

Special Topics 6 days

Review/Final Exam 3 days

38

**U.S. History from 1877 to Present
Curriculum Document: First Six-Weeks**

Unit 2 Focus: The Gilded Age

Universal Generalizations and Essential Questions:

Rapid political, economic, and social transformation often creates conflict.

- Does rapid transformation inevitably lead to conflict?

Conceptual Lens: Transformation, Conflict

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment and Essential Questions
<p style="text-align: center;">Topic 1: Innovation, Economic Growth, and Labor</p> <p><i>Free Enterprise and Industrialization</i></p> <p><i>Universal:</i></p> <ul style="list-style-type: none"> • <i>Rapid political, economic, and social transformation often creates conflict.</i> <p><i>Course:</i></p> <ul style="list-style-type: none"> • <i>Free enterprise encourages innovation and sometimes leads to industrialization.</i> <p>(3) History. Political, economic, and social changes in the United States from 1877 to 1898.</p> <p>(B) Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business</p> <p>(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present</p> <p>(A) Identify the major characteristics that define an historical era.</p> <p>(B) Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.</p> <p>(C) Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p>(30)(A) Skills. Create written, oral, and visual presentations of social studies information.</p> <p>(B) Skills. Use correct social studies terminology to explain historical concepts</p> <p>(C) Skills. Use different forms of media to convey information including written to visual</p> <ul style="list-style-type: none"> • <i>Gilded Age / Imperialism (1877-1918) – era which included rapid industrial growth, formation of large monopolies, continued removal</i> 		<p style="text-align: center;"><i>American Pathways to the Present</i>, pp 111, 226-242, 274</p> <p style="text-align: center;"><i>History Alive! Pursuing</i></p>	<p>To acquire the essential academic language of this lesson:</p> <ol style="list-style-type: none"> 1. Explain: Teacher describes the word in student friendly language and provides examples. 2. Restate: Students define term orally and record it in a notebook using their own words. 3. Show: Students draw pictures, symbols, or graphic representations. <p style="text-align: center;">Concepts free enterprise innovation <u>industrialization</u> entrepreneur</p> <p style="text-align: center;">Identification Gilded Age</p>	<p>Provocative: Why does poverty exist in a free enterprise system?</p> <p>Conceptual: How does the free enterprise system encourage innovation?</p> <p>Factual: How did technological innovations during the Gilded Age affect Americans' standard of living?</p> <p>Factual: What effects did industrialization and big business have on the economy of the United States?</p> <p>Factual: How did innovations contribute to the transformation of America from an agrarian to an industrial economy?</p>

88

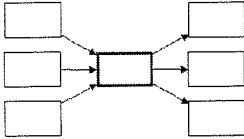
TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment and Essential Questions
<p><i>of Native Americans to reservations, massive immigration, and corruption in business and government, U.S. and European powers aggressively expanding outside their borders (including the Spanish-America War of 1898 and World War I, 1914-1919), and the construction of the Panama Canal.</i></p> <ul style="list-style-type: none"> • <i>Free enterprise system (capitalism, free market, or market economy) – economic system where private businesses are free to organize and operate for profit in a competitive system without interference by government beyond regulation necessary to protect public interest and keep the national economy in balance</i> <p><i>Characteristics of the free enterprise system:</i></p> <ul style="list-style-type: none"> • <i>Right to choose jobs and professions</i> • <i>Private property</i> • <i>Laissez-faire - limited government involvement in the economy (to protect the public interest and keep the national economy in balance)</i> • <i>Competition and freedom of choice for consumers</i> • <i>Profit motive</i> <p><i>Rise of Entrepreneurship</i></p> <ul style="list-style-type: none"> • <i>Various economic theories describe an entrepreneur is a person who is willing and able to convert a new idea or invention into a successful innovation. The Gilded age is ripe with examples of innovators that became entrepreneurs.</i> • <i>Patent – a grant made by a government that confers upon the creator of an invention the sole right to make, use, and sell that invention for a set period of time</i> <p>(27) Science, technology, and society. The impact of science, technology, and the free enterprise system on the economic development of the United States. (A) Explain the effects of scientific discoveries and technological innovations such as electric power and the telephone on the development of the United States.</p> <p>(28) Science, technology, and society. The influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. (A) analyze how scientific discoveries, technological innovations, including those in transportation and communication, improve the standard of living in the United States.</p>	<p>Create a 3-column chart with the new technology</p>	<p><i>American Ideals</i>, pp 163-175.</p> <p><i>History Alive! Pursuing American Ideals Lesson Guide 1</i>, pp 115-121</p> <p><i>Contemporary's American History 2</i>, pp 43-46</p> <p><i>Access American History</i>, pp 188, 192-193</p> <p><i>American Pathways to the Present</i>, pp 230-233, 365, 243-253</p> <p><i>American Pathways to the Present Resource Materials: Great Debates</i>, p 30</p> <p><i>Learning with Documents</i>, p 55</p> <p><i>History Alive! Pursuing American Ideals</i>, pp 177-185</p> <p><i>History Alive! Pursuing American Ideals Lesson Guide 1</i>, pp 123-130</p> <p><i>Contemporary's American History 2</i>, pp 47-53</p> <p><i>Access American History</i>, pp 194-195</p> <p><i>Big Book of United States History</i>, p 67, 70-71 (foldables)</p>	<p>Identification patent system / capitalism laissez-faire entrepreneurship</p> <p>Pictionary: Create non-linguistic representations for the meaning of words or terms. Students take turns drawing a word so the group can guess what it is. Organize into small groups or pairs so all can be actively involved.</p>	<p>88</p>

SB

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment and Essential Questions
<p><i>Technological Innovation</i></p> <ul style="list-style-type: none"> • <i>With so many different applications (providing power, light, transportation, and communication) electricity changed the way in which American businesses operated. Electric power and lighting significantly changed the standard of living (refrigeration, less reliance on manual labor in factories, etc.), fueling a massive number of inventions in the late 1800s.</i> <ul style="list-style-type: none"> ○ <i>Among the most important of these was the telegraph and telephone, allowing for communication over great distances.</i> <ul style="list-style-type: none"> ▪ <i>Samuel Morse was the inventor of the single-wire telegraph system based on European telegraphs, co-inventor of the Morse code.</i> ▪ <i>In 1876, Alexander Graham Bell patented the telephone which improved on the telegraph by allowing people to send spoken rather than written messages. In 1918, ten million telephones were in service. By the 1950s, demand exceeded supply.</i> ○ <i>The sewing machine and other household appliances made the work of keeping a home easier. This paired with the availability of cheap manufactured goods changed the role of women.</i> <ul style="list-style-type: none"> ▪ <i>Isaac Singer made important improvements in the design of the sewing machine and was the founder of the Singer Sewing Machine Company. His success was based on the practicality of his machine, the ease with which it could be adapted to home use.</i> ○ <i>Overall, the result of this age of innovation was an increase in leisure time and greater ease of living.</i> • <i>Thomas Edison, holder of over 1000 patents, perfected the filament that made light bulbs practical and is largely responsible for the commercial distribution of electricity.</i> <ul style="list-style-type: none"> ○ <i>Most of his inventions were created at Menlo Park, his New Jersey laboratory. He also created the first phonograph, the first movie studio (the Black Maria), and contributed to the distribution of electricity by means of direct current, in which power for a building is generated on site.</i> • <i>George Westinghouse created the process of alternating current, allowing the transportation of electricity from a power plant to other buildings.</i> • <i>Edwin Drake is popularly credited as the first person to drill for oil in the United States.</i> • <i>John Roebling created wire rope suspension bridge designs. He is</i> 	<p>of the Gilded Age taking the center column. In the left column, students should indicate what technology the new innovations replaced. On the right, they should list related technology that is used today.</p> <p>Create a commercial or advertisement for one of the new inventions to convince 19th Century Americans to buy it. Explain how it will improve the buyer's life.</p> <p>Gilded Age Acrostic Poem – On a piece of paper students will spell out “Gilded Age”, or some similar concept, vertically (each letter on its own line). Students should then make sentences using either terms from the vocabulary list or from the content reading.</p>	<p><i>American Pathways to the Present</i>, pp 111, 227-230-245, 290-291</p> <p><i>Skills for Life</i>, p 15</p> <p><i>Great Debates</i>, p 8</p> <p><i>Pathways Resource Pro CD</i>, Making Comparisons: Business Consolidations</p> <p><i>Reading Strategies for the Content Areas</i>, pp 341-344</p> <p><u>Lesson Support:</u> <u>Industrial Revolution/Gilded Age</u></p> <p><u>Voices Across Time</u></p> <p><u>Factories images</u></p> <p><u>Political cartoons</u></p> <p><i>Discovery Education (United Streaming) video clip <u>The American Industrial Revolution: Thomas Alva Edison</u> (0:44)</i></p> <p><i>Discovery Education (United Streaming) video clip <u>The American Industrial Revolution: Steel Industry</u> (2:08)</i></p>	<p>Identification electrical power Alexander Graham Bell telephone Thomas Edison</p>	

SB

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<p><i>most often remembered as the designer of the Brooklyn Bridge.</i></p> <p>(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. (B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie</p> <ul style="list-style-type: none"> • <i>Andrew Carnegie used the Bessemer process to manufacture steel more efficiently. He was also able to use the process of vertical consolidation to maximize profits.</i> <ul style="list-style-type: none"> ○ <i>The Bessemer process revolutionized steel manufacturing.</i> <ul style="list-style-type: none"> ▪ <i>It involves the introduction of oxygen to the molten steel, resulting in a much lighter, stronger final product.</i> ▪ <i>The mass production of steel allowed for the creation of skyscrapers and suspension bridges.</i> ○ <i>Andrew Carnegie embodied the American dream: the immigrant who went from rags to riches, the self-made man who became a captain of industry, the king of steel.</i> ○ <i>Carnegie was the wealthiest man of his day, and one of the most powerful.</i> ○ <i>He is perhaps best known for his philanthropy, including the grant of numerous public libraries.</i> <p>Big Business and Labor</p> <p><i>Universal:</i></p> <ul style="list-style-type: none"> • <i>Rapid political, economic, and social transformation often creates conflict.</i> <p><i>Course:</i></p> <ul style="list-style-type: none"> • <i>Unregulated free enterprise often leads to the exploitation of consumers, laborers, and the environment.</i> <p>(3) History. Political, economic, and social changes in the United States from 1877 to 1898. (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, and the rise of entrepreneurship, free enterprise, and the pros and cons of big business.</p> <p>(15) Economics. Domestic and foreign issues related to U.S. economic growth from the 1870s to 1920 (B) Describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire,</p>		<p>Discovery Education (United Streaming) video clip <u>The American Industrial Revolution: Railroads</u> (2:44)</p> <p>PBS: American Experience: <u>The Telephone</u></p> <p>PBS: American Experience - <u>Richest Man in the World: Andrew Carnegie</u></p> <p>TAKS 2003 #3</p> <p>TAKS 2004 #10, #15</p>	<p>Identification Andrew Carnegie Bessemer process</p> <p>Concept Free enterprise exploitation</p>	<p>Conceptual: Explain the negative impact of the unregulated free enterprise.</p> <p>Factual: How did industrialization affect the growth of labor unions, the changing role of women, and increase the demand for immigration?</p> <p>Factual: Did the growth of railroads benefit or harm America in the late 1800s?</p> <p>Factual: To what extent were labor unions effective during the</p>

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<p>anti-trust acts, and the Interstate Commerce Act.</p> <p>(29)(B) Skills. Analyze information by identifying cause-and-effect relationships, comparing and contrasting, and drawing conclusions</p> <p>(29)(G) Skills. Identify and support with historical evidence a point of view on a social studies issue or event</p> <ul style="list-style-type: none"> • <i>Growth of railroads – an essential factor in the rapid industrialization that occurred in the decades after Reconstruction was the construction of railroad lines throughout the industrialized North and later extending westward and southward.</i> <ul style="list-style-type: none"> ○ <i>The building of the railways required enormous amounts of money and feats of engineering and labor (largely provided by Irish and Chinese immigrants) in the crossing of plains and high mountains.</i> ○ <i>Railroads led to the faster and cheaper distribution of goods to national markets, revolutionizing production and trade in the United States.</i> ○ <i>The growth of railroads as well as the large sums of money necessary to build them, led to widespread corruption which was characteristic of the Gilded Age.</i> • <i>Industrialization changed the division of labor.</i> <ul style="list-style-type: none"> ○ <i>Instead of working directly for an individual artisan and having a connection to the finished product, there were several layers of management between the worker and the factory owner – and workers’ roles were reduced to repetitive piecework.</i> • <i>Rise of big business – spurred by railroads and new technologies, massive industrial growth occurred during the Gilded Age. The availability of cheap, immigrant labor was also a factor in this industrial explosion.</i> <ul style="list-style-type: none"> ○ <i>The largest industries to emerge were banking, railroads, oil, steel, and electricity.</i> ○ <i>New management techniques emerged, including vertical integration (gaining control of all the businesses that make up a product’s phases of production) and horizontal integration (consolidating many independent companies into one large company).</i> ○ <i>Monopolies and trusts emerged, by which one or few companies controlled a good deal of a single industry.</i> • <i>The Interstate Commerce Commission was formed in 1887 to regulate railroads to ensure fair rates and eliminate rate discrimination (between industrial customers and individual farmers). In the late 1800s, it was largely ineffective in regulating</i> 	<p>Students will create a two-tab book (foldable) to identify the positive and negative consequences of the growth of railroads.</p> <p>Students will analyze the causes and effect of the rise of big business during this era, using the Cause and Effect thinking map template.</p> 		<p>Identification</p> <p>transcontinental railroad</p> <p>transportation corridors</p> <p>monopoly/trust</p> <p>vertical/horizontal</p> <p>consolidation</p> <p>division of labor</p> <p>Interstate Commerce Commission</p> <p>Sherman Antitrust Act</p> <p>Robber Barons</p> <p>captains of industry</p> <p>Andrew Carnegie</p> <p>John D. Rockefeller</p> <p>Cornelius Vanderbilt</p> <p>Social Darwinism</p>	<p>Gilded Age?</p> <p>Factual: How did the American people and the government respond to the actions of the labor movement?</p> <p>Factual: How did the abuses by major monopolies lead to the demand for federal regulations?</p> <p>Factual: Why can business leaders such as Andrew Carnegie and John D. Rockefeller be referred to as both “robber barons” and “captains of industry”?</p> <p>Factual: How did economic leaders use “Social Darwinism” to justify their success and exploitation of the working class?</p>

18

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment and Essential Questions
<p><i>the railroad industry.</i></p> <ul style="list-style-type: none"> • <i>The Sherman Antitrust Act, passed in 1890, was designed to limit the power of companies that controlled a high percentage of market share.</i> <ul style="list-style-type: none"> ○ <i>Ironically, in the 1890s, the Act was used primarily to block strikes, since it prevented any 'conspiracy to restrict trade,' and businesses like the Pullman Railcar Company argued that labor unions were such conspiracies. They won the support of state and federal militia to enforce this anti-labor view.</i> ○ <i>At the same time, the Supreme Court ruled in 1895 that many forms of business combination did not constitute "trusts" that restrained interstate trade, and thus could not be prosecuted under federal law.</i> • <i>The free enterprise system, operating with minimal government intervention, allowed for fortunes to be made by men like Andrew Carnegie (steel), John D. Rockefeller (oil), and Cornelius Vanderbilt (railroads) – leading to debates about the role these men played in society.</i> <ul style="list-style-type: none"> ○ <i>Many supporters referred to them as "captains of industry" driving the U.S. to greater levels of prosperity, while others referred to them as "robber barons" making enormous profits off the toils of the underprivileged.</i> ○ <i>While the rise of big business benefited a few monopolists significantly, the gap between rich and poor widened – creating a highly stratified society.</i> ○ <i>Social Darwinism, a social theory based on the work of Charles Darwin, advocated laissez faire market capitalism that would allow "survival of the fittest."</i> • <i>Growth of labor unions – as industrialization increased in the United States following the Civil War, the rights of laborers were undermined by the emphasis of employers on increasing production and profits.</i> <ul style="list-style-type: none"> ○ <i>Additionally, many jobs were dangerous and there was no job security.</i> ○ <i>The need to keep food on the table led to significant strains on the traditional family structure for working families.</i> ○ <i>Child labor pulled many children out of school, and low-paying industrial jobs for women meant that immigrant mothers often took jobs outside of the home.</i> ○ <i>As a result, workers unionized to effect change. However, laborers were often in competition because skilled workers were rarely in labor solidarity with unskilled workers.</i> <ul style="list-style-type: none"> ▪ <i>The majority of laborers, particularly the</i> 			<p style="text-align: center;">Identification</p> <p>unions strike skilled/unskilled labor National Labor Union American Federation of Labor Samuel Gompers scabs</p> <p>Open-Ended - Classification or Sorting: Provide students with either the terms or the categories and they create the other. e.g. Give students "Rise</p>	<p style="text-align: right;">88</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment and Essential Questions
<p><i>unskilled, did not join the early unions and their interests were not defended.</i></p> <ul style="list-style-type: none"> ▪ <i>Laborers organized, forming unions to oppose unfair treatment but corporations continued to wield more power than labor.</i> ○ <i>The first union was the National Labor Union (1866).</i> ○ <i>In 1886 Samuel Gompers founded the American Federation of Labor (AFL) as an association of several national unions. Gompers sought better wages and hours and general improvement in the conditions under which laborers worked. He supported boycotts and walkouts and focused on the issues concerning skilled workers. He did not represent the interests of the unskilled, of women, or African Americans.</i> ○ <i>Between 1881 and 1900 there were 23,000 strikes involving 6.6 million workers. However, unions still reflected the interests of only a small percentage of all laborers. Public support for labor increased during the period as people recognized the rights of laborers to organize, practice collective bargaining, and strike.</i> 	<p>Students will create an original t-shirt design to advertise one of the major labor unions of the late 19th and early 20th century. They should include a graphic as well as slogan describing the demands and issues of the assigned labor group. On the back, they need to include an exposition explaining why the union supported their position.</p> <p><u>Reading Like a Historian</u> has three labor-related lesson plans: Haymarket, Homestead, and Pullman</p>		<p>of Big Business” and they find terms which fit that category (like “Monopolies,” “trusts,” “Andrew Carnegie,” etc. Or give them “Child Labor,” “National Labor Union” and “Samuel Gompers” and they find the concept under which those terms fit (“Labor Movement”).</p>	

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<p>Topic 2: Westward Expansion and Agrarian Movements</p> <p>Westward Expansion</p> <p><i>Universal:</i></p> <ul style="list-style-type: none"> <i>Rapid political, economic, and social transformation often creates conflict.</i> <p><i>Course:</i></p> <ul style="list-style-type: none"> <i>Trends of population growth and migration reveal both challenges and progress.</i> <p>(13) Geography. Causes and effects of migration and immigration on American society.</p> <p>(A) Analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion</p> <p>(12) Geography. Impact of geographic factors on major events.</p> <p>(A) Analyze the impact of physical and human geographic factors on the settlement of the Great Plains and the Klondike Gold Rush</p> <p>(14) Geography. Relationship between population growth and modernization on the physical environment.</p> <p>(C) Understand the effects of governmental actions on individuals, including the impact of Fifth Amendment property rights</p> <p>(15) Economics. Domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.</p> <p>(A) Describe how the economic impact of the Homestead Act and the Transcontinental Railroad contributed to the close of the frontier in the late 19th century</p> <p>(22) Citizenship. Concept of American exceptionalism.</p> <p>(A) Discuss Alexis de Tocqueville’s five values crucial to America’s success as a constitutional republic: individualism and populism</p> <ul style="list-style-type: none"> <i>In Democracy in America, Alexis de Tocqueville identified five values crucial to America's success as a democratic republic: (1)</i> 	<p>Talk a Mile a Minute/Pyramid Game</p>	<p><i>American Pathways to the Present</i>, pp 256-283</p>	<p>Concepts migration conflict</p>	<p>90</p> <p>Provocative: Does improving your own political, economic, or social status justify harming that of another person or group?</p> <p>Conceptual: In what ways do the benefits of migration outweigh the challenges?</p> <p>Conceptual: What types of conflict can result from migration?</p> <p>Factual: What were the push and pull factors that led to conflict during the settlement of the Great Plains?</p> <p>Factual: During Westward Expansion, was conflict with Native Americans inevitable?</p> <p>Factual: What factors contributed to the</p>

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<p><i>liberty (2) egalitarianism, (3) individualism, (4) populism and (5) laissez-faire</i></p> <p><i>Westward Expansion</i></p> <ul style="list-style-type: none"> • <i>The transcontinental railroad, completed on May 10, 1869 with the driving of the "Golden Spike" at Promontory Point, Utah, physically united the sprawling United States.</i> <ul style="list-style-type: none"> ○ <i>Authorized by the Pacific Railway Act of 1862 during the Civil War and supported by U.S. government bonds and extensive land grants of government owned land, it was the culmination of a decades-long movement to build such a line.</i> ○ <i>The railroad encouraged western settlement as small towns grew up around expanded railway lines and facilitated communication and migration between the coasts.</i> ○ <i>Ultimately, the settlement of the Great Plains and the West led to the so-called closing of the frontier.</i> ○ <i>Push and Pull Factors – There were many factors that "pushed" and "pulled" people west, including displacement due to the Civil War.</i> <ul style="list-style-type: none"> ▪ <i>To encourage settlement of the Great Plains, the U.S. government initiated the Homestead Act – offering free land to families who would live and farm the land for five years.</i> ▪ <i>Push factors included overcrowding in eastern cities, the destruction of the Civil War, continued immigration . . .</i> • <i>The Homestead Act, when combined with the construction and expansion of transcontinental railroads, led to further displacement of Plains Indians and conflict with settlers and the U.S. Army.</i> <p><i>Gold Rushes</i></p> <ul style="list-style-type: none"> • <i>After the United States acquired California in the treaty of Guadalupe Hidalgo, gold was discovered at Sutter's Mill, California. As a result, California's population boomed from 14,000 to 200,000. California achieved statehood as an essential piece of the Compromise of 1850.</i> • <i>The last major gold discovery was in the Klondike River (Yukon, Canada) in 1896. More than 100,000 men and women made their way into the frozen hinterland with the hope of striking it rich.</i> <ul style="list-style-type: none"> ○ <i>One version of the legend states that Skookum Jim, a Tagish Indian, first found gold on Rabbit Creek, a tributary of the Klondike on August 16, 1896. Others claim his brother-in-law, a white prospector from California named</i> 	<p>Teams or pairs of students are given a list of terms that have organized into categories. One person is the "talker" who gives clues until their partner/team guesses the term. The talker cannot say the word or rhyming words. The game can put on a card, poster, overhead projector, or PowerPoint presentation. (Many Pyramid Games are provided on the AISD Social Studies website.)</p> <p>Create a brochure which would encourage people to settle in the west. Include social, political and economic reasons.</p> <p>OR</p> <p>Sketch out a map of the United States. Place ten of the Academic Vocabulary concepts and Identifications where they belong geographically. (For example, students might place "The Homestead Act" in Oklahoma.) The final product should include images and annotations.</p>	<p><i>Biography, Literature, and Comparing Primary Sources</i>, pp 123-124</p> <p><i>Learning With Documents</i>, p 53</p> <p><i>History Alive! Pursuing American Ideals</i>, pp 151-161</p> <p><i>History Alive! Pursuing American Ideals Lesson Guide 1</i>, pp 107-114</p> <p><i>Big Book of United States History</i>, p 67 (foldables)</p> <p><i>American Pathways to the Present</i>, pp 262, 264, 266, 270-271, 272 (chart)</p> <p><i>Contemporary's American History 2</i>, pp 20-42</p> <p><i>Access American History</i>, pp 182-183</p> <p>TAKS 2004 #35</p> <p><u>Homestead Act</u></p> <p><i>Discovery Education (United Streaming) video clip The American Industrial Revolution: Agriculture</i> (3:31)</p> <p><u>From Reality to Rodeo: Dakota Cow Papers and</u></p>	<p>Identification Homestead Act Push-Pull Factors Klondike Gold Rush</p>	<p>erosion of Native American power in the American West?</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment and Essential Questions
<p><i>George Washington Carmack, saw the gold first.</i></p> <ul style="list-style-type: none"> <i>Word of the discovery spread locally like wildfire. It was said these creeks were the richest in the world and within two weeks there were claims staked up and down the creek and nearby tributaries.</i> <i>By Christmas, many prospectors abandoned the Yukon valley in favor of the Klondike. Although the onset of winter slowed the rush of prospectors, by early spring, boats from places such as San Francisco and Seattle came packed with hopeful prospectors. Prospectors flocked to boom towns to stock up on provisions.</i> <p>(3) History. Political, economic, and social changes in the United States from 1877 to 1898 (A) analyze political issues such as Indian policies</p> <ul style="list-style-type: none"> <i>American Indians inhabited the western lands increasingly infringed on by migratory Americans.</i> <i>U.S. Army campaigns against Plains Indians began during the Civil War and continued until the Massacre at Wounded Knee (1890) which resulted in the Sioux being forced onto reservation land.</i> <i>Treaties and laws (including the Dawes Act) removed collective American Indian land rights and left Indians with an uncertain future, making them in many respects increasingly dependent on the federal government.</i> <i>Though a series of Indian policies were initiated (including assimilation), the ultimate result of the U.S. Indian policy was the removal of native peoples from their lands and resettlement on federally-managed reservations.</i> <p>Farm Issues</p> <p><i>Universal:</i></p> <ul style="list-style-type: none"> <i>Rapid political, economic, and social transformation often creates conflict.</i> <p><i>Course:</i></p> <ul style="list-style-type: none"> <i>Dissatisfaction with the status quo sometimes leads to the development of third party movements.</i> <p>(3) History. Political, economic, and social changes in the United States from 1877 to 1898</p>		<p><u>the Making of an Icon</u></p> <p><i>American Pathways to the Present</i>, pp 277-282, 278-279 (chart)</p> <p><i>Learning with Documents</i>, p 83</p> <p><i>Guide to the Essentials</i>, p 36</p> <p><i>Sounds Of An Era CD</i>, "Gospel of Wealth"</p> <p><u>Who discovered Klondike Gold? Skookum Jim</u></p> <p><u>History Detectives: Klondike Gold Rush</u></p> <p><u>Klondike Gold Rush</u></p> <p><u>Klondike images</u></p> <p>Discovery Education (United Streaming) video clip U.S. Geography: The West: The Lasting Impact of Searching for Gold in the Klondike (2:22)</p>	<p>Identification</p> <p>Great Plains Indian Wars reservations assimilation</p> <p>Concepts third party movements</p>	<p>Conceptual: How can third party movements impact the political process?</p> <p>Conceptual: How do governments establish the value of their currencies?</p> <p>Factual: What issues led</p>

94

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment and Essential Questions
<ul style="list-style-type: none"> • <i>Monetary policy is the process by which a government entity controls the supply of money, often targeting a rate of interest for the purpose of promoting economic growth and stability. The official goals usually include relatively stable prices and low unemployment.</i> <ul style="list-style-type: none"> ○ <i>The Fed determines monetary policy today, however there was no central bank to set monetary policy during the Gilded Age.</i> • <i>In 1873, the United States Congress adopted a gold standard – a monetary system in which paper money and coins are equal to the amount of gold held by the issuer of the currency (the government). This was deemed necessary to help reduce the economic and banking problems that had plagued the United States throughout the nineteenth century. Advantages to the gold standard included:</i> <ul style="list-style-type: none"> ○ <i>Consumer confidence that paper currency and coins had actual, redeemable value.</i> ○ <i>Reduced inflation because the government could not print money if it did not have the gold to back its value.</i> ○ <i>Because other nations pegged their currencies' values to gold, exchange rates between currencies were fairly easy to determine.</i> • <i>However, the gold standard had significant disadvantages, including:</i> <ul style="list-style-type: none"> ○ <i>The gold standard complicated efforts to impact the economy through monetary policy.</i> ○ <i>During economic crises, panics ensued when depositors made "bank runs," where they attempted to withdraw their money in the form of gold.</i> ○ <i>Farmers were especially unhappy because they claimed that the gold-standard would depress farm prices. They supported "free silver," the unlimited coining of silver dollars to increase the money supply.</i> • <i>Ultimately, the Populist Party emerged in the 1890s seeking an increased money supply, graduated income tax, a federal loan program, popular election of senators, an eight-hour work day, and restrictions on immigration.</i> <ul style="list-style-type: none"> ○ <i>Many of these initiatives were taken on by the Progressive and later Democratic parties.</i> • <i>In the election of 1896, Populists supported the candidacy of Democratic candidate William Jennings Bryan who advocated the move to a bimetal standard.</i> <ul style="list-style-type: none"> ○ <i>Advocating free silver (unlimited coining of silver to drive up prices for farm products) in his famous "Cross of Gold" speech, Bryant won both parties' support.</i> ○ <i>However, he lost the election to Republican William</i> 	<p>Explain to the students that the book <i>The Wizard of Oz</i> was written as an allegory for the conflict over bimetalism. Help them identify the different symbols in the story. Students will then work in groups to identify what each of these symbols represented.</p> <p><u>Populism and the Election of 1896 Lesson Plan</u> from Reading Like a Historian</p>	<p><u>Discovery Education (United Streaming) video clip</u> <u><i>The Unfinished Nation: Political Stalemate: The Populist Party Emerges</i></u> (2:56)</p> <p><u>Wizard of Oz PowerPoint</u></p>		

94

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment and Essential Questions
<p><i>McKinley.</i></p>				<p>95</p>
<p>Topic 3: Immigration and Growth of Cities</p> <p><i>Universal:</i></p> <ul style="list-style-type: none"> <i>Rapid political, economic, and social transformation often creates conflict.</i> <p><i>Course:</i></p> <ul style="list-style-type: none"> <i>Immigrants contribute to the growth of a diverse and dynamic society, but often face discrimination.</i> <i>Push-pull factors contribute to changing demographic patterns, including urbanization, which often leads to political, economic, and social issues.</i> <p>(3) History. Political, economic, and social changes in the United States from 1877 to 1898</p> <p>(A) Analyze political issues such as the growth of political machines and civil service reform</p> <p>(C) Analyze social issues affecting women, minorities, children, immigrants, and urbanization</p> <p>(D) describe the optimism of the many immigrants who sought a better life in America</p> <p>(13) Geography. Causes and effects of migration and immigration on American society</p> <p>(B) Analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States</p> <p>(14) Geography. Relationship between population growth and modernization on the physical environment</p> <p>(A) Identify the effects of population growth and distribution on the physical environment</p> <p>(15) Economics. Domestic and foreign issues related to U.S. economic growth from the 1870s to 1920</p>			<p>Concepts</p> <p>immigration urbanization discrimination exploitation</p>	<p>Provocative: Should there ever be restrictions on immigration?</p> <p>Conceptual: What are the positive and negative effects of immigration?</p> <p>Conceptual: What are the economic implications of immigration?</p> <p>Factual: How did industrialization affect the growth of labor unions, the changing role of women, and increase the demand for immigration?</p> <p>Factual: What social and environmental problems resulted from the industrial revolution of the late 1800s?</p> <p>Factual: What was the relationship between</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment and Essential Questions
<p>(C) Explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882 and immigration quotas</p> <p>(26) Culture. How people from various groups contribute to our national identity</p> <p>(B) Discuss the Americanization movement to assimilate immigrants and American Indians into American culture.</p> <p>(22) Citizenship. Concept of American exceptionalism</p> <p>(C) Describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.</p> <p>(26) Culture. How people from various groups contribute to our national identity</p> <p>(C) Explain how the contributions of people of various racial, ethnic, gender, and religious groups shape the national identity American culture.</p> <p>(31)(A) Skills. Create thematic maps, graphs, and charts representing various aspects of the United States</p> <p>(31) Skills. Geographic tools to collect, analyze, and interpret data.</p> <p>(B) Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases</p> <ul style="list-style-type: none"> • <i>Patterns of settlement</i> • <i>Urbanization</i> • <i>Industrialization</i> • <i>Composition of cities</i> <p><i>Social & environmental issues that result from pop. growth, such as:</i></p> <ul style="list-style-type: none"> • <i>Problems resulting from immigration, including overcrowded cities, air pollution, and dwindling resources.</i> • <i>Issues resulting from settlement of coastal cities, including increased sewage and waste.</i> <p><i>Impact of historical events on population density, including:</i></p> <ul style="list-style-type: none"> • <i>"Push" and "pull" factors in the settlement of the West, such as the Homestead Act, overcrowding in eastern cities, and availability of natural resources.</i> • <i>Tendency of immigrants to settle near ports of entry, which led to the massive growth of urban centers.</i> <ul style="list-style-type: none"> ○ <i>Growth of cities - Immigration and industrialization fueled the rapid growth of cities in the late 1800s and early 1900s, especially in ports of entry such as New York City.</i> ○ <i>The Bessemer process made the construction of skyscrapers possible, allowing cities to grow upward, thus accommodating many more people in each city block.</i> 	<p>Write a 1-2 page journal entry as a new immigrant detailing their country of origin, the "push" and "pull" factors that drove them to immigrate, conditions of travel and processing at Ellis or Angel Island, where the person settled, and the problems he/she faced.</p> <p>On a blank outline map of the United States, chart the immigrant groups that settled during the Gilded Age. Annotate the map, explaining the push and pull factors leading to immigration.</p>	<p><i>American Pathways to the Present</i>, pp 288-315 321--336, 344-345, 487 (chart)</p> <p><i>Learning with Documents</i>, pp 18, 52</p> <p><i>Guide to the Essentials</i>, p 31</p> <p><i>Skills for Life</i>, p 20</p> <p><i>Great Debates</i>, p 32</p> <p><i>American Literature</i>, pp 932-933</p> <p><i>Pathways Resource Pro CD</i>, Hull House</p> <p><u>AISD Lesson: Immigration: Change Over Time</u></p> <p><i>History Alive! Pursuing American Ideals</i>, pp 187-201</p>	<p>Identification demographics nativism immigrants tenements slums sweatshops child labor political machines bosses Spoils System Chinese Exclusion Act American Protective Association ports of entry pollution standard of living immigration quotas Americanization Movement Tin Pan Alley</p>	<p>increased immigration and the growth of political machines?</p> <p>96</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment and Essential Questions
<p><i>The influx of immigrants at the turn of the 20th century fueled rapid economic growth and fed the expansion of slums, as well as increased pollution.</i></p> <ul style="list-style-type: none"> • <i>Problems of immigrants – In addition to the rough conditions of travel and processing, immigrants faced numerous challenges in their new home country.</i> <ul style="list-style-type: none"> ○ <i>Immigrants looking for jobs crowded into urban areas where housing was in short supply.</i> ○ <i>People were packed into poorly built, overcrowded apartment buildings called tenements.</i> ○ <i>Crime, fire, and disease were all problems in tenement districts.</i> ○ <i>Despite these challenges, many immigrants maintained a stoic optimism about the opportunities available to them in the United States (especially when compared to their countries of origin).</i> • <i>The influx of immigrants, paired with concerns about high birth rates among the poor and foreign doctrines like socialism and communism, led to the growth of nativist and anti-foreign organizations like the American Protective Association and legislation limiting immigration through immigration quotas.</i> <ul style="list-style-type: none"> ○ <i>The Chinese Exclusion Act of 1882 denied U.S. citizenship to Chinese immigrants until 1943.</i> • <i>Political machines catered to new immigrants. Bosses often traded jobs and services for votes creating powerful immigrant voting blocks for their own purposes.</i> <ul style="list-style-type: none"> ○ <i>The ability to manipulate large blocks of immigrant voters allowed political machines to gain significant influence in local and state politics.</i> ○ <i>Political machines utilized this “behind-the-scenes” control to distribute patronage to their supporters.</i> ○ <i>The spoils system, distributing certain jobs in exchange for support, was largely eliminated through the civil service reforms based upon the awarding certain positions based on prerequisite skills and experience.</i> • <i>Sweatshops were textile factories that often employed immigrants. Workers labored under deplorable, often unsafe, conditions.</i> <ul style="list-style-type: none"> ○ <i>These factories often had insufficient lighting, insufficient ventilation, no heating or cooling.</i> ○ <i>Sweatshop workers were forced to work long hours with minimal breaks.</i> ○ <i>Women were among those exploited by the sweatshop system.</i> 	<p><u>Chinese Immigration & Exclusion Lesson</u> from Reading Like a Historian</p>	<p><i>History Alive! Pursuing American Ideals Lesson Guide 1</i>, pp 131-138</p> <p><i>History Alive! United States History 1900, The Rise of Industrial America</i>, Activities 2.1, 2.2A , 2.2F</p> <p><i>History Alive! Twentieth Century United States History, The Immigrants</i>, Activities 1.1, 1.2,1.3</p> <p><i>Contemporary’s American History 2</i>, pp 54-69</p> <p><i>Access American History</i>, pp 186-191</p> <p><i>Big Book of United States History</i>, pp 68-69 (foldables)</p> <p>TAKS 2003 #16, #23, #26, #35, #52</p> <p>TAKS 2004 #4, #6, #7, #30, #31, #38, #52</p> <p><i>Discovery Education (United Streaming) video clip <u>The American Industrial Revolution: The Urban Transformation</u></i> (7:15)</p> <p><u>Chinese Exclusion Act (including primary source documents)</u></p>	<p>Structured Classification or Sorting: Provide students with terms and categories to sort and classify. For example:</p> <p>Composition of Cities (category) Business District, Commercial/Industrial Areas, Residential Areas</p>	<p style="text-align: right;">67</p> <p style="text-align: right;">97</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment and Essential Questions
<ul style="list-style-type: none"> ▪ <i>In the 1911 Triangle Shirtwaist Company fire, 146 women working in a sweatshop locked from the outside were killed in a fire.</i> ○ <i>Child labor was widely used in the late 1800s in industries ranging from mining to textile manufacturing, mostly because children could be paid less for their work.</i> <ul style="list-style-type: none"> ▪ <i>Factory owners employed workers as young as 10 years old.</i> ▪ <i>In addition to keeping children out of school, factory work was often dangerous and unhealthy.</i> ▪ <i>In the early 1900s, reform groups began making progress in regulating and eventually eliminating child labor in America.</i> • <i>The effort to “Americanize” new immigrants reached its height in the late nineteenth and early twentieth century. Groups involved in the Americanization movement chose to achieve their goals through programs aimed at educating immigrants about American heritage and culture, as well as the English language.</i> <ul style="list-style-type: none"> ○ <i>The Dawes Act and the Indian School System were examples of efforts to assimilate Native Americans.</i> ○ <i>Until the Indian Citizenship Act of 1924, Indians occupied an unusual status under federal law.</i> ○ <i>Some had acquired citizenship by marrying white men. Others received citizenship through military service, by receipt of allotments, or through special treaties or special statutes.</i> ○ <i>But many were still not citizens, and they were barred from the ordinary processes of naturalization open to foreigners.</i> ○ <i>Congress took what some saw as the final step on June 2, 1924 and granted citizenship to all Native Americans born in the United States.</i> • <i>Jim Crow laws - After Reconstruction, state and local governments especially in the South passed many laws requiring segregation of various places and facilities.</i> <ul style="list-style-type: none"> ○ <i>These laws, known as Jim Crow laws, enforced segregation by requiring African Americans to eat in different restaurants, attend different schools, and ride in different railroad cars from those used by whites.</i> ○ <i>These facilities were almost always poorer in quality than those provided for whites.</i> ○ <i>Under the Supreme Court case Plessy v. Ferguson (1896), the constitutionality of these “separate but equal” facilities was established.</i> 	<p>NYTimes Upfront Magazine – article about Triangle Fire</p>	<p><i>Discovery Education (United Streaming) video clip <u>Just the Facts: The Emergence of Modern America: The Progressive Era: The Triangle Shirtwaist Fire</u> (1:24)</i></p> <p>1924 Indian Citizenship Act</p> <p>Dawes Act and Indian School System</p> <p>The Story of Tin Pan Alley (with songs)</p> <p>Plessy v. Ferguson</p> <p><i>Discovery Education (United Streaming) video clip <u>The Road to Brown: Plessy v Ferguson and the Era of Jim Crow</u> (4:54)</i></p>	<p>Identification Jim Crow <i>Plessy v. Ferguson</i></p>	<p style="text-align: right;">88</p> <p style="text-align: right;">98</p>

TEKS/SEs with specifications	Instructional Strategies	Resources	Academic Vocabulary	Assessment and Essential Questions
				99 99

Grade 8 U.S. History Scope And Sequence

Semester 1

First Six-Weeks:

Unit 1: Exploration and Colonization

1. Geography 2 days
2. Exploration 1 day
3. Colonization 2 days
4. Colonial Regions 3 weeks
5. Foundations of Representative Government and Religious Freedom 1 week

Second Six-Weeks:

Unit 2: Revolution

1. Causes of the Revolution 2 weeks
2. American Revolution 2 weeks
3. The Declaration of Independence 4 days
4. The Articles of Confederation 1 day

Third Six-Weeks:

Unit 3: From Confederacy to Constitution

1. Philadelphia Convention 1 week
2. Ratification of the Constitution ½ week
3. Foundations of the Constitution 1 week
4. Preamble and Articles of Constitution 1 week
5. Bill of Rights 1 week
6. Beliefs and Principles of Constitution 1 week
7. Citizenship ½ week

Semester 2

Fourth Six-Weeks:

Unit 4: New Republic

1. Washington's Presidency 1 week
2. Adams's Presidency 1 day
3. Jefferson's Presidency 3 days
4. Madison's Presidency 3 days
5. Monroe's Presidency 3 days

Unit 5: Era Of Jackson

1. Growth Of Democracy 4 days
2. Political Battles of the Jacksonian Era 1 week
3. Treatment Of The Native Americans 3 days
4. Growth of Industry and Free Enterprise 7 days

Fifth Six-Weeks:

Unit 6: Change In America

1. Manifest Destiny 2 days
2. Immigration 2 days
3. Reform Movements 3 days

Unit 7: Causes of Civil War

1. Slavery 3 days
2. Congressional Conflict and Compromises 3 days
3. Sectionalism 1 day
4. States' Rights 1 day

Unit 8: Civil War, Part 1: Significant Individuals, Events, and Amendments

1. Significant Individuals 1 day
2. Significant Events and Issues 4 days
3. Lincoln's Ideas 2 days
4. Reconstruction Amendments 1 day
5. Reconstruction 101 3 days

Review For STAAR 1 week

Sixth Six-Weeks:

Unit 9: Civil War and Reconstruction

1. Contributions of Various Groups 3 days
2. Innovations and Technology 2 days
3. Civil War Research (Suggested) 2 weeks
4. Reconstruction 2 weeks

Review for Final Exam 3 days

HOW ARE THE COLONIAL REGIONS DIFFERENT?

COURSE/GRADE LEVEL: 8th

SUGGESTED TIME: 90 minutes

Objectives: 1 (History), 2 (Geography), 3 (Economics)

TEKS Student Expectations:

2. History: The student understands the causes of exploration and colonization eras. The student is expected to:

B. compare political, economic, and social reasons for establishment of the 13 colonies

10. Geography: The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

A. create thematic maps, graphs, charts...representing various aspects of the United States

B. pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts...

11. Geography: The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:

B. compare places and regions of the United States in terms of physical and human characteristics

C. analyze the effects of physical and human geographic factors on major historical...events in the United States.

12. Geography: The student understands the physical characteristics of the United States during the 18th century...The student is expected to:

A. analyze how physical characteristics of the environment influenced...settlement patterns and economic activities in the United States during the 18th ...century

13. Economics: The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to...

A. identify economic differences among different regions of the United States

C. analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history

30. Social studies skills: The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

B. analyze information by ...categorizing,..comparing, contrasting, making generalizations ...and drawing conclusions

C. organize and interpret information from ...graphs, charts...and maps

LESSON OVERVIEW

In this skill-builder activity, student pairs will create a wall size graphic organizer comparing the colonial regions and then use the graphic organizer to create a map showing the differences between the regions.

VOCABULARY:

New England, Middle, Southern Colonies, geography, climate, economics, social, politics, government, religion

RESOURCES/MATERIAL

- *Creating America*, Chapters 3-4
- *Adventure Tales of America*, pp. 33-65 (alternate or additional resource)
- *History Alive*, Chapter 3 (alternate or additional resource)
- Markers, map pencils
- Construction paper
- Scissors, glue (optional)
- Masking tape

Preparation Prior to Lesson:

- (a) Copy region and category labels for graphic organizer and create a grid chart taped on the wall.
- (b) Copy category directions and post on the wall or provide to each pair.
- (c) Copy 13 colonies map for each student.

PROCEDURE

1. **OPENING ACT:** Students will record their response to one or more of the following questions:
 - (a) Why does your family choose to live where you live now?
 - (b) Why would people leave their homes in Europe to live in the New World?
 - (c) If you were founding a new colony, what supplies would you bring and who (occupations) would you bring? Why?
 - (d) If you were founding a new colony, what natural resources, climate, and geographic features would you look for? Why?
 - (e) What makes Arlington different from other cities? What characteristics draw people to live in Arlington?

Then, have a few volunteers read their responses and discuss them.

2. Put students into heterogeneous pairs.
3. Show students the graphic organizer regions and categories already posted on the wall. Explain that each pair will create one placard for one area of the chart. Define/review the following terms for students: geography, climate, economics, social, politics, government, religion,
4. Demonstrate the process students will follow to create their placard by modeling how to find the information in their textbook. Then, use the information to make a placard together for New England/ Geography & Climate and add it to the wall graphic organizer.
5. Assign a region and a category to each pair. (**Regions:** New England, Middle, and Southern Colonies; **Categories:** Geography & Climate, Economics, Social Life, Politics & Government, and Religion)
6. Pairs use their text to gather information about their topic and create a placard for the wall geographic organizer. Allow 20-30 minutes. Monitor students to ensure correct information is being put into placards by students.

7. Pairs share their placard with the class and hang the placard in the appropriate spot on the wall. Allow 20-30 minutes.
8. Take down student placards at end of each period so the graphic organizer is blank at the beginning of the next class.
9. At the end of the day, assemble a new matrix using the best placards from throughout the day. This will ensure the uniformity of completed maps.

ASSESSMENT

Students will work in pairs, but complete their own map by incorporating all of the symbols from the graphic organizer. They will also label, color code the regions, and create a key for the map.

Debrief by having student use their maps and the wall graphic organizer to answer questions to make comparisons, identify differences, and make generalizations about the 3 regions. Suggested questions:

- What are the differences between each of the three regions? Are there any similarities? What are they?
- Why do you think each region developed as it did?
- Do you foresee any problems arising from the differences and similarities?

Assessment can also include the placard and/or the opening act.

CREATED BY

Kim Geist, David Mabry, Kelly McManus, and Maggie Miles

Name: _____

Period: _____

HOW ARE THE COLONIAL REGIONS DIFFERENT?

	NEW ENGLAND	MIDDLE	SOUTHERN
Climate & Geography			
Economics			
Social Life			
Politics & Government			
Religion			

104

104

KEY: HOW ARE THE COLONIAL REGIONS DIFFERENT?

	NEW ENGLAND	MIDDLE	SOUTHERN
Colonies	Massachusetts, New Hampshire, Rhode Island, Connecticut,	New York, Delaware, New Jersey, Pennsylvania	Virginia, Maryland, North Carolina, South Carolina, Georgia
Climate & Geography	Long winters, short growing season	Tolerant climate, medium growing season	Almost year-round growing season
	Thin, rocky soil, large forests	Rich soil	Fertile land
	All colonies along Atlantic coast	Many lakes and rivers for transportation	Atlantic and Gulf coastal plains
Economics	Shipbuilding, fishing, whaling	Grain farms, "breadbasket"	Tobacco, cotton, rice, indigo "cash crops"
	Trade, navel stores, fur	Seaports, iron works	Plantations and small farms
	Subsistence farming	Small farms	
Social Life	Towns and cities with strong sense of community	Farms and cities	Farms and plantations, few towns
	Few slaves	Diverse population, climate of tolerance, few slaves	Many slaves
Politics & Government	Town meetings; most direct form of democracy		Royal colonial leaders appointed by king
	Self-governing charters	Proprietary charters	Joint-stock and proprietary charters (for profit)
	Mayflower Compact, The Fundamental Orders of Connecticut	Freedom of the press, strong courts	House of Burgesses
Religion	Church leaders often led villages	Religious freedom and tolerance	Anglican Church, state supported
	Pilgrims, Puritans	Quakers	

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105

105

Provide the following:

Admissions and enrollment policies, should include the following:

- The period (both the beginning and the ending dates) during which the applications for admissions will be accepted including a summary of the application process. See Texas Education Code (TEC) §12.117.
- Procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- The non-discrimination statement to be included in the proposed school's admissions policy. See TEC §12.111(a)(5).
- Policies and procedures for the admission of students with documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. See TEC §12.111(a)(5)(A).
- Enrollment deadlines and procedures.

If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. TEC §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.

Admissions and Enrollment Policies – Heritage Preparatory Academy

Heritage Preparatory Academy (HPA) is open to any student regardless of race, color, national or ethnic origin, religion, gender, socio-economic status, and/or special needs. HPA will initially accept K-8 grade students. Students who have been expelled or suspended from their previous school or have other pending disciplinary issues, can be excluded from admission.

There are no academic enrollment requirements. HPA reserves the right to decline enrollment to students if false, misleading or incomplete information is included on their enrollment documents.

Enrollment preference will be given to: (1) Current students; (2) Children of Heritage Preparatory Academy administrators, teachers and staff. (3) Siblings of current students; and (4) Students living in the 76014 zip code (5) Students living within the defined enrollment boundaries.

Students from outside those established boundaries may only be admitted after all the students living within the school's defined boundaries on the waiting list have been given an opportunity to enroll.

HPA will have an equitable selection process, such as a lottery, which will be held to determine who will be enrolled if more students apply than there are openings at any grade level.

HPA will hold this annual lottery, if necessary, on the first Monday in February at 1:00 p.m. to determine placement on the waiting lists for all grade levels. This list will be in effect immediately after the lottery is held. To be eligible for the annual lottery, parents or guardians must submit their request form after January 1st and received at least 24 hours prior to the lottery.

Any students withdrawing from the school will be allowed to re-enroll but will be placed on the waitlist.

All potential students wishing to enroll at HPA must complete an online enrollment application form which can be accessed at schoolmint.com.

Provide the following:

Discipline policy addressing the following:

- The code of conduct for the school. Texas Education Code (TEC) §12.131 requires that the governing body of an open-enrollment charter school adopt a code of conduct for the charter or for each campus.
- Practices the school will use to promote good discipline, including penalties for infractions and incentives for positive behavior.
- A list and definitions of the offenses for which students in the school must (non-discretionary) and may (discretionary) be suspended or expelled, respectively.
- An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
- Procedures for due process should a student be suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion, and a plan for providing services to students who are expelled or out of school for more than ten days.
- An explanation of how students and parents will be informed of the discipline policy.

Discipline Policy – Heritage Preparatory Academy

STUDENT CODE OF CONDUCT

Purpose

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The code defines misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, or expulsion from school.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the school, and at all school-related activities, but the list does not include all offenses. In the subsequent sections on Out-of-School Suspension, and/or Expulsion for Certain Offenses, and Expulsion, certain offenses that require or permit specific consequences are listed.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.

- Disobey rules for conduct on district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle.
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
- Engage in conduct that constitutes dating violence.
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing.
- Cause an individual to act through the use of or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteers.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others.
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon;
- An air gun or BB gun;

- Ammunition;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, including electronic cigarettes;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device on school property during the school day without teacher or administrative permission.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion.)
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for "paraphernalia.")
- Possess or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See glossary for "abuse.")
- Abuse over-the-counter drugs. (See glossary for "abuse.") Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for "under the influence.")
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.

- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyber bullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards which is to be communicated in the student handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.
- The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, or expulsion, or another consequence regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or "time-out."
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area
- Assignment of school duties such as cleaning or picking up litter.

- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Notification

The principal or appropriate administrator shall notify a student's parent by phone or in writing of any violation that may result in a detention outside of regular school hours, out-of-school suspension, or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed to the superintendent who can then decide if the appeal should be heard by the campus disciplinary committee.

Routine Referral

A routine referral occurs when a teacher sends a student to the principal's office as a discipline management technique. The principal may then employ additional techniques.

Formal Removal

An administrator **may** remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is such that the teacher cannot teach, and the students in the classroom cannot learn.

The appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, and an administrator.

At the conference, the appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The administrator shall give the student an opportunity to give his or her version of the incident.

After the conference, the administrator will have the discretion to determine the action to be taken.

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

- Another appropriate classroom.
- The Principal's Office
- Out-of-school suspension

Out-of-School Suspension

Misconduct

Students may be suspended for any general conduct violation, or expellable offense.

In deciding whether to order out-of-school suspension, HPA may take into consideration:

1. Self-defense
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Process

Student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension shall be determined by the appropriate administrator, but shall not exceed three school days.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Conference

When a student is given an out-of-school suspension, the appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, HPA may hold the conference and make a decision on consequences regardless of whether the student or the student's parents attend the conference.

Parent Meeting

All new students and their parents must meet with a school administrator before the student is formally admitted to the school. The administrator will outline the behavioral expectations and have the parents sign this code of conduct.

Class Attendance and Remediation

Student must attend class at a minimum of 90% of the time unless documentation is provided for illness or injury (documentation must be provided).

Students also must attend after school or Saturday school classes if assigned.

When a student fall below the 90% attendance or a student does not come to mandatory remediation, the parent must be notified by phone or in writing.

If this occurs three times during the course of a school year, expulsion proceeding **may** proceed. The discipline committee oversees all expulsion proceedings and the discipline committee will consist of at least five instructors and one administrative staff.

- Venus ISD - 2015

Provide the following:

The code of conduct for the proposed school to address the gun-free school statute found in Texas Education Code (TEC) §12.131, requiring that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.

The Gun-Free Schools Act (20 U.S. Code § 7151), as re-enacted by the Every Student Succeeds Act (ESSA) of 2015 (Public Law 114-95), requires a State receiving ESSA funds to have a state law in effect requiring local education agencies (LEAs) to expel any student who is determined to have brought a firearm to school or possessed a firearm at school, for a period of no less than one year. Local education agencies must annually report any expulsion in order to receive ESSA funds.

Charter operators that fail to adhere to the Gun-Free Schools Act are subject to forfeiture of ESSA funds.

Senate Bill 11, as enacted by the 84th Texas Legislature, revised the Texas Penal Code to allow concealed handgun license holders to carry concealed handguns onto the campuses of public higher education institutions or private or independent higher education institutions.

Applicants who propose to operate a charter campus on the premises of an institution of higher education MUST complete this attachment in order to demonstrate policies that will be compliant with the TEC §37.007.

Attachment E4 – Gun Free School Policy

Heritage Preparatory Academy is a Gun Free Zone In full accordance with the Gun-Free School Zones Act, 18 U.S.C. § 922(q)(2)(A):

“It shall be unlawful for any individual knowingly to possess a firearm that has moved in or that otherwise affects interstate or foreign commerce at a place that the individual knows, or has reasonable cause to believe, is a school zone.”

For purposes of the GFSZA, firearm means any weapon, including a starter gun, which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler, a firearm silencer, or any destructive device such as an incendiary, any explosive, or poison gas. 18 U.S.C. § 921(a)(3),(4).

Reporting firearm offenses:

If a principal or a principal’s designee has reasonable grounds to believe that certain activities have occurred at school or a school related event, he or she must report this to local law enforcement regardless of whether the activity is investigated by school security personnel. Tex. Educ. Code § 37.015. The firearm-related activities that a principal must report are:

1. Terroristic threat. Tex. Penal Code § 22.07
2. Possession of explosive weapon, firearm, firearm silencer, handgun, machine gun, shortbarrel firearm, armor piercing ammunition, or zip gun. Tex. Penal Code § 46.01(2)-(5), (9)-(10), (12), (16).
3. Bringing a firearm to school or committing another expellable offense related to prohibited weapons. Tex. Educ. Code § 37.007(a), (d)-(e).
4. Knowingly pointing a firearm at or in the direction of another whether or not the person believes the firearm is loaded. Tex. Penal Code § 22.05(c). • Organized criminal activities including the unlawful manufacture, transportation, repair, or sale of firearms or prohibited weapons. Tex. Penal Code § 71.02(a)(4). ¹

¹ TASB Legal Services, - Fire Arms on District Property.pdf - https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Business/documents/firearms_on_dist_property.pdf 2016

Provide the following:

A detailed narrative start-up plan for the school, specifying tasks, timelines, and responsible individuals. The plan should describe the segregation of duties as well as financial fraud and theft prevention.

This plan should align with the start-up budget in the Financial Plan Workbook (*Attachment F3*).

F1 - Start-up Plan Narrative

Starting in January 2018 The Superintendent shall, without pay, commence the task of opening the school. Among the first items addressed will be:

The Superintendent and the Board of Directors, with guidance from a legal professional, will review pertinent statutes, regulations, and such to ensure compliance from the beginning.

The Superintendent will meet with accounting professionals to prepare them to set up the books and records per TEA and IRS guidelines.

The Superintendent will review the planned budget as part of his fiduciary duty.

The Superintendent will ensure the school building meets all standards and requirements, and that any deficiencies are addressed well ahead of school starting. Secure storage for computers, teaching materials, and documents will be paramount.

On March 1st, The Superintendent will hire the Community Liaison. Together they will produce the student recruitment plan and begin it's execution. Beginning June 1st, a staff clerk will be hired by the Superintendent to help with the recruitment process.

The School Board will meet for the first time, be briefed by the Superintendent, the Community Liaison, and the legal and accounting professionals.

The Superintendent will determine the final specifications for all textbooks, teaching materials, computers, software, and determine the correct order dates to ensure appropriate arrival times. The School Board will approve all these items before Purchase Orders are let.

The clerk will prepare all the Purchase Orders and release them to the vendors on time. The clerk will not be involved in receiving goods or services, nor be involved in payment of invoices.

The Superintendent will begin the teacher and staff selection process. The Vice- Principle and the Business Manager will start on July 1st.

The Business Manager will confer with the vendor and our accounting professional and have the SIS in place by July 31st.

The Superintendent will make final arrangements with the meal provider by August 1st.

All teachers and staff will be in place, as necessary, and ready for opening day.

Provide the following:

A detailed budget narrative which includes a description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include any commitments of financial support or pledge letters from parents or other sources.

Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, letters of intent, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

F2 - Budget Narrative

Projected revenue is derived strictly from FSP funds per the attached Financial Workbook. Our estimates of enrollment are miniscule considering how many students are in the immediate area and how few alternatives currently exist. Our staffing levels reflect our desire to have a high ratio of teachers and helpers to students.

The demographics in our area suggest we will have access to Title I funds. None were used for our budget. We will also apply for all grants that could help us enrich our program. Some of those are Annie E. Casey Foundation, Bill and Melinda Gates Foundation, the Broad foundation, and The Prudential Foundation. There are also some federal startup funds earmarked for charter schools.

Unlike most schools, ours is designed to be easily scaled up or down depending on revenues. We have very few fixed expenses. Most, including facility rent, are based directly on student enrollment numbers just like our revenue.

If enrollment drops or projected numbers are not obtained, our expenses are reduced by the same percentage, very similar to Just in Time manufacturing. Hardware can be taken off lease and software is expensed per student. For the most part we only pay for what we need. Yes, it will be sad to have to layoff teachers and staff, but all personnel are tied to enrollment and can be adjusted as needed.

In Addition, we have budgeted for a conservative 85% of our first-year revenue of \$3,035,020 from FSP. The 15% unencumbered funds, along with family money and potential grants, should be enough cushion to give us time to adjust our expenses based on actual enrollment revenue.

By operating a flexible financial plan, with variable overhead and staff expenditures, we will be able to spend only what we know will be covered by FSP funds based on enrollment.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete the Financial Plan Workbook. Once complete, applicants are instructed to submit this attachment as follows:

Hard Copy — print and provide only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

AND

Electronic Submission—The *entire* Financial Plan Workbook, will be submitted electronically as an MS Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,700 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter is projecting.

Applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years.

Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.

The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

Heritage Preparatory Academy

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	James B. Wright
Contact Email:	[REDACTED]
Contact Phone:	817-714-3494
Startup Fiscal Year End:	8/31/2018
Year One Fiscal Year End:	8/31/2019
Fiscal Year End Date:	August 31
Total School Year Minutes:	75,600

A	B	C	D	E
1	Heritage Preparatory Academy			
3	Estimate of State Aid Entitlement Input	12/4/2016 23:05		
4		Total - Per Grades - First Year		
5	Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-		
6	Kindergarten	30.00		
7	1st Grade	36.00		
8	2nd Grade	36.00		
9	3rd Grade	36.00		
10	4th Grade	44.00		
11	5th Grade	44.00		
12	6th Grade	50.00		
13	7th Grade	50.00		
14	8th Grade	50.00		
15	9th Grade	-		
16	10th Grade	-		
17	11th Grade	-		
18	12th Grade	-		
19		Total - All Grades		
20	Total Number of Students Enrolled	376.0		
21	Total Number of High School Students Enrolled	-		
22	Percentage Rate of Attendance	85%		
24	Special Education Data:		Extended Year Service	
25	Number Enrolled in Homebound	-	-	
26	Number Enrolled in Hospital Class	-	-	
27	Number Enrolled in Speech Therapy	8.00	-	
28	Number Enrolled in Resource Room	10.00	-	
29	Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	
30	Number Enrolled in Full-Time Early Childhood	-	-	
31	Number Enrolled in Off-Home Campus	-	-	
32	Number Enrolled in VAC	-	-	
33	Number Enrolled from State Schools	-	-	
34	Number Enrolled in Residential Care & Treatment	-	-	
35	Number Enrolled in Mainstream	20.00	-	
36	Career and Technology (C&T) Data:		Advanced C&T FTE	
37	Number Enrolled in One-hour Class	-	-	
38	Number Enrolled in Two-hour Class	-	-	
39	Number Enrolled in Three-hour Class	-	-	
40	Number Enrolled in Four-hour Class	-	-	
41	Number Enrolled in Five-hour Class	-	-	
42	Number Enrolled in Six-hour Class	-	-	
43	Gifted and Talented Enrolled	-		
44	Number of Pregnancy Related Students Enrolled	5.00		
45	Number Enrolled in Bilingual/ESL	120.00		
46	Special Education Error Check			
47	Career and Technology Error Check			
48	Available School Fund ADA	-		
49	Compensatory Education Enrollment	365.00		
50	Regular Program Transportation Allotment	-		
51	Special Education Program Transportation Allotment	-		
52	Career and Technology Program Transportation Allotment	-		
53	Transportation Total	\$ -		
54				

125

Heritage Preparatory Academy ENROLLMENT and STUDENT POPULATION

ENROLLMENT FISCAL YEAR END	Data for following fiscal years must be based on reasonable estimates and projections.				
	43708	43709	43710	43711	43712
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	-	-	-	-
Kindergarten	30.00	30.00	30.00	30.00	30.00
1st Grade	36.00	36.00	36.00	36.00	36.00
2nd Grade	36.00	36.00	36.00	36.00	36.00
3rd Grade	36.00	36.00	36.00	36.00	36.00
4th Grade	44.00	44.00	44.00	44.00	44.00
5th Grade	44.00	44.00	44.00	44.00	44.00
6th Grade	50.00	50.00	50.00	50.00	50.00
7th Grade	50.00	50.00	50.00	50.00	50.00
8th Grade	50.00	50.00	50.00	50.00	50.00
9th Grade	-	50.00	50.00	50.00	50.00
10th Grade	-	-	50.00	50.00	50.00
11th Grade	-	-	-	50.00	50.00
12th Grade	-	-	-	-	50.00
Total Number of High School Students Enrolled	-	50.00	100.00	150.00	200.00
Total Number of All Students Enrolled (Average Membership)	376.00	426.00	476.00	526.00	576.00
Average Daily Attendance (ADA)	319.60	340.80	380.80	420.80	460.80
Average Daily Attendance %	85%	80%	80%	80%	80%
Percent change YOY		7%	12%	11%	10%

STUDENT POPULATION	Data for following fiscal years must be based on reasonable estimates and projections.									
	43708	EYS 43708	43709	EYS 43709	43710	EYS 43710	43711	EYS 43711	43712	EYS 43712
Special Education Data:										
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	8.00	-	8.00	-	8.00	-	8.00	-	8.00	-
Number Enrolled in Resource Room	10.00	-	11.00	-	12.00	-	13.00	-	14.00	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	20.00	-	24.00	-	28.00	-	32.00	-	36.00	-
Special Education Student Count (SPED)	38.00	-	43.00	-	48.00	-	53.00	-	58.00	-
Special Education Student Count %	10.11%		10.09%		10.08%		10.08%		10.07%	
Percent change YOY			13%		0%		12%		0%	
Career and Technology (C&T) Data:	43708	Advanced C&T FTE 43708	43709	Advanced C&T FTE 43709	43710	Advanced C&T FTE 43710	43711	Advanced C&T FTE 43711	43712	Advanced C&T FTE 43712
Number Enrolled in One-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Two-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-	-
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%		0%		0%		0%	

	Data for following fiscal years must be based on reasonable estimates and projections.				
	43708	43709	43710	43711	43712
Number Gifted and Talented Students Enrolled	-	-	-	-	-
% of Gifted and Talented Students Enrolled					
Number of Pregnancy Related Students	5.00	6.00	8.00	10.00	11.00
% of Pregnancy Related Students Enrolled	1.33%	1.41%	1.68%	1.90%	1.91%
Number of Students Enrolled in Bilingual/ESL	120.00	115.00	110.00	105.00	100.00
% of Students Enrolled in Bilingual/ESL	31.91%	27.00%	23.11%	19.96%	17.36%
Special Education Error Check					
Career and Technology Error Check					
Available School Fund ADA	-	-	-	-	-
Comensatory Education Enrollment	365.00	-	-	-	-

Transportation	Data for following fiscal years must be based on reasonable estimates and projections.				
	43708	43709	43710	43711	43712
Regular Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Total	\$ -	\$ -	\$ -	\$ -	\$ -
Percent change YOY		0%	0%	0%	0%

Heritage Preparatory Academy

REVENUE AND EXPENSE ASSUMPTIONS

43708 43709 43710 43711 43712 NOTES

REVENUE	
TOTAL STATE REVENUES	3,035,020.17
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	
TOTAL REVENUE	3,035,020.17

Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab				
0.00%	13.00%	12.00%	11.00%	10.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

EXPENSES

PAYROLL TAXES AND BENEFITS

- Social Security
- Medicare
- State Unemployment
- Worker's Compensation Insurance
- Custom Other Tax #1
- Custom Other Tax #2
- Health Insurance
- Dental Insurance
- Vision Insurance
- Life Insurance
- Retirement Contribution
- Custom Fringe #1
- Custom Fringe #2

TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

CONTRACTED SERVICES

- Accounting / Audit
- Legal
- Management Company Fee
- Nurse Services
- Food Service / School Lunch
- Payroll Services
- Special Ed Services
- Titement Services (i.e. Title I)
- campus Security
- Custom Contracted Services #2
- Custom Contracted Services #3
- TOTAL CONTRACTED SERVICES**

2,200
2,200
-
-
-
-
8,000
-
24,000
-
-

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.				
0.00%	0.00%	0.00%	0.00%	0.00%
1.45%	1.45%	1.45%	1.45%	1.45%
0.50%	0.50%	0.50%	0.50%	0.50%
1.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
6.80%	6.80%	6.80%	6.80%	6.80%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

2.7% of first \$9,000

Enter the % increase below for which the amount entered in column F should increase each year.				
0.00%	2.00%	2.00%	5.00%	5.00%
0.00%	2.00%	2.00%	5.00%	5.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	13.00%	12.00%	11.00%	10.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

Annual Audit
Accountability review/ guidance

SCHOOL OPERATIONS

Board Expenses	400	0.00%	0.00%	0.00%	0.00%	0.00%
Classroom / Teaching Supplies & Materials	1,350	0.00%	13.00%	12.00%	11.00%	10.00%
Special Ed Supplies & Materials	250	0.00%	13.00%	12.00%	11.00%	10.00%
Textbooks / Workbooks	17,800	0.00%	13.00%	12.00%	11.00%	10.00%
Supplies & Materials other	37,088	0.00%	15.00%	14.00%	13.00%	12.00%
Equipment / Furniture	7,200	0.00%	13.00%	12.00%	11.00%	10.00%
Telephone	2,400	0.00%	13.00%	12.00%	11.00%	10.00%
Technology	54,000	0.00%	13.00%	12.00%	11.00%	10.00%
Student Testing & Assessment	9,776	0.00%	13.00%	12.00%	11.00%	10.00%
Field Trips	-	0.00%	13.00%	12.00%	11.00%	10.00%
Transportation (student)	12,570	0.00%	13.00%	12.00%	100.00%	100.00%
Student Services - other	1,800	0.00%	13.00%	12.00%	11.00%	10.00%
Office Expense	3,600	0.00%	0.00%	0.00%	0.00%	5.00%
Staff Development	6,000	0.00%	13.00%	12.00%	11.00%	10.00%
Staff Recruitment	2,400	0.00%	13.00%	12.00%	11.00%	10.00%
Student Recruitment / Marketing	3,600	0.00%	13.00%	12.00%	11.00%	10.00%
School Meals / Lunch	-	0.00%	0.00%	0.00%	0.00%	0.00%
Travel (Staff)	-	0.00%	0.00%	0.00%	0.00%	0.00%
Fundraising	-	0.00%	0.00%	0.00%	0.00%	0.00%
Website	3,650	0.00%	5.00%	5.00%	5.00%	5.00%
TCSAAL	6,000	0.00%	5.00%	5.00%	10.00%	10.00%
TXEIS	40,000	0.00%	13.00%	12.00%	11.00%	10.00%

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance	1,500	0.00%	13.00%	12.00%	11.00%	10.00%
Janitorial Services	-	0.00%	0.00%	0.00%	0.00%	0.00%
Building and Land Rent / Lease	225,000	0.00%	13.00%	12.00%	20.00%	25.00%
Repairs & Maintenance	-	0.00%	0.00%	0.00%	0.00%	0.00%
Security Services	-	0.00%	0.00%	0.00%	0.00%	0.00%
Utilities	2,400	0.00%	13.00%	12.00%	11.00%	10.00%
2 way Radios	900	0.00%	0.00%	0.00%	0.00%	0.00%
general liability	2,875	0.00%	13.00%	12.00%	11.00%	10.00%
Other	-	0.00%	0.00%	0.00%	0.00%	0.00%

TOTAL FACILITY OPERATION & MAINTENANCE

RESERVES / CONTINGENCY	100,000	0.00%	13.00%	12.00%	11.00%	10.00%
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TOTAL EXPENSES

NET OPERATING INCOME (before Depreciation)

DEPRECIATION & AMORTIZATION	-	0.00%	0.00%	0.00%	0.00%	0.00%
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NET OPERATING INCOME (including Depreciation)

D&O + edu liability + supplies
 \$ 75 x each classrooms (18 to start)
 SPED materials
 State adopted
 Compass, Istation
 Copier lease and service, paper - small office tools.
 School phones
 300 Leased labtops & carts from ACT
 NWEA
 Lease 15 pass van + ins + fuel + driver stipend
 Special events - awards
 \$3,000 School Mint application/ lottery,
 CEP Pass thru or student pay

\$75,000 contents, \$1M umbrella liability
 included in rent
 included in rent
 Phones + High speed Internet
 30 x 2way radios
 edu institution endorsement

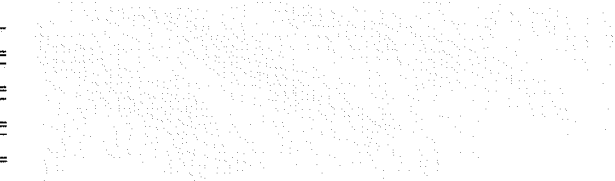
**Heritage Preparatory Academy
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD**

SUMMARY	
Total Revenue	150,000
Total Expenses	126,987
Net Operating Income (before Depreciation)	23,013

Description of Assumptions and Variances

Start-Up Period

REVENUE	
TOTAL STATE REVENUES	
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	\$ 150,000
TOTAL REVENUE	\$ 150,000



EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	13,000	2 Principes x 18 days
Instructional Management		
Deans, Directors & Coordinators	4,000	PEIMS x 36 days
CFO / Director of Finance	-	
Operation / Business Manager	22,500	Community Liaison 6 mo
Administrative Staff	18,000	1 Admin assistant x 6 mo, 1 x 36 days
Other - Administrative	-	

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS \$ 57,500

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	17,983	1 wk
Teachers - SPED	1,508	1 wk
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	5,912	1 wk
Aides	1,246	1 wk
Therapists & Counselors	-	
Other - Instructional	-	

TOTAL INSTRUCTIONAL PERSONNEL COSTS \$ 26,649

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	1,058	1 wk
Librarian	-	
Custodian	-	
Security	-	
Other - Non-Instructional	-	

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS \$ 1,058

TOTAL PERSONNEL EXPENSES \$ 85,207

PAYROLL TAXES AND BENEFITS

Social Security	-	
Medicare	1,482	1.45%
State Unemployment	511	0.05%
Worker's Compensation Insurance	102	1%
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	-	
Dental Insurance	-	
Vision Insurance	-	
Life Insurance	-	
Retirement Contribution	6,950	6.80%
Custom Fringe #1	-	
Custom Fringe #2	-	

TOTAL PAYROLL TAXES AND BENEFITS \$ 9,045

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES \$ 94,252

CONTRACTED SERVICES

Accounting / Audit	1,000
Legal	2,000
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
campus Security	-
Custom Contracted Services #2	-
Custom Contracted Services #3	-

TOTAL CONTRACTED SERVICES \$ 3,000

SCHOOL OPERATIONS

Board Expenses	400
Classroom / Teaching Supplies & Materials	1,350
Special Ed Supplies & Materials	
Textbooks / Workbooks	1,483
Supplies & Materials other	3,091
Equipment / Furniture	3,600
Telephone	-
Technology	9,000
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	1,100
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	2,400
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Website	1,825
TCSAAL	500
TXEIS	3,200
TOTAL SCHOOL OPERATIONS	\$ 27,949

annual meeting
1/12th
1/12th
2 mo lease pmt
enrollment
1/12 th

FACILITY OPERATION & MAINTENANCE

Insurance	167
Janitorial Services	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Security Services	-
Utilities	-
2 way Radios	900
general liability	719
Other	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 1,786

1st pmt
1st pmt
1st pmt

RESERVES / CONTIGENCY

	-
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TOTAL EXPENSES

\$ 126,987

NET OPERATING INCOME (before Depreciation)

\$ 23,013

DEPRECIATION & AMORTIZATION

-

NET OPERATING INCOME (including Depreciation)

\$ 23,013

134

Heritage Preparatory Academy
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

	STARTUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2017	2018	2019	2020	2021	2022
SUMMARY						
Total Revenue	150,000	3,035,020	3,429,573	3,841,122	4,263,645	4,690,009
Total Expenses	126,987	2,924,097	3,329,581	3,759,301	4,133,115	4,509,985
Net Operating Income (before Depreciation)	23,013	110,923	99,992	81,820	130,530	180,025
Revenue Per Pupil		8,072	8,051	8,070	8,106	8,142
Expenses Per Pupil		7,777	7,816	7,898	7,858	7,830
REVENUE						
TOTAL STATE REVENUES	\$ -	\$ 3,035,020	\$ 3,429,573	\$ 3,841,122	\$ 4,263,645	\$ 4,690,009
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 150,000	\$ 3,035,020	\$ 3,429,573	\$ 3,841,122	\$ 4,263,645	\$ 4,690,009

135

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	13,000	220,000	295,800	301,716	307,750	313,905
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	4,000	180,000	183,600	187,272	191,017	194,838
CFD / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	22,500	-	-	-	-	-
Administrative Staff	18,000	195,000	198,900	202,878	238,772	276,020
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 57,500	\$ 595,000	\$ 678,300	\$ 691,866	\$ 737,540	\$ 784,763

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	17,983	835,000	966,960	1,135,076	1,177,941	1,156,038
Teachers - SPED	1,508	104,000	106,080	108,202	110,366	112,573
Substitute Teachers	-	12,000	13,260	14,566	16,979	19,484
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	5,912	364,000	424,320	541,008	665,377	799,917
Aides	1,246	28,800	44,064	59,927	68,766	93,522
Therapists & Counselors	-	110,000	112,200	114,444	116,733	119,068
Other - Instructional	-	3,000	7,650	7,803	9,551	9,742
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 26,649	\$ 1,456,800	\$ 1,674,534	\$ 1,981,026	\$ 2,165,713	\$ 2,310,343

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	1,058	55,000	56,100	57,222	58,366	59,534
Librarian	-	-	-	-	-	-
Custodian	-	30,000	30,600	31,212	31,836	32,473
Security	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 1,058	\$ 85,000	\$ 86,700	\$ 88,434	\$ 90,203	\$ 92,007

TOTAL PERSONNEL EXPENSES

TOTAL PERSONNEL EXPENSES	\$ 85,207	\$ 2,136,800	\$ 2,439,534	\$ 2,761,326	\$ 2,993,456	\$ 3,187,113
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PAYROLL TAXES AND BENEFITS

Social Security	-	-	-	-	-	-
Medicare	1,482	30,984	35,373	40,039	43,405	46,213
State Unemployment	511	10,684	12,198	13,807	14,967	15,936
Worker's Compensation Insurance	102	21,368	24,395	27,613	29,935	31,871
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	-	-	-	-	-	-
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	6,950	145,302	165,888	187,770	203,555	216,724
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 9,045	\$ 208,338	\$ 237,855	\$ 269,229	\$ 291,862	\$ 310,744

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 94,252	\$ 2,345,138	\$ 2,677,389	\$ 3,030,555	\$ 3,285,317	\$ 3,497,857
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CONTRACTED SERVICES

Accounting / Audit	1,000	2,200	2,244	2,289	2,403	2,523
Legal	2,000	2,200	2,244	2,289	2,403	2,523
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	8,000	8,160	8,323	8,490	8,659
Titlment Services (i.e. Title I)	-	-	-	-	-	-
campus Security	-	24,000	27,120	30,374	33,716	37,087
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	\$ 3,000	\$ 36,400	\$ 39,768	\$ 43,275	\$ 47,012	\$ 50,794

136

SCHOOL OPERATIONS

Board Expenses	400	400	400	400	400	400
Classroom / Teaching Supplies & Materials	1,350	1,350	1,526	1,709	1,897	2,086
Special Ed Supplies & Materials	-	250	283	316	351	386
Textbooks / Workbooks	1,483	17,800	20,114	22,528	25,006	27,506
Supplies & Materials other	3,091	37,088	42,651	48,622	54,943	61,536
Equipment / Furniture	3,600	7,200	8,136	9,112	10,115	11,126
Telephone	-	2,400	2,712	3,037	3,372	3,709
Technology	9,000	54,000	61,020	68,342	75,860	83,446
Student Testing & Assessment	-	9,776	11,047	12,373	13,733	15,107
Field Trips	-	-	-	-	-	-
Transportation (student)	-	12,570	14,204	15,909	31,817	63,634
Student Services - other	-	1,800	2,034	2,278	2,529	2,782
Office Expense	1,100	3,600	3,600	3,600	3,600	3,780
Staff Development	-	6,000	6,780	7,594	8,429	9,272
Staff Recruitment	-	2,400	2,712	3,037	3,372	3,709
Student Recruitment / Marketing	2,400	3,600	4,068	4,556	5,057	5,563
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Website	1,825	3,650	3,833	4,024	4,225	4,437
TCSAAL	500	6,000	6,300	6,615	7,277	8,004
TXEIS	3,200	40,000	45,200	50,624	56,193	61,812
TOTAL SCHOOL OPERATIONS	\$ 27,949	\$ 209,884	\$ 236,619	\$ 264,677	\$ 308,175	\$ 368,295

FACILITY OPERATION & MAINTENANCE

Insurance	167	1,500	1,695	1,898	2,107	2,318
Janitorial Services	-	-	-	-	-	-
Building and Land Rent / Lease	-	225,000	254,250	284,760	341,712	427,140
Repairs & Maintenance	-	-	-	-	-	-
Security Services	-	-	-	-	-	-
Utilities	-	2,400	2,712	3,037	3,372	3,709
2 way Radios	900	900	900	900	900	900
general liability	719	2,875	3,249	3,639	4,039	4,443
Other	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 1,786	\$ 232,675	\$ 262,806	\$ 294,234	\$ 352,130	\$ 438,509
RESERVES / CONTINGENCY	-	100,000	113,000	126,560	140,482	154,530
TOTAL EXPENSES	\$ 126,987	\$ 2,924,097	\$ 3,329,581	\$ 3,759,301	\$ 4,133,115	\$ 4,509,985
NET OPERATING INCOME (before Depreciation)	\$ 23,013	\$ 110,923	\$ 99,992	\$ 81,820	\$ 130,530	\$ 180,025
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 23,013	\$ 110,923	\$ 99,992	\$ 81,820	\$ 130,530	\$ 180,025

137

Description of Assumptions and Variances



Accounting and PEIMS software



FINANCIAL PLAN WORKBOOK SUMMARY

Heritage Preparatory Academy

	Year 0 (Start-Up) 2016	Year 1 43708	Year 2 43709	Year 3 43710	Year 4 43711	Year 5 43712
REVENUE						
Total State Revenue		\$ 3,035,020	\$ 3,429,573	\$ 3,841,122	\$ 4,263,645	\$ 4,690,009
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 150,000	\$ 3,035,020	\$ 3,429,573	\$ 3,841,122	\$ 4,263,645	\$ 4,690,009
EXPENSES						
Total Administrative Staff Personnel Costs	\$ 57,500	\$ 595,000	\$ 678,300	\$ 691,866	\$ 737,540	\$ 784,763
Total Instructional Personnel Costs	\$ 26,649	\$ 1,456,800	\$ 1,674,534	\$ 1,981,026	\$ 2,165,713	\$ 2,310,343
Total Non-Instructional Personnel Costs	\$ 1,058	\$ 85,000	\$ 86,700	\$ 88,434	\$ 90,203	\$ 92,007
Total Payroll Taxes and Benefits	\$ 9,045	\$ 208,338	\$ 237,855	\$ 269,229	\$ 291,862	\$ 310,744
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ 94,252	\$ 2,345,138	\$ 2,677,389	\$ 3,030,555	\$ 3,285,317	\$ 3,497,857
Total Contracted Services	\$ 3,000	\$ 36,400	\$ 39,768	\$ 43,275	\$ 47,012	\$ 50,794
Total School Operations	\$ 27,949	\$ 209,884	\$ 236,619	\$ 264,677	\$ 308,175	\$ 368,295
Total Facilities Operations and Maintenance	\$ 1,786	\$ 232,675	\$ 262,806	\$ 294,234	\$ 352,130	\$ 438,509
Reserves and/or Contingency	\$ -	\$ 100,000	\$ 113,000	\$ 126,560	\$ 140,482	\$ 154,530
TOTAL EXPENSES	\$ 126,987	\$ 2,924,097	\$ 3,329,581	\$ 3,759,301	\$ 4,133,115	\$ 4,509,985
NET OPERATING INCOME (before depreciation)	\$ 23,013	\$ 110,923	\$ 99,992	\$ 81,820	\$ 130,530	\$ 180,025
STUDENT ENROLLMENT						
Projected Student Enrollment		376	426	476	526	576
Revenue Per Pupil		\$ 8,072	\$ 8,051	\$ 8,070	\$ 8,106	\$ 8,142
Expenses Per Pupil		\$ 7,777	\$ 7,816	\$ 7,898	\$ 7,858	\$ 7,830

141

Heritage Preparatory Academy Estimate of State Aid Entitlement Output Preliminary		TOTAL
Refined ADA		319,600
HS ADA		0,000
ASF ADA		0,000
SPECIAL EDUCATION FTE		
Number Enrolled in Homebound	0,000	0,000
Hospital Class	0,000	0,000
Speech Therapy	0,283	0,000
Resource Room	4,050	0,000
Self-Contained Mild/Mod/Sev	0,000	0,000
Full-Time Early Childhood	0,000	0,000
Off-Home Campus	0,000	0,000
VAC	0,000	0,000
State Schools	0,000	0,000
Residential Care & Treatment	0,000	0,000
TOTAL SPECIAL EDUCATION FTE	4,334	0,000
TOTAL SPECIAL EDUCATION WEIGHTED FTE	13,567	0,000
Career & Technology FTEs	0,000	
Advanced Career & Technology FTES	0,000	
Regular Program ADA	318,266	
Mainstream ADA	17,000	
Gifted & Talented Enrollment	0,000	
Compensatory Ed Enrollment	365,000	
Pregnancy-related FTES	1,248	
Bilingual ADA	102,000	
Adjusted GYA	0,9733	
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)	540,348	
FUNDING DATA:		
State Average Basic Allotment	\$	4,990
State Average Adjusted Basic Allotment	\$	5,272
State Average Adjusted Allotment	\$	6,387
State Average DTR- Level 1		0,0542
State Average DTR- Level 2		0,0516
Available School Fund Rate	\$	284,520
FUNDING BREAKDOWN BY PROGRAM		
Regular Program Block Grant	\$	2,013,607
Special Education Block Grant (Spend 52% of Amount as proposed)	\$	86,655
Mainstream Special Education (Spend 52% of Amount as proposed)	\$	119,437
Residential Care & Treatment (Spend 52% of Amount as proposed)	\$	-
State Schools (Spend 52% of Amount as proposed)	\$	-
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as proposed)	\$	-
TOTAL SPECIAL EDUCATION	\$	206,092
Career & Technology Grant (Spend 58% of Amount as proposed)	\$	-
Gifted & Talented Op Grant (Spend 55% of Amount as proposed)	\$	-
Regular Compensatory Ed (Spend 52% of Amount as proposed)	\$	466,251
Pregnancy Related Services Allocation (Spend 52% of Amount as proposed)	\$	19,207
Military Allotment	\$	-
Bilingual Education Block Grant (Spend 52% of Amount as proposed)	\$	65,147
TRANSPORTATION		
Regular Program	\$	-
Special Education	\$	-
Career and Technology	\$	-
TOTAL TRANSPORTATION	\$	-
High School Allotment	\$	-
State Share of Tier I	\$	2,770,304
Tier II Level 1	\$	175,633
Tier II Level 2	\$	89,083
TOTAL TIER II	\$	264,716
TOTAL FOUNDATION	\$	3,035,020
OTHER PROGRAMS		
Staff Salary Allotment	\$	-
Additional State Aid for Tax Reduction (ASATR)	\$	-
TOTAL OTHER PROGRAMS	\$	-
TOTAL	\$	3,035,020
TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)	\$	-
TOTAL FOUNDATION SCHOOL FUND (FSF)	\$	3,035,020

12/4/2016 23:05

Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.

1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604.638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604.637
3	2015-2016 WADA		540.348
4	2015-2016 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	\$	2,488,107
5	2015-2016 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	60,063
6	2015-2016 Minimum Revenue (Line 4 + Line 5)	\$	2,548,170
7	Transportation Adjustment	\$	-
8	2015-2016 New Instructional Facility Allotment	\$	-
9	2008-2009 Educator Salary Increase (\$23.63 x 2008-2009 WADA*0.9263)	\$	-
10	2015-2016 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	\$	2,548,170
11	2015-2016 Tier I State Aid	\$	2,770,304
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	\$	-
13	2015-2016 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	\$	2,770,304
14	2015-2016 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	\$	5,127

12/4/2016 23:05

143

Total FSP from latest Summary of Finances (SOF)	\$	3,035,020	
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$	-	
Current Year FSP Payments Year to Date from FSP Ledger	\$	-	
FSP Remaining Balance	\$	3,035,020	
Number of Remaining FSP Payments	\$	12	
Remaining Balance to be Paid this Month		8.3%	
Payment	\$	251,907	

Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 251,907
October	11	9.1%	\$ 253,263
November	10	10.1%	\$ 255,515
December	9	11.1%	\$ 252,451
January	8	12.4%	\$ 250,714
February	7	14.4%	\$ 255,049
March	6	16.6%	\$ 251,676
April	5	19.9%	\$ 251,625
May	4	25.1%	\$ 254,218
June	3	33.2%	\$ 251,856
July	2	49.7%	\$ 251,853
August	1	100.0%	\$ 254,894
			\$ 3,035,020

12/4/2016 23:05

144

Provide the following:

A copy of the most recent **audit report**. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 10) found at, [http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

For organizations less than one year old or established organizations with no financial activity to date: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

Attachment F4 - Audit Report

Heritage Public Charter Schools has not yet setup formal financial books or records.

Expenditures year to date:

Account	Amount	
6490	\$26.09	Certified mail Intent Notifications
6490	\$118.02	Publishing of Public Meeting Notice in Star-Telegram newspaper

Provide the following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2015, but has no credit history, a response from one of the credit rating agencies must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2015, you are not required to provide a credit report but must instead provide a statement attesting, “No documents are being provided because the sponsoring entity was incorporated after January 1, 2015.”

COPYRIGHT MATERIAL

1 page has been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Provide the following:

The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

Department of the Treasury
Internal Revenue Service

for Tax-Exempt Organization not Required to File Form 990 or 990-EZ

2015

Open to Public Inspection

A For the 2015 Calendar year, or tax year beginning 2015-09-01 and ending 2016-08-31

B Check if available

Terminated for Business

Gross receipts are normally \$50,000 or less

C Name of Organization: HERITAGE PUBLIC CHARTER SCHOOLS

1410 Merion Dr. Mansfield,
TX, US, 76063

D Employee Identification
Number 47-2534540

E Website:

F Name of Principal Officer: James B Wright

1410 Merion Dr. Mansfield,
TX, US, 76063

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 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 the 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.

(50)

Provide the following:

Evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. Do **not** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

Applicants having no responsive documents to this attachment shall provide the statement, "The applicant has no documents in response to this attachment."

Attachment F7 – Other Financial Support

Heritage Public Charter Schools has a close long term relationship with a \$5,000,000,000 501c3 student loan organization. They already provide long term bonds for Charter Schools and are now interested in adding seed money or initial financing for new Charter Schools as part of their offerings. Heritage Public Charter Schools, if awarded a Charter, will be the first to apply for this new funding source. The CEO has repeatedly expressed confidence in Heritage Public Charter Schools and its management.

Heritage Public Charter Schools will be able to apply for many grants, including the TEA administered Public Charter School Program Start-Up Grant, if the Charter is awarded.

The Management of Heritage Public Charter Schools is fortunate to have family members able and willing to provide gifts, interim financing, or loans up to the amount of \$ 100,000.

Provide the following:

The 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the Determination Letter issued by the IRS granting the entity nonprofit status, no later than Friday, April 7, 2017, in order to be deemed an eligible entity and scheduled for an applicant interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **APR 01 2015**

HERITAGE PUBLIC CHARTER SCHOOLS
1410 MERION DR
MANSFIELD, TX 76063-3761

Employer Identification Number:
47-2534540
DLN:
17053022321035
Contact Person:
MITCHELL P STEELE ID# 31360
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
August 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
December 1, 2014
Contribution Deductibility:
Yes
Addendum Applies:
Yes

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.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

154

HERITAGE PUBLIC CHARTER SCHOOLS

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

155

Provide the following:

The original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation and any restated Articles of Incorporation and Articles of Amendment.

If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation.

Form 202

Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
FAX: 512/463-5709



**Certificate of Formation
Nonprofit Corporation**

Filed in the Office of the
Secretary of State of Texas
Filing #: 802108660 11/30/2014
Document #: 580265070002
Image Generated Electronically
for Web Filing

Filing Fee: \$25

Article 1 - Corporate Name

The filing entity formed is a nonprofit corporation. The name of the entity is :

Heritage Public Charter Schools

Article 2 – Registered Agent and Registered Office

A. The initial registered agent is an organization (cannot be corporation named above) by the name of:

OR

B. The initial registered agent is an individual resident of the state whose name is set forth below:

Name:

James Bryndan Wright

C. The business address of the registered agent and the registered office address is:

Street Address:

1410 Merion Drive Mansfield TX 76063

Consent of Registered Agent

A. A copy of the consent of registered agent is attached.

OR

B. The consent of the registered agent is maintained by the entity.

Article 3 - Management

A. Management of the affairs of the corporation is to be vested solely in the members of the corporation.

OR

B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below.

Director 1: **Sherry Wright**

Title: **Director**

Address: **1410 Merion Drive Mansfield TX, USA 76063**

Director 2: **Phillip Wambsganss**

Title: **Director**

Address: **1106 Meriwether Street Mansfield TX, USA 76063**

Director 3: **James Wright**

Title: **Director**

Address: **1410 Merion Drive Mansfield TX, USA 76063**

Article 4 - Organization Structure

A. The corporation will have members.

or

B. The corporation will not have members.

Article 5 - Purpose

The corporation is organized for the following purpose or purposes:

To establish a public charter school.

Supplemental Provisions / Information

[The attached addendum, if any, is incorporated herein by reference.]

Effectiveness of Filing

A. This document becomes effective when the document is filed by the secretary of state.

OR

B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its signing. The delayed effective date is: **December 1, 2014**

Organizer

The name and address of the organizer are set forth below.

James Bryndan Wright **1410 Merion Drive, Mansfield, TX 76063**

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.

James Bryndan Wright

Signature of organizer.

FILING OFFICE COPY

158



Office of the Secretary of State

CERTIFICATE OF FILING OF

Heritage Public Charter Schools
File Number: 802108660

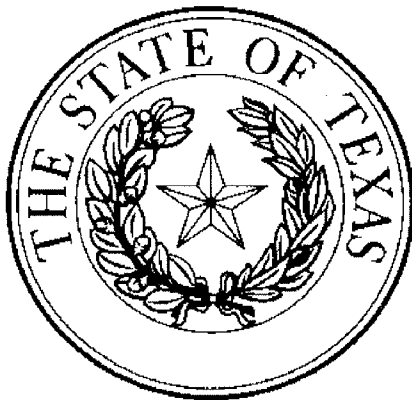
The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

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.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 11/30/2014

Effective: 12/01/2014



NANDITA BERRY

Nandita Berry
Secretary of State

Provide the following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

Heritage Public Charter Schools

A Texas Non-Profit Corporation

BYLAWS

Article I

Name

1.01 The name of the Organization shall be Heritage Public Charter Schools, (HPCS)

Article II

Purpose

2.01 HPSC is organized exclusively for the educational and charitable purposes under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

2.02 The purpose is to advance public education in the Dallas / Fort Worth, Texas area by managing and operating a Public Charter School (the School) in Arlington, Texas which will provide public school choice, challenge students academically, and prepare students to be successful in college and life.

Article III

Membership

3.01 The corporation shall have no members who have any right to vote or title or interest in or to the corporation, its properties and franchises.

Article IV

Board of Directors

4.01 General Authority. There shall be a Board of Directors of the Organization, which shall manage, supervise and control the business, property, and affairs of the Organization. The Board of Directors shall be vested with the powers to appoint and remunerate agents and employees, to disburse the funds of the Organization, and to adopt such rules and regulations for the conduct of its business, responsibilities and authorities as shall be deemed advisable, insofar as such delegation of authority is not inconsistent with or repugnant to the Articles of Incorporation of HPCS in their present form or as they may be amended, or to these Bylaws, or to any applicable law.

4.02 Membership. The Board of Directors will consist of no fewer than three (3) persons. A parent of a student enrolled in The School maybe selected for Board Membership. A majority of the Board must be qualified voters. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman 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.

4.03 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 Chairman. Any Director except the Chairman may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors, if before any meeting of the Board at which a vote on removal will be made, the Board Member in question is given electronic or written notification of the Board's intention to discuss her/his case and is given the opportunity to be heard at the meeting of the Board. The Chairman of the Board may only be removed for cause:

- (a) violation of these Bylaws,
- (b) engaging in any conduct prejudicial to the best interest of HPCS or its students,
- (c) for violation of any Regulation or Statue regarding the granting of and operation of a Public School Charter by the State of Texas,
- (d) for actions prohibited in the operation of a non-profit corporation under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code.

4.04 Term. The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 4.03 and 4.06 herein and with state law governing qualifications and restrictions on service as a member of a governing body of a Charter Holder or Public Charter School. The term of office shall be considered to begin on September 1 and end August 31 three years later.

4.05 Vacancy. 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.

4.06 Resignation. Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

4.07 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 V Officers

5.01 Officers. The officers of the Corporation will consist of the Chairman 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.

5.02 Appointment. The officers of the Corporation will be appointed by the Chairman of the Board of Directors.

5.03 Chairman. The Chairman (Chairman) of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board.

5.04 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 Chairman or by the Board.

5.05 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 Chairman or by the Board.

5.06 Chief Executive Officer of The School. The Board of Directors shall hire a Chief Executive Officer for and to be employed by The School. 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. The Chief Executive Officer selected may be a member of the Board of Directors as may be permitted by state law, but if a member of the Board of Directors, he shall resign such position on the Board immediately upon hiring if required by state law.

5.07 Other Officers. The Board of Directors may create by resolution any other offices as it deems necessary to serve the Corporation and to operate The School and may appoint other individuals to serve as officers or agents of the Corporation, in accordance with state and federal law.

Article VI Committees

6.01 School Board. It shall be the responsibility of the Board of Directors to establish a School Board no later than 90 days prior to the 1st day of school. The purpose of the School Board is to direct and manage the affairs of the School and to establish the Superintendents annual salary in accordance applicable statues. The School Board shall consist of at least 3 and no more than 7 knowledgeable and experienced members of the community who consent to dedicating their time to further the success of The School. The length of term for School Board members is three years. There shall be no limit to the number of consecutive terms an School Board member may serve. The School Board shall be bound by these Bylaws as their own.

6.02 Other 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 Chairman 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.

6.03 Delegation of powers or duties. The Board of Directors shall not delegate any powers or duties listed in the Texas Administrative Code 19TAC100.1131(B)(13)(c) nor any powers or duties required to remain vested within the Board by Statue or law.

Article VII Deposits, Checks, Loans, Contracts

7.01 Deposits. 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.

7.02 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.

7.03 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.

7.04 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 VIII Contracts with Directors and Officers

8.01 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.

8.02 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 IX Indemnification of Directors and Officers

9.01 Liability. A Director or committee member, except as per section 5.04 of these Bylaws, 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.

9.02 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 clause is subject to all restrictions imposed by law.

9.03 Insurance. The Board of Directors will have the power to purchase and maintain, at the Corporation's expense, Directors and Officers Insurance on behalf of the Corporation, the Board of Directors, and others.

Article X Meetings

10.01 Regular Meetings. Regular meetings of the Board of Directors will be held as needed to conduct business of the Corporation. Meetings shall be held at a time and location selected by the Board and in accordance with state law. Upon the Corporation's Award of an Public School 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.

10.02 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 Articles of Incorporation, by the Chairman, or by any other Director, 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 7.04 herein.

10.03 Annual Meeting. The Annual Meeting 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.

10.04 Meetings Notice. Upon the Corporation's Award of a Public School Charter, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, the 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 local 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.

10.06 Agenda. Upon the Corporation's Award of a Public School Charter, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman 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.

10.07 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 10.10 herein.

10.08 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.

10.09 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 Articles of Incorporation, 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 Articles of Incorporation, 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.

10.10 Electronic Conferencing. Except as required otherwise by law, Directors may participate in any Regular or Special or Emergency meeting through the use of any means of communication by which all Directors participating may simultaneously hear each other during the Meeting, and all such communication is simultaneously available to the attending public, including, but not limited to; in person, internet video meeting, or by telephonic conference call.

10.11 Meeting Records. Upon the Corporation's Award of a Public School Charter, the Corporation shall comply with the Texas Public Information Act.

10.12 Procedures. For all matters of parliamentary procedures, the Board of Directors shall be guided by Robert's Rules of Order Newly Revised, 10th ed.

Article XI Book and Records

11.01 Books and Records. The Corporation will maintain and hold fast 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.

11.02. Retention. Records should not be kept if they are no longer needed for the operation of the business or required by law. Unnecessary records should be eliminated from the files. The cost of maintaining records is an expense which can grow unreasonably if good housekeeping is not performed. A mass of records also makes it more difficult to find pertinent records. From time to time, HPCS may establish retention or destruction policies or schedules for specific categories of records in order to ensure legal compliance, and also to accomplish other objectives, such as

preserving intellectual property and cost management. Several categories of documents that warrant special consideration are identified below. While minimum retention periods are established, the retention of the documents identified below and of documents not included in the identified categories should be determined primarily by the application of the general guidelines affecting document retention, as well as the exception for litigation relevant documents and any other pertinent factors.

11.03 Exception for Litigation Relevant Documents. HPCS expects all officers, directors, and employees to comply fully with any and all published records retention or destruction policies and schedules, provided that all officers, directors, and employees should note the following general exception to any stated destruction schedule: If you believe, or the HPCS informs you, that corporate records are relevant to litigation, or potential litigation (i.e. a dispute that could result in litigation), then you must preserve those records until it is determined that the records are no longer needed. That exception supersedes any previously or subsequently established destruction schedule for those records.

11.04 Minimum Retention Periods for Specific Categories

(a) Corporate Documents. Corporate records include the corporation's Articles of Incorporation, By-Laws and IRS Form 1023 and Application for Exemption. Corporate records should be retained permanently. IRS regulations require that the Form 1023 be available for public inspection upon request.

(b) Tax Records. Tax records include, but may not be limited to, documents concerning payroll, expenses, proof of contributions made by donors, accounting procedures, and other documents concerning the corporation's revenues. Tax records should be retained for at least seven years from the date of filing the applicable return.

(c) Employment Records/Personnel Records. State and federal statutes require the corporation to keep certain recruitment, employment and personnel information. The corporation should also keep personnel files that reflect performance reviews and any complaints brought against the corporation or individual employees under applicable state and federal statutes. The corporation should also keep in the employee's personnel file all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel. Employment applications should be retained for three years. Retirement and pension records should be kept permanently. Other employment and personnel records should be retained for seven years.

(d) Board and Board Committee Materials. Meeting minutes should be retained in perpetuity in the corporation's minute book. A clean copy of all other Board and Board Committee materials should be kept for no less than three years by the corporation.

(e) Press Releases/Public Filings. The corporation should retain permanent copies of all press releases and publicly filed documents under the theory that the corporation should have its own copy to test the accuracy of any document a member of the public can theoretically produce against the corporation.

(f) Legal Files. Legal counsel should be consulted to determine the retention period of particular documents, but legal documents should generally be maintained for a period of ten years.

(g) Marketing and Sales Documents. The corporation should keep final copies of marketing and sales documents for the same period of time it keeps other corporate files, generally three years. An exception to the three-year policy may be sales invoices, contracts, leases, licenses, and

other legal documentation. These documents should be kept for at least three years beyond the life of the agreement.

(h) Development/Intellectual Property and Trade Secrets. Development documents are often subject to intellectual property protection in their final form (e.g., patents and copyrights). The documents detailing the development process are often also of value to the corporation and are protected as a trade secret where the corporation:

(1) derives independent economic value from the secrecy of the information; and

(2) has taken affirmative steps to keep the information confidential. The corporation should keep all documents designated as containing trade secret information for at least the life of the trade secret.

(i) Contracts. Final, execution copies of all contracts entered into by the corporation should be retained. The corporation should retain copies of the final contracts for at least three years beyond the life of the agreement, and longer in the case of publicly filed contracts.

(j) Correspondence. Unless correspondence falls under another category listed elsewhere in this policy, correspondence should generally be saved for two years.

(k) Banking and Accounting. Accounts payable ledgers and schedules should be kept for seven years. Bank reconciliations, bank statements, deposit slips and checks (unless for important payments and purchases) should be kept for three years. Any inventories of products, materials, and supplies and any invoices should be kept for seven years.

(l) Insurance. Expired insurance policies, insurance records, accident reports, claims, etc. should be kept permanently.

(m) Audit Records. External audit reports should be kept permanently. Internal audit reports should be kept for three years.

11.05 Electronic Mail. E-mail that needs to be saved should be either: (a) printed in hard copy and kept in the appropriate file; or (b) downloaded to a computer file and kept electronically or on disk as a separate file. The retention period depends upon the subject matter of the e-mail, as covered elsewhere in this policy.

11.06 The Board of Directors, or its assigns, will appropriately respond to all Federal or State of Texas Public Information Act requests in full accordance with all pertinent Statues.

Article XII

Transparency and Accountability

Disclosure of Financial Information with The General Public

12.01 Purpose. By making full and accurate information about its mission, activities, finances, and governance publicly available, HPCS practices and encourages transparency and accountability to the general public. This policy will: (i) indicate which documents and materials produced by the corporation are presumptively open to staff and/or the public (ii) indicate which documents and materials produced by the corporation are presumptively closed to staff and/or the public (iii) specify the procedures whereby the open/closed status of documents and materials can be altered.

12.02 Financial and IRS documents (The form 1023 and the form 990) HPCS shall provide its Internal Revenue forms 990, 990-T, 1023 and 5227, bylaws, conflict of interest policy, and financial statements to the general public for inspection free of charge.

12.03. Means and Conditions of Disclosure. HPCS shall make “Widely Available” the aforementioned documents on its internet website: www.motorcyclememoir.com to be viewed and inspected by the general public.

(a) The documents shall be posted in a format that allows an individual using the Internet to access, download, view and print them in a manner that exactly reproduces the image of the original document filed with the IRS (except information exempt from public disclosure requirements, such as contributor lists).

(b) The website shall clearly inform readers that the document is available and provide instructions for downloading it.

(c) HPCS shall not charge a fee for downloading the information. Documents shall not be posted in a format that would require special computer hardware or software (other than software readily available to the public free of charge).

(d) HPCS shall inform anyone requesting the information where this information can be found, including the web address. This information must be provided immediately for in-person requests and within 7 days for mailed requests.

12.04 IRS Annual Information Returns (Form 990) HPCS shall submit the Form 990 to its board of directors prior to the filing of the Form 990. While neither the approval of the Form 990 or a review of the 990 is required under Federal law, the corporation’s Form 990 shall be submitted to each member of the board of director’s via (hard copy or email) at least 10 days before the Form 990 is filed with the IRS.

12.05 Board (a) All board deliberations shall be open to the public except where the board passes a motion to make any specific portion confidential. (b) All board minutes shall be open to the public once accepted by the board, except where the board passes a motion to make any specific portion confidential. (c) All papers and materials considered by the board shall be open to the public following the meeting at which they are considered, except where the board passes a motion to make any specific paper or material confidential.

12.06. Staff Records (a) All staff records shall be available for consultation by the staff member concerned or by their legal representatives. (b) No staff records shall be made available to any person outside the corporation except the authorized governmental agencies. (c) Within the corporation, staff records shall be made available only to those persons with managerial or personnel responsibilities for that staff member, except that (d) Staff records shall be made available to the board when requested.

12.7. Donor Records (a) All donor records shall be available for consultation by the members and donors concerned or by their legal representatives. (b) No donor records shall be made available to any other person outside the corporation except the authorized governmental agencies. (c) Within the corporation, donor records shall be made available only to those persons with managerial or personnel responsibilities for dealing with those donors, except that ;(d) donor records shall be made available to the board when requested.

ARTICLE XIII

Code of Ethics and Whistleblower Policy

13.01 HPCS requires and encourages directors, officers and employees to observe and practice high standards of business and personal ethics in the conduct of their duties and responsibilities. The employees and representatives of the corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of HPCS to adhere to all laws and regulations that apply to the corporation and the underlying purpose of this policy is to support the corporation's goal of legal compliance. The support of all corporate staff is necessary to achieving compliance with various laws and regulations.

13.02 Reporting Violations. If any director, officer, staff or employee reasonably believes that some policy, practice, or activity of HPCS is in violation of law, a written complaint must be filed by that person with the Chairman of the Board, and copied to all Board Members.

13.03 Acting in Good Faith. Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false shall be viewed as a serious disciplinary offense.

13.04 Retaliation. Said person is protected from retaliation only if she/he brings the alleged unlawful activity, policy, or practice to the attention of HPCS and provides the HPCS with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to individuals that comply with this requirement. HPCS shall not retaliate against any director, officer, staff or employee who in good faith, has made a protest or raised a complaint against some practice of HPCS or of another individual or entity with whom HPCS has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy. HPCS shall not retaliate against any director, officer, staff or employee who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of HPCS that the individual reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

13.05 Confidentiality. Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

13.06 Handling of Reported Violations. The board Chairman shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports shall be promptly investigated by the Board and its appointed committee and appropriate corrective action shall be taken if warranted by the investigation.

13.07 This policy shall be made available to all directors, officers, staffs or employees and they shall have the opportunity to ask questions about the policy.

Article XIV Conflict of Interest

14.01 The board shall adopt and periodically review a conflict of interest policy to protect the corporation's interest when it is contemplating any transaction or arrangement which may benefit any director, officer, employee, affiliate, or member of a committee with board-delegated powers. Said Conflict of Interest Policy shall, in all aspects, be in full accordance with all Federal and State Statutes and Rules regarding Texas non-profit corporations, Texas Charter Schools, or Internal Revenue Service 501(3)c entities.

Article XV
Nondiscrimination Policy

15.01 The officers, directors, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of HPCS not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical disability, veteran's status, political service or affiliation, color, religion, or national origin.

Article XVI
Limitation on Activities

16.01 HPCS is organized and operated exclusively for charitable and educational purposes within the meaning of sections 501(c)(3) of the Internal Revenue Code of 1954. No substantial part of the activities of HPCS shall be the carrying on of propaganda or otherwise attempting to influence legislation, and HPCS shall be empowered to make election authorized under section 501(h) of the Internal Revenue Code of 1954. HPCS shall not participate in or intervene in, including the publishing or distribution of statements relating to any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision herein, HPCS shall not carry on any activities not permitted to be carried on by an organization exempt from federal income taxation under section 501(a) of the Internal Revenue Code of 1954, as an organization described in section 501(c)(3) of such Code.

16.02 HPCS shall use its funds only to accomplish the objective and purposes specified in these Bylaws and the Charter School Application, and no part of the net earnings of HPCS shall inure to the benefit of or be distributable to its directors, officers or other private individuals, or other organized and operating for profit, except that as HPCS is authorized in the Charter School application and empowered to pay reasonable compensation for services rendered.

Article XVII
Dissolution

17.01 On dissolution or final liquidation, the Board of Directors shall, after paying or making provision for the payment of all the lawful debts and liabilities of HPCS, distribute all the assets of the Consortium to one or more of the following categories of recipients as the board of Directors of HPCS shall determine: 1) a non-profit organization or organizations which may have been created to succeed HPCS, as long as such organizations or each of such organizations shall then qualify as a governmental units under section 170(c) of the Internal Revenue Code of 1954 or as

an organization described in sections 170(c)(2) and 501(c)(3) of such Code; and/or 2) a non-profit organization or organizations having similar aims and objects as HPCS and which may be selected as an appropriate recipient of such assets, as long as such organization or each of such organizations shall then qualify as governmental unit under section 170(c) of the Internal Revenue code of 1954 or as an organization exempt from federal income taxation under section 501(a) of such Code as an organization described in sections 170(c)(2) and 501(c)(3) of such code.

Article XVIII
Fiscal Year and Annual Report

18.01 The fiscal year of HPCS shall commence on September 1 and terminate on August 31 of the following year.

18.02 Annual Report. The Chief Executive Officer of The School will provide The Annual Report to the Board no later than 90 days after the close of the fiscal year. The report shall be accompanied by a statement as to the whether the Report is either unaudited from contemporary Corporate records or from a Fully Certified Audit. The report shall contain the following information:

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year.
- (b) The principal changes in assets and liabilities during the fiscal year;
- (c) The revenues and receipts, both restricted and unrestricted, to particular purposes, for the fiscal year.
- (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;
- (e) The substantial activities and projects begun, in progress, and completed during the fiscal year.
- (f) Such other information as may be required by the Texas Education Code and interpretive regulations or as may be requested by the Board.

ARTICLE XIX
Amendment of Articles of Incorporation

19.01 Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3) of the board of directors.

ARTICLE XX
MISCELLANEOUS

20.01 Statutory and Authority. These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including the Texas Education Code, interpretive regulations, pertinent local ordinances and the Articles of Incorporation.

Article XXI
Amendments to Bylaws

21.01 These bylaws may be amended by a majority vote at any meeting of the Board of Directors of HPCS. An amendment to be proposed at a Meeting shall be furnished to each member of the Board of Directors at least ten (10) days prior to the date of the meeting. An amendment so made shall be effective immediately after adoption by the Board AND if required, approval by the Texas Educational Agency and/or the Texas Commissioner of Education, unless a later effective date is specified at the time the amendment is approved.

CERTIFICATE OF ADOPTION OF BYLAWS

I do hereby certify that the above stated Bylaws of HPCS were approved by the Board of Directors on 1/8/2015 and constitute a complete copy of the Bylaws of the corporation.

Hal Hutton
Hal Hutton, Secretary

Date: 1/8/2015

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, submit a notarized, Board Member Biographical Affidavit completed by each member of the proposed school's governing board.

All prompts and response boxes shall be completed. If a prompt does not apply to the member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter is identified.

Name of proposed charter school:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

Honestly, it's kind of a bucket-list thing that I was unaware of prior to last week.

2. What is your understanding of the appropriate role of a public charter school board member?

To represent the ideals and goals of the school, district professionally and effectively. It will be beneficial to be able to mix it up here and there with folks. Boards, from what I've seen can be pretty diverse organizations. Keeping informed, for example with Jimmy the board member's flax harvesting venture and Charlotte the attorney's legal shop talk will help the members enjoy a spirit of unity. It is really helpful to know team members well. One group, one mission, right!

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am acquainted with a few school board members at Kennedale, ISD and its administration. I have observed and interacted with them as they socialize at district athletic functions and events. I have no doubt that I would excel at this part of the responsibility because I have a talent to help people smile and laugh. If you provide the entertainment, you're always on the party invite list!

4. Describe the specific knowledge and experience that you would bring to the board.

Reasonable communications skills with friendly, fun demeanor. I'm kind of a jack of all trades, master of a few.... specifically the gift of counsel, relationship improvement and a touch of business acumen.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

It is apparent that all of the core principles hinge upon creating an educational opportunity for kids to achieve success at the most rapid pace possible in an environment free from the encumbrances you'd find in a typical public school setting. Bullying, discipline issues and ill-prepared instructors with zero classroom management skills are a few things that limit a student's success at school.

2. What is your understanding of the school's proposed educational program?

I'm a bit foggy in this because of my late arrival into this interesting arena. No worries, though because I am really smart. The light bulb will come on like a lightning bolt!

3. What do you believe to be the characteristics of a successful school?

If students look forward to being in the classroom each day and if they are being effectively prepared for college coursework, I think you've done your job.

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

If on the second or maybe the 3rd open house, a flurry of residents in close proximity to the school call to complain because of the hundreds of automobiles parked on their streets, creating a hindrance to normal traffic flow and driveway access, I suppose it would be obvious then.

GOVERNANCE

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

The primary function of the board will be to guide the new school as it adheres as closely as possible to its original mission and goals.

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

Improvement will be observed in student skill mastery and Star benchmarks. Teachers should, at this point, have reasonable understanding of the role they assume in this process. It should be established that the head master will have offered a very specific pathway by his or her leadership and instruction to achieve every performance objective. Absolute clarity here is necessary.

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

Many of the original staff members will still have jobs here.

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

Filling staff positions with quality people is the first order of business, especially the janitor. It just seems like the janitor is the guy who knows all kinds of stuff. Heck, most of the ones I've seen in schools or businesses in the private sector are known to offer their opinions on family, relationship matters and they might even give you the nod on a stock purchase or two. These guys do a lot more than clean up urine, vomit and buff and vacuum.....just sayin' The guy with a mop delivers something profound! Wow!

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

Though unfortunate, it would be necessary to get rid of the bums.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I do not know all of them but I do know Serenda Gowins who is my daughter and another guy named Geoffrey.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

My wife works in administration with Kennedale ISD.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

- Yes Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

My daughter, Serenda Gowins, is a prospective board member

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

Courier Network, LLC
2001 N. Lamar Ste 230
Dallas, Texas 75202

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

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with 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 he sponsoring entity or of the governing body of the charter school?

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

Serenda Gowins, my daughter

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

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

Signature 

Date 12/4/2016

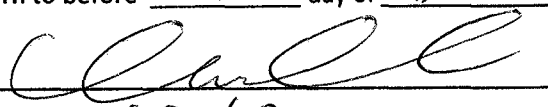
Verification

State of TEXAS

County of TARRANT

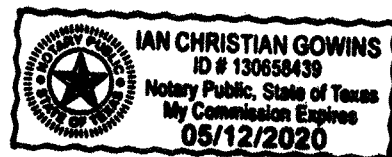
On this day, KEVIN C. GOWINS (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 4th day of December, 2016.

(Notary Public) 

(Seal)

My commission expires 05/12/2020



Name of proposed charter school:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

My first principal, Bryndan Wright, asked me if I would serve on this board and I have a great deal of respect for him. He was an outstanding leader and if he thinks I can help to him in making his charter school successful, I want to help.

2. What is your understanding of the appropriate role of a public charter school board member?

I'm in my second year as a teacher and I am not familiar with the role of a school board member. I believe it will include rule making for the school and over Mr. Wright our advise.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

N/A

4. Describe the specific knowledge and experience that you would bring to the board.

I currently work as an elementary school special education teacher. Additionally, I'm also working on a master's degree in counseling and intend to eventually be a diagnostician.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I've been told the school plans to work with students in poverty and Mr. Wright is a big advocate of all students have the ability to learn, so I know that will be a part of the campus culture.

2. What is your understanding of the school's proposed educational program?

I don't know exactly, but again having worked for Mr. Wright, I do know it will include engagement strategies!!

3. What do you believe to be the characteristics of a successful school?

Teachers and students are pleased to be there. Academic and budget goals are met.

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

Well if the data shows students are learning and the "right" culture has been established, the mission will have been met.

GOVERNANCE

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

I think it will be as the primary decision-makers when it comes to the "big" decisions, not the day-to-day operational ones.

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

If a majority of administrators, teachers, students and parents just it to be a success.

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

See Above...four years later.

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

I firm commitment to do what is right at all times.

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

I would talk to Mr. Wright about it.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

- Yes Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

N/A

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

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with 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 he sponsoring entity or of the governing body of the charter school?

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for describing relationship]

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes Does not apply to me.

If yes, provide information relating to the matter(s).

[Empty box for providing information]

CERTIFICATION

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

Signature Jennifer Ramirez Date 12-3-16

Verification

State of Texas

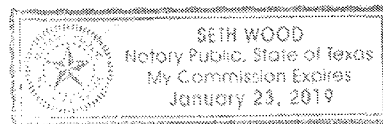
County of Wichita

On this day, Jennifer 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 3 day of December, 2016

(Notary Public) Seth Wood (Seal)

My commission expires 01-23-2019



Name of proposed charter school:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- Yes No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

I have spent almost all of my adult life in education and look forward to the opportunity of sharing my experience and giving back.

2. What is your understanding of the appropriate role of a public charter school board member?

To work with the superintendent to assist in establishing school policy and governance.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served as a superintendent in five school districts and worked with boards in each position. Knowledge gains through that service has equipped me to be an effective board member.

4. Describe the specific knowledge and experience that you would bring to the board.

I have extensive budgetary, personnel and teaching experience, all of which I will bring to the board.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the charter school is to effectively educate students in a safe environment.

2. What is your understanding of the school's proposed educational program?

I understand the school plans to be a college preparatory school that eventually will offer a k-12 program.

3. What do you believe to be the characteristics of a successful school?

Successful schools have positive teacher morale, a dedicated faculty and staff, and strong community and family involvement.

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

If students are making academic progress and the school environment is safe, the primary mission of the school has been successful.

GOVERNANCE

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

The school board is establish board policy for the school, approve the budget, approval contracted employees and set the superintendents salary.

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

Students are showing academic progress and safety and security have been maintained.

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

All academic indicators have increased, student enrollment is up and low teacher turnover.

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

The board will need to be diligent in studying the issues in which it will render judgments.

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

I would first advise the superintendent of the issue and give them an opportunity to address and maintain good documentation of my actions.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

- Yes Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

Not Applicable

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

Not Applicable

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

- Yes Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with 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 he sponsoring entity or of the governing body of the charter school?

- Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for relationship description]

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes Does not apply to me.

If yes, provide information relating to the matter(s).

[Empty box for conviction information]

CERTIFICATION

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

Signature [Handwritten Signature] Date 12-3-2016

Verification

State of Texas

County of Hill

On this day, Carl A. Foster (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 3rd day of December, 2016.

(Notary Public) Carol Barron York

My commission expires 1-17-2017



Carl A. Foster
232 HCR 2125
Whitney, Texas 76692

254-205-7560

Certifications:

Superintendent	Texas Professional	Life
Mid-Management	Texas Professional	Life
Math Teacher	Texas Provisional	Life
Business Teacher	Texas Provisional	Life

Education:

Certification	Tarleton State University Superintendent	1979
Certification	Tarleton State University Mid-Management	1978
Master Degree	University of Northern Colo. Counseling	1973
Bachelor Degree	Mary Hardin-Baylor Univ. Math/Business	1969

Experience:

Principal	Texas Youth Commission	9-01 to 8-08
Personnel Director	Midlothian ISD	1-98 to 9-01
Superintendent	Kopperl ISD	7-92 to 1-98
Superintendent	Buena Vista ISD	7-90 to 9-92
Superintendent	Klondike ISD	7-87 to 6-90
Superintendent	Wilson ISD	7-84 to 6-87
Superintendent	Pottsville ISD	7-79 to 6-84
Principal	Oglesby ISD	8-76 to 6-79
Science Teach/Coach	Copperas Cove HS	8-75 to 6-76
Math Teacher Coach	Frisco HS	8-74 to 6-75
Sales	Insurance	1-73 to 8-74
Naval Officer	US Navy (Vietnam Vet)	7-70 to 11-73
Math Teacher/Coach	Lott HS	8-69 to 6-70

Name of proposed charter school: HERITAGE PREPARATORY ACADEMY

Name of sponsoring entity: HERITAGE PUBLICE CHARTER SCHOOLS

BACKGROUND

Full Legal Name: GEOFFREY ROBERT MITCHELL

Home Mailing Address: 3001 AVE K EAST SUITE #218 GRAND PRAIRIE, TEXAS 75050

Phone Number: 972.854.6821

E-mail Address: [REDACTED]

Business Name: MPAC CONSULTING GROUP, DBA

Business Mailing Address: 3001 AVE K EAST, SUITE 218. GRAND PRAIRIE, 75050

Phone Number: 817.692.0288

E-Mail Address: [REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- Yes No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

As a new board member, I want to bring sharp questions, innovative ideas, and fresh energy to this charter school. Being a vanguard beyond established routines and policies with new eyes, I would like to challenge old assumptions with respect to charter schools, by offering my perspectives with other board members. In theory as well as practice, I want to make a positive difference in 21st education to the board, and how it may contribute most effectively to lasting change in the success to charter schools.

195

2. What is your understanding of the appropriate role of a public charter school board member?

My responsibilities and roles will be identified in the following ways:

- Determine the charter school's mission and purpose.
- Stayed true to the mission, vision, or purpose.
- Considered the clients' (students') needs at all times.
- Focused on generating a vision and plan for the schools improvement.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As an adjunct professor, in partnership with Navarro College, I have had for several years a great re-pore with Life High School in Waxahachie, Texas. Their administration, faculty and staff are on the cutting edge of learning as it pertains to getting student prepared for higher education.

4. Describe the specific knowledge and experience that you would bring to the board.

I want to essentially keep learning by participating in professional development conference and commit my time and energy necessary to be informed and an effective school board member. It is my responsibility to understand my school system's vision, goals, and policies; its current successes, challenges, and opportunities.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

That as a board member, I create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character

2. What is your understanding of the school's proposed educational program?

The vision of Heritage Preparatory Academy is to create:

- *High Academic Achievement
- *A Safe and Respectful Environment

3. What do you believe to be the characteristics of a successful school?

I believe HPA board members and faculty should model the core characteristics of HPA which are Self Discipline, Compassion, Responsibility, Friendship, Work, Courage, Perseverance, Honesty and Loyalty.

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

As a board member for HPA, it will be my quest to maintain the the core characteristics which will be taught and exemplified in the school in an effort to encourage morality and strengthen our educational community.

GOVERNANCE

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

My duties just to name a few which is not limited will be:

- Be flexible and able to adapt to changing situations.
- Stayed true to the mission, vision, or purpose.
- Considered the students needs at all times.

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

As a board member, I will assist in structuring meetings to direct the board's attention to matters of policy and strategy. In an effort to measure our successful based on data which identifies our goals and mission since our inception.

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

As a board member, I will assist in structuring meetings to direct the board's attention to matters of policy and strategy. In an effort to measure our successful based on data which identifies our goals and mission since our inception.

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

It is my hopes to envision each month a new characteristic to be introduced and is a point of conversation in the classroom and maybe monthly assemblies.

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

The matter would need to be taking up in closed session as prescribed by Texas law under "Ethical Conduct".

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

- Yes Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

NA

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

NA

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

- Yes Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with 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 he sponsoring entity or of the governing body of the charter school?

- Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for describing relationship]

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes Does not apply to me.

If yes, provide information relating to the matter(s).

September 1989-Dallas County. I was arrested for picketing in front of Parkland hospital. I pleaded "no contest".

CERTIFICATION

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

Signature [Handwritten Signature] Date DECEMBER 3, 2016

Verification

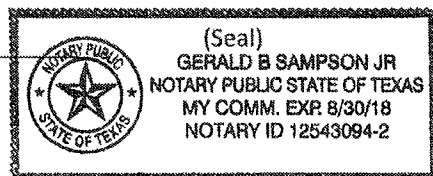
State of TEXAS

County of TARRANT

On this day, December 3, 2016 Dr. Geoffrey Mitchell (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 3rd day of December, 2016.

(Notary Public) [Handwritten Signature]
My commission expires August 30, 2018



200

Name of proposed charter school:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

2. What is your understanding of the appropriate role of a public charter school board member?

I have never served on a public charter school board so I cannot say exactly what my role will be; however, I believe we will be setting the rule the school and providing impute to the superintendent.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe that my life-long investment in the education and well being of children enable me to be an effective board member.

4. Describe the specific knowledge and experience that you would bring to the board.

My knowledge and experience related to student success began in college serving as the president for the Texas State Teachers Association and continued with numerous years experience in the classroom and countless hours served in various child centered organizations. Although, I am not currently serving in the field of education, I continue to promote child wellness as a court appointed special advocate in Johnson County and through an international child host program.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I know the school will be committed to serving the needs of disadvantaged students residing in east Arlington. Further, I know Mr. Wright is committed to a strong academic program and recruiting top-quality educators.

2. What is your understanding of the school's proposed educational program?

I know the school will begin with a k-8 program, blended-learning curriculum and with reasonable student-teacher ratios.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school is one with a strong sense of community. A community where both students and teachers/administration possess grit and unite to achieve and surpass short-term and long-term goals for student achievement.

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

GOVERNANCE

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

As I mentioned previously, I don't know my exact role; however, I expect to be tasked with some school rule-making and advising the superintendent with my thoughts I school operations.

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

- State STAAR Exams
 - Local Assessments
 - Parent/Student Surveys
 - Student Enrollment

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

I would want to see steady growth in each of the areas listed as barometer for 1st year success.

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

- Hire highly-qualified teachers
 - Insist on rigorous academics
 - Good financial management
 - Real care and concern for the safety and welfare of all at the school

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

I would handle a situation in which I believe one or more members of the school board were acting unethically or not in the best interest of the school with open communication in a group setting where a degree of checks and balances are present.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

My father, Kevin Gowins, is also serving on the school board.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

My mother works for Kennedale ISD and I have second cousins teaching in Mansfield ISD and Brownwood ISD.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

- Yes Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

N/A

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

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

- Yes Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with 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 he sponsoring entity or of the governing body of the charter school?

- Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

205

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

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

Signature Serenda L. Weathers Date 12-4-16

Verification

State of Texas

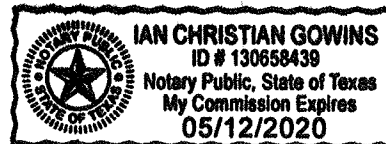
County of Tarrant

On this day, Serenda Weathers (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 9th day of December, 2016.

(Notary Public) [Signature] (Seal)

My commission expires 05/12/2020



RESUME OF SERENDA L. WEATHERS

682-365-9070
313 Catherine St.
Joshua, TX 76058

EDUCATION

~University of North Texas,
BA in Interdisciplinary Studies, Cum Laude
Graduated May 13th, 2011

~Cornerstone Honors Program, 2005-2007

CERTIFICATIONS

~Generalist EC-6- Issued May, 14, 2011
~SPED EC-12- Issued May, 14, 2011
~ESL Supplemental- Issued November, 22, 2011
~Court Appointed Special Advocate, Johnson County

HONORS and AWARDS

~ Phi Beta Kappa, 2005-2007
~ Dean's List, 2005-2007, 2009-2011
~ Outstanding Student Leadership Award, 2006
~ Kappa Delta Phi, 2007-2011
~ Outstanding Leadership Award, 2006
~Teacher of the Month, October 2013

STUDENT TEACHING EXPERIENCE

~Hawthorne Elementary (Dallas)
August 2010-December 2010
Rotation in PPCD, and Second Grade
Supervisor: James Wallace 972-749-4700

~West Intermediate (Cedar Hill)
January 2011-April 2011
Rotations in Resource and GT Math/Social Studies
Supervisor: Deborah Owens-Pinkney 972-291-6060

EMPLOYMENT HISTORY

~Substitute Teaching:
Mansfield ISD, April 2008-June 2008
Arlington ISD, August 2009-June 2010
Kennedale ISD, August 2009- June 2010

~R.F. Patterson Elementary, KISD
Fourth Grade: Math, Science, Health
6621 Kelly Elliot Rd
Arlington, TX 76001
(817) 563-8900
Jan. 2012-June 2014

~Fellowship Christian Academy
First Grade: Specialized Instruction
1021 N Bowman Springs Rd
Kennedale, TX 76060
(817) 483-2400
October 2014-June 2015

~Hughes Middle School, BISD
Seventh/Eighth Grade, STAAR Tutoring/Intervention
316 Southwest Thomas Street
Burleson, TX 76028
(817) 245-0600
April 2016-May 2016

Name of proposed charter school:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

As the former superintendent of Mullin ISD, I hired Bryndan Wright to open and run one of our ancillary campuses in Levelland, Texas. He was an outstanding administrator in Levelland and I later assigned him to our Brownwood campus where he is currently serving as the campus principal and is doing a great job.

He shared with me his goal of opening a charter school in Arlington and asked if I would consider serving on the school's board. I told him I would help in anyway I could. As a former administrator of a Texas charter school and current superintendent at Brookesmith ISD, I feel I have acquired the necessary knowledge and experience to assist Bryndan with getting Heritage Preparatory Academy up and running and I am looking forward to the opportunity.

209

2. What is your understanding of the appropriate role of a public charter school board member?

- * A primary role is to set and monitor district policy
- * Establish a vision and goals for the district and evaluate district success
- * Approve the district's financial plan consistent with the district vision
- * Set the superintendent's salary and evaluate their performance

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have worked extensively with school boards. I understand what it takes to serve students well in a district

4. Describe the specific knowledge and experience that you would bring to the board.

I have served at all levels within a school district from teacher to superintendent and have a history of innovative thinking and growth-centered leadership.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I understand the school's plans are to focus its efforts on an economically depressed area in Arlington, Texas. The school's mission will be to provide a first class educational experience helping to eliminate the currently achievement gap that exists for many of the students from the area. The guiding principle for the school is that all students can learn!

2. What is your understanding of the school's proposed educational program?

I understand the school will provide rigorous academics, a blended learning-curriculum, a strong commitment to teaching the TEKS and professional development that re-enforces all the above.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school provide customer service at the highest level. Within our culturally diverse communities, we must provide equitable opportunities for scholarship, leadership, and individual citizenship for our students. With the cooperation of faculty, staff, parents, and community, a successful school will encourage and assist students in acquiring the knowledge, skills, and attitudes necessary for them to become productive members of a culturally diverse society.

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

In addition to local and state assessments, when it comes to charter schools and with many traditional public schools, student enrollment and growth are an indicator of success.

GOVERNANCE

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

They will set board policy which will govern how the school will be run, influencing everything from student code of conduct to the superintendent's salary and many policies in-between.

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

(academic gains proven through student assessment)
(business operations - successfully stay within the schools budgetary constraints)

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

- * Positive fund balance
- * Test scores up
- * Low faculty turnover
- * Evidence students enjoy the learning experience

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

Ensure the superintendent has a shared vision. Constant, appropriate monitoring for compliance. Establish policies that ensure student success. Approve and follow a productive budget.

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

I would ask legal counsel to conduct an investigation.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

- Yes Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

I am president of C'adacio Pro.

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

I was principal of a charter school in South Austin (now Premier off Ben White) in 2004.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with 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 he sponsoring entity or of the governing body of the charter school?

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for describing relationship]

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes Does not apply to me.

If yes, provide information relating to the matter(s).

[Empty box for providing information]

CERTIFICATION

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

Signature

[Handwritten signature of Steven Mickelson]

Date

12-3-2016

Verification

State of Texas

County of Brown

On this day, Steven Mickelson (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.

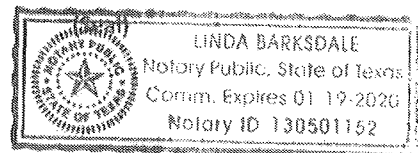
Subscribed and sworn to before 3 day of December, 2016.

(Notary Public)

[Handwritten signature of Linda Barksdale]

My commission expires

1-19-2020



James Bryndan Wright

1410 Merion Drive ~ Mansfield, Texas 76063

817.714.3494 ~ [REDACTED]

Education Related Experience:

- 2015-Present Mullin Independent School District
MULLIN OAKS SCHOOL – Brownwood, TX – Campus Principal (2/16 – Present)
PARKVIEW SCHOOL – Levelland, TX – Assistant Principal/Principal (6/15 – 2/16)
- 2013-2015 Arlington Independent School District
SAM HOUSTON HIGH SCHOOL – Arlington, TX – U.S. History/American Government/Substitute AP
- 2012-2013 Dallas Independent School District
BALCH SPRINGS MIDDLE SCHOOL – Balch Springs, TX – Texas History/7th Grade Football/Lead Teacher
- 1990-1993 Fort Worth Independent School District
MORNINGSIDE MIDDLE SCHOOL – Ft. Worth, TX – Texas History/World Studies/Athletic Coordinator
- 2010-2015 Higher Education Servicing Corporation
COMMUNITY OUTREACH – Presenter: FAFSA and College & Career Planner
- 1987 Fall U.S. Department of Education
INTERN: SECRETARY'S SCHEDULING & BRIEFING OFFICE/OFFICE OF EDUC RESEARCH & IMPROVEMENT

Policy Related Experience:

- 1996 – 2002 Railroad Commission/U.S. House of Representatives 24th Congressional Texas
POLICY DIRECTOR TO CHAIRMAN/CONSTITUENT LIAISON

Business Related Experience:

- 2002-2012 Storehouse Insurance Group, LLC
PRESIDENT/CEO

Military Experience:

- 1986-1994 United States Marine Corps (R)
PFC – SARGEANT – Combat Engineer

Education:

Texas Tech University
Ph.D Educational Leadership (In process – 4th Semester)

University of Texas at Arlington
M.P.A Master of Public Administration

University of Texas at Arlington
B.A. Political Science

Liberty University
B.S. Social Sciences Education

215

Provide the following:

The governing board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Heritage Public Charter Schools
A Texas Non-Profit Corporation

Extracted Code of Ethics from Corporate Bylaws

ARTICLE XIII

Code of Ethics and Whistleblower Policy

13.01 HPCS requires and encourages directors, officers and employees to observe and practice high standards of business and personal ethics in the conduct of their duties and responsibilities. The employees and representatives of the corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of HPCS to adhere to all laws and regulations that apply to the corporation and the underlying purpose of this policy is to support the corporation's goal of legal compliance. The support of all corporate staff is necessary to achieving compliance with various laws and regulations.

13.02 Reporting Violations. If any director, officer, staff or employee reasonably believes that some policy, practice, or activity of HPCS is in violation of law, a written complaint must be filed by that person with the Chairman of the Board, and copied to all Board Members.

13.03 Acting in Good Faith. Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false shall be viewed as a serious disciplinary offense.

13.04 Retaliation. Said person is protected from retaliation only if she/he brings the alleged unlawful activity, policy, or practice to the attention of HPCS and provides the HPCS with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to individuals that comply with this requirement. HPCS shall not retaliate against any director, officer, staff or employee who in good faith, has made a protest or raised a complaint against some practice of HPCS or of another individual or entity with whom HPCS has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy. HPCS shall not retaliate against any director, officer, staff or employee who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of HPCS that the individual reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

13.05 Confidentiality. Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Heritage Public Charter Schools
A Texas Non-Profit Corporation

Extracted Code of Ethics from Corporate Bylaws, continued

13.06 Handling of Reported Violations. The board Chairman shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports shall be promptly investigated by the Board and its appointed committee and appropriate corrective action shall be taken if warranted by the investigation.

13.07 This policy shall be made available to all directors, officers, staffs or employees and they shall have the opportunity to ask questions about the policy.

HPCS-Gen 20 app 2015

Heritage Public Charter Schools

A Texas Non-Profit Corporation

CONFLICT OF INTEREST POLICY AND AGREEMENT

ARTICLE I PURPOSES

It is important for Heritage Public Charter Schools directors, officers, and staff to be aware that both real and apparent conflicts of interest or dualities of interest sometimes occur in the course of conducting the affairs of the corporation and that the appearance of conflict can be troublesome even if there is in fact no conflict whatsoever. Conflicts occur because the many persons associated with the corporation should be expected to have, and do in fact generally have multiple interests and affiliations and various positions of responsibility within the community. In these situations a person will sometimes owe identical duties of loyalty to two or more corporations. The purpose of the conflict of interest policy is to protect the corporation's tax-exempt interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or might result in a possible excess benefit transaction. The policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Conflicts are undesirable because they potentially or eventually place the interests of others ahead of the corporation's obligations to its charitable purposes and to the public interest. Conflicts are also undesirable because they often reflect adversely upon the person involved and upon the institutions with which they are affiliated, regardless of the actual facts or motivations of the parties. However, the long-range best interests of the corporation do not require the termination of all association with persons who may have real or apparent conflicts that are harmless to all individuals or entities involved.

Each member of the board of directors and the staff of the corporation has a duty of loyalty to the corporation. The duty of loyalty generally requires a director or staff member to prefer the interests of the corporation over the director's/staff's interest or the interests of others. In addition, directors and staff of the corporation shall avoid acts of self-dealing which may adversely affect the tax-exempt status of the corporation or cause there to arise any sanction or penalty by a governmental authority.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to

the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

ARTICLE II DEFINITIONS

2.1 Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2.2 Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- (a) An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,
- (b) A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or
- (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III PROCEDURES

3.1 Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement

3.2 Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3.3 Procedures for Addressing the Conflict of Interest

- (a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- (b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (c) After exercising due diligence, the governing board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- (d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

3.4 Violations of the Conflicts of Interest Policy

- (a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV **RECORDS OF PROCEEDINGS**

4.1 Minutes

The minutes of the governing board and all committees with board delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V **COMPENSATION**

5.1 A voting member of the governing board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

5.2 A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

5.3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI **ANNUAL STATEMENTS**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- (a) Has received a copy of the conflicts of interest policy,
- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (e) Understands that the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII **PERIODIC REVIEWS**

To ensure the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.

Attachment G5 Conflict of Interest

There are no existing Conflicts of Interest.

In full accordance with our Published Policies, State laws, and TEA regulations, none will be allowed. Cofl Policy training will be included in each new hire training program. Cofl Policy review will be included in each staff review. Cofl mitigation will be on the agenda for each Board meeting. Annual legal review by our legal services provider will include Cofl issues.

Provide the following:

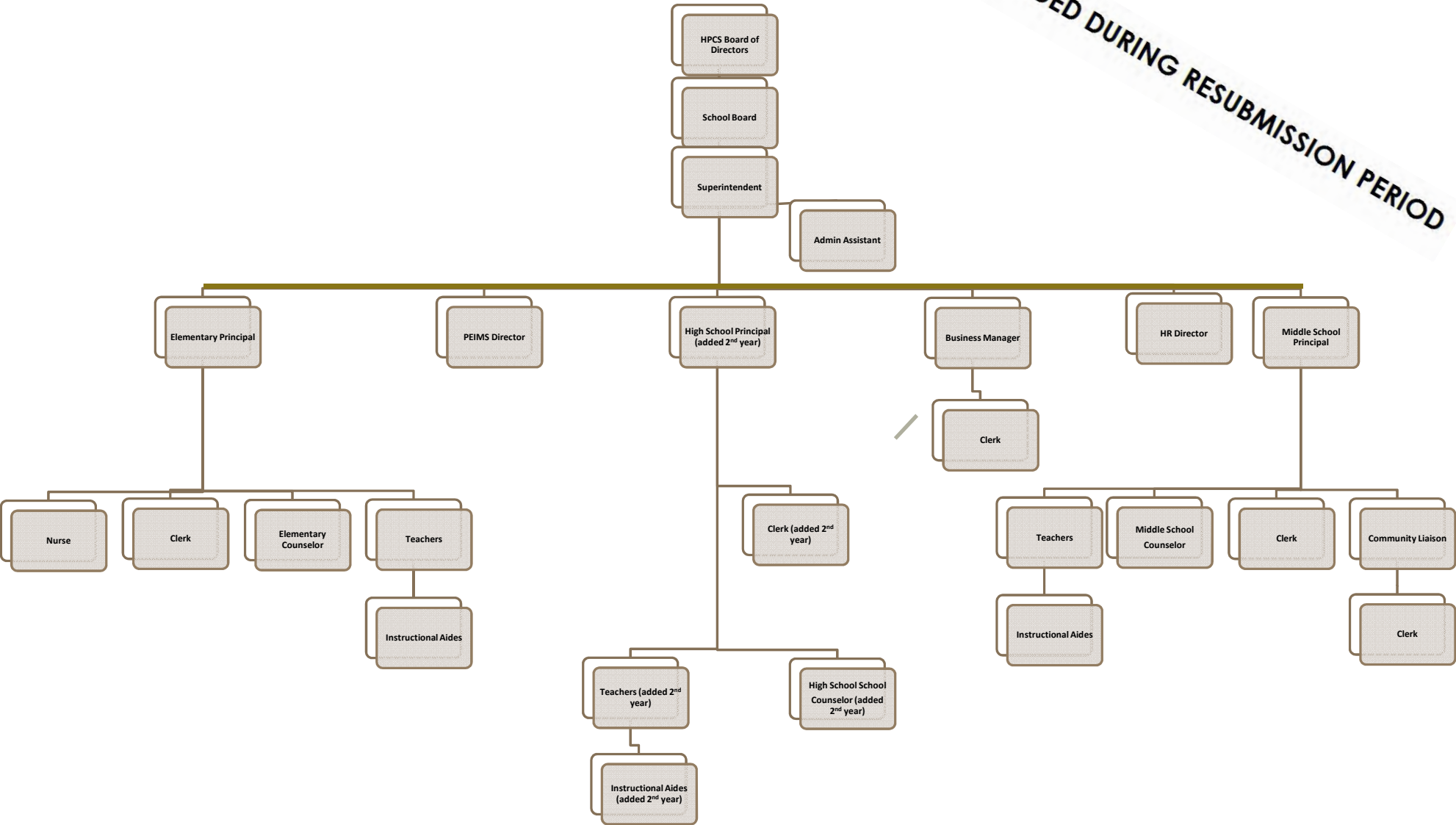
Two organizational charts that show the school governance, management, and staffing structure in year one and at capacity.

Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts shall also document clear lines of authority and reporting within the school.

All positions listed on the organizational charts shall be noted on the Staffing Chart provided as Attachment O2 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

Heritage Public Charter School – Heritage Preparatory Academy Organizational Chart

PROVIDED DURING RESUBMISSION PERIOD



Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a staffing chart outlining the staffing plan for the campus(es), as applicable.

The staffing chart should align with the organizational charts, provided in *Attachment O1* and the Supplemental Human Resources Information Forms provided in *Attachment O3* and should identify the following:

1. Year one positions, as well as positions to be added in future years;
2. Administrative, instructional, and non-instructional personnel;
3. The number of classroom teachers, paraprofessionals, specialty teachers; and
4. Operational and support staff.

Adjust or add functions and titles as needed.

Name of Proposed Charter School: Heritage Preparatory Academy

Name of Sponsoring Entity: Heritage Public Charter Schools

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
ELEMENTARY SCHOOL CAMPUS STAFF					
Principal	1	1	1	1	1
Assistant Principal					
Superintendent	0.5	0.5	0.33	0.33	0.33
Add'l Campus Leadership Position 2 Bus Mgr	1	1	1	1	1
Add'l Campus Leadership Position 3 Community Liaison	1	1	1	1	1
Classroom Teachers (Core Subjects)	12	12	12	12	12
Classroom Teachers (Specials)	6	6	6	6	6
Student Support Position 1 Nurse	1	1	1	1	1
Student Support Position 2 Counselor	1	1	1	1	1
Specialized Campus Staff 1 Coach	1	1	1	2	2
Specialized Campus Staff 2 Custodian	1	1	1	1	1
Teacher Aides and Assistants	3	4	4	4	4
Campus Operations Support Staff	3	3	5	4	5
Total FTEs at elementary campus(es)	31.5	32.5	34.33	34.33	35.33

MIDDLE SCHOOL CAMPUS STAFF					
Principal	1	1	1	1	1
Assistant Principal(s)					
Superintendent	0.5	0.5	0.33	0.33	0.33
Add'l Campus Leadership Position 2					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)	4	4	4	4	4
Classroom Teachers (Specials)	3	3	3	3	3
Student Support Position 1 Counselor	1	1	1	1	1
Student Support Position 2 Coach	1	2	2	2	2
Specialized Campus Staff 1 HR Dir	1	1	1	1	1
Specialized Campus Staff 2 PEIMS Dir	1	1	1	1	1
Teacher Aides and Assistants	1	2	2	3	4
Campus Operations Support Staff	2	2		1	2
Total FTEs at middle school campus(es)	15.5	17.5	15.33	17.33	19.33

220

Name of Proposed Charter School:

Name of Sponsoring Entity:

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
HIGH SCHOOL CAMPUS STAFF					
Principal			1	1	1
Assistant Principal(s)					
Deans					
Superintendent			0.33	0.33	0.33
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)		2	4	5	6
Classroom Teachers (Specials)		1	3	4	4
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 Coach		2	2	2	2
Teacher Aides and Assistants		1	2	3	4
Campus Operations Support Staff					
Total FTEs at high school campus(es)		6	12.33	15.33	17.33
Total organization FTEs	47	56	61.99	66.99	71.99

229

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in Attachment O2.

Name of Proposed Charter School:

Name of sponsoring entity:

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. If 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	Salary Range
<input type="text" value="Chireno ISD"/>	<input type="text" value="174901"/>	<input type="text" value="CHIRENO"/>	<input type="text" value="375"/>	<input type="text" value="53,501"/>
<input type="text" value="BARTLETT ISD"/>	<input type="text" value="014902"/>	<input type="text" value="Bartlett"/>	<input type="text" value="395"/>	<input type="text" value="53,159"/>
<input type="text" value="White Deer ISD"/>	<input type="text" value="033904"/>	<input type="text" value="White Deer"/>	<input type="text" value="383"/>	<input type="text" value="64,511"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

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.

232

Name of Proposed Charter School:

Name of sponsoring entity:

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. If 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	Salary Range
<input type="text" value="Chireno ISD"/>	<input type="text" value="174901"/>	<input type="text" value="CHIRENO"/>	<input type="text" value="375"/>	<input type="text" value="39,381"/>
<input type="text" value="SPRINGLAKE-EARTH ISD ISD"/>	<input type="text" value="140907"/>	<input type="text" value="EARTH"/>	<input type="text" value="376"/>	<input type="text" value="41,633"/>
<input type="text" value="White Deer ISD"/>	<input type="text" value="033904"/>	<input type="text" value="White Deer"/>	<input type="text" value="383"/>	<input type="text" value="41,766"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

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. If 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	Salary Range
Chireno ISD	174901	CHIRENO	375	49,813
SPRINGLAKE-EARTH ISD ISD	140907	EARTH	376	50,023
White Deer ISD	033904	White Deer	383	51,000

235

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

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. If 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	Salary Range
<input type="text" value="Chireno ISD"/>	<input type="text" value="174901"/>	<input type="text" value="CHIRENO"/>	<input type="text" value="375"/>	<input type="text" value="42,904"/>
<input type="text" value="HUBBARD ISD"/>	<input type="text" value="109905"/>	<input type="text" value="Hubbard"/>	<input type="text" value="403"/>	<input type="text" value="45,197"/>
<input type="text" value="BARTLETT ISD"/>	<input type="text" value="014902"/>	<input type="text" value="Bartlett"/>	<input type="text" value="395"/>	<input type="text" value="46,167"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

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. If 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	Salary Range
Chireno ISD	174901	Chireno	375	25,673
SPRINGLAKE-EARTH ISD ISD	140907	Earth	376	18,706
White Deer ISD	033904	White deer	383	22,623

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

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. If 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	Salary Range
<input type="text" value="Chireno ISD"/>	<input type="text" value="174901"/>	<input type="text" value="CHIRENO"/>	<input type="text" value="375"/>	<input type="text" value="41,314"/>
<input type="text" value="Alvord ISD"/>	<input type="text" value="249901"/>	<input type="text" value="Alvord"/>	<input type="text" value="703"/>	<input type="text" value="41,317"/>
<input type="text" value="White Deer ISD"/>	<input type="text" value="033904"/>	<input type="text" value="White Deer"/>	<input type="text" value="383"/>	<input type="text" value="59,840"/>

241

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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242

Name of Proposed Charter School:

Name of sponsoring entity:

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. If 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	Salary Range
<input type="text" value="Chireno ISD"/>	<input type="text" value="174901"/>	<input type="text" value="CHIRENO"/>	<input type="text" value="375"/>	<input type="text" value="25,673"/>
<input type="text" value="SPRINGLAKE-EARTH ISD"/>	<input type="text" value="140907"/>	<input type="text" value="EARTH"/>	<input type="text" value="376"/>	<input type="text" value="18,706"/>
<input type="text" value="White Deer ISD"/>	<input type="text" value="033904"/>	<input type="text" value="White Deer"/>	<input type="text" value="383"/>	<input type="text" value="22,623"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

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. If 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	Salary Range
<input type="text" value="Chireno ISD"/>	<input type="text" value="174901"/>	<input type="text" value="CHIRENO"/>	<input type="text" value="375"/>	<input type="text" value="6,811"/>
<input type="text" value="SPRINGLAKE-EARTH ISD ISD"/>	<input type="text" value="140907"/>	<input type="text" value="EARTH"/>	<input type="text" value="376"/>	<input type="text" value="3,908"/>
<input type="text" value="White Deer ISD"/>	<input type="text" value="033904"/>	<input type="text" value="White Deer"/>	<input type="text" value="383"/>	<input type="text" value="4,049"/>

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Name of Proposed Charter School:

Name of Sponsoring Entity:

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.

246

Name of Proposed Charter School:

Name of sponsoring entity:

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. If 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	Salary Range
<input type="text" value="Chireno ISD"/>	<input type="text" value="174901"/>	<input type="text" value="CHIRENO"/>	<input type="text" value="375"/>	<input type="text" value="25,673"/>
<input type="text" value="SPRINGLAKE-EARTH ISD"/>	<input type="text" value="140907"/>	<input type="text" value="EARTH"/>	<input type="text" value="386"/>	<input type="text" value="18,706"/>
<input type="text" value="White Deer ISD"/>	<input type="text" value="033904"/>	<input type="text" value="White Deer"/>	<input type="text" value="383"/>	<input type="text" value="22,623"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Job Title: Admin Assistant to Superintendent

Reports to: Superintendent

Primary Purpose:

Work under minimum supervision to ensure the efficient operation of the superintendent's office and provide clerical services to the superintendent and board of trustees. Handle confidential information and engage in frequent contact with all levels of district employees, outside agencies, and the general public. Responsible for on-site leadership of clerical employees assigned.

Qualifications:

Education/Certification:

High school diploma or GED

Bachelors degree preferred

Special Knowledge/Skills:

Knowledge of school district organization, operations, and administrative policies

Ability to read and comprehend instructions, short correspondence, and memos

Ability to make independent decisions regarding planning, organizing, and scheduling

Excellent public relations, organization, communication, and interpersonal skills

Ability to use software to develop spreadsheets, perform data analysis, and do word processing

Ability to multi-task numerous complex administrative activities

Experience:

3 years or more of advanced secretarial experience with extensive contact with people

Major Responsibilities and Duties:

Records, Reports, and Correspondence

1. Organize, prepare, and post official board agenda and records for board meetings and distribute to board members and others as required.
2. Record minutes of executive staff and board meetings as required.
3. Prepare all correspondence, memoranda, and reports for superintendent.
4. Comply with policies established by federal and state laws and regulations, and local board policy
5. Answer incoming calls and greet visitors. Respond to routine inquiries from the public, board members, and staff and refer appropriate inquiries or problems to superintendent or other administrators.
6. Schedule appointments and maintain superintendent's calendar.
7. Assign work to executive office clerical staff and oversee completion.
8. Assist with travel arrangements for board members and administrators as needed, including making hotel reservations and turning in conference registration forms.
9. Compile, maintain, and file all reports, records, and other documents as required.
10. Maintain confidentiality.
11. Monitor the work and issue work assignments to assigned clerical staff.
12. Mental Demands: Work with frequent interruptions; maintain emotional control under stress

Job Title: Business Manager

Reports to: Superintendent

Primary Purpose:

Direct and manage the business operations of the district including accounting, payroll, purchasing, and tax collection.

Qualifications:

Education/Certification:

Bachelor's degree in business or accounting or other business related field

Masters in Business Administration or CPA preferred

Special Knowledge/Skills:

Knowledge of budgeting, accounting systems, and payroll processing

Working knowledge of financial applications and accounting

Ability to use software to develop spreadsheets and perform data analysis

Ability to implement policy and procedures

Ability to interpret data

Ability to manage budget and personnel

Strong organizational, communication, public relations, and interpersonal skills

Experience:

3 years experience in business management or school business operations

An MBA or CPA certification can be used in lieu of experience

Major Responsibilities and Duties:

Fiscal Management

1. Assist in the preparation of the budget and development of long- and short-range objectives for the business operations of the district.
2. Ensure that accounting systems comply with applicable laws and regulations including Texas Education Agency Financial Accounting Manual.
3. Administer the district's budget and ensure that operations are cost-effective and funds are managed wisely. Prepare all budget adjustments, additions, and deletions.
4. Assist the district's independent and internal auditors in conducting periodic audits.
5. Evaluate accounting procedures, systems, and controls in all district departments and recommend improvements in their design, implementation, and maintenance.
6. Determine cash available for investment and payment of bills based on daily analysis of cash flow.
7. Oversee monthly bank reconciliations for all accounts. Review reconciliations of vendor and payroll clearing accounts.
8. Work with district personnel to project student enrollments, staffing needs, building and facility needs, energy needs, capital equipment needs, and other cost items for district and individual school improvement.
9. Plan and conduct needs assessments for improvement of district business operations. Ensure that business operations support the district's goals and objectives and provide leadership to achieve cost effective practices throughout the district.
10. Assist with administration of the business office budget and ensure that programs are cost effective and funds are managed prudently.
11. Implement policies established by federal and state law, State Board of Education rule, and local board policy in area of business operations.
12. Compile, maintain, and file all physical and computerized reports, records, and other documents required.

Purchasing and Inventory

13. Maintain accurate and current inventory records of the district's fixed and movable assets and oversee maintenance of a timely replacement cost-asset listing for insurance purposes. Organize and conduct sales to dispose of surplus and salvage equipment.

14. Oversee the preparation of bids and bid specifications. Receive and analyze bid proposals and prepare written recommendations.

15. Prepare, review, and revise business department job descriptions.
16. Develop training options and/or improvement plans to ensure exemplary business operations.
17. Select, train, evaluate, and supervise staff and make recommendations relative to assignment, retention, discipline, and dismissal.
18. Supervise, evaluate, and recommend the hiring and firing of the risk manager, accounting supervisor, purchasing supervisor, payroll supervisor, and tax collector.

(Language taken from Texas Association of School Boards and Mullin ISD)

PROVIDED DURING RESUBMISSION PERIOD

Job Title: Director of Human Resources

Reports to: Superintendent

Primary Purpose:

Direct and manage the district's human resources function. Responsible for the strategic planning and implementation of human resource programs to include professional and auxiliary staffing, wage and salary administration, leave administration, performance appraisal, employee relations, and benefits.

Recommend and implement legally sound and effective human resource management programs, policies, and practices.

Direct and manage daily payroll activities of the district. Ensure that payroll is delivered in compliance with applicable state and federal laws and regulations and in a timely manner.

Qualifications:

Education/Certification:

Bachelor's degree in human resources, public or business administration, education administration, or Equivalent Masters degree preferred

Special Knowledge/Skills:

Knowledge of selection, training, and supervision of personnel

Knowledge of wage and salary, benefits, and performance appraisal administration

Knowledge of general and education employment law and hearing procedures

Knowledge of local, state, and federal requirements relating to payroll issues and reports

Knowledge of payroll accounting and auditing principles

Effective communication and interpersonal skills

Proficiency skills in keyboarding and file maintenance

Ability to work with numbers in an accurate and rapid manner

Ability to use software to develop spreadsheets, databases, and do word processing

Ability to supervise personnel

Ability to implement policy and procedures

Ability to use software to develop spreadsheets, perform data analysis, and do word processing

Ability to manage budget and personnel

Excellent public relations, organizational, communication and interpersonal skills

Ability to speak effectively before groups of employees, the school board, or other organizations

Experience:

3 years of progressively responsible experience in human resources management or public school administration;

Major Responsibilities and Duties:

1. Create and execute plan for human resources in alignment with district core values as adopted by the board and the district's strategic plan. Identify current and future needs of the district and align processes and procedures including recruitment, selection, on-boarding, professional, and leadership development, training, evaluation, and retention strategies.

2. Determine the HR training needs throughout the school district and develop and plan training programs to meet the established needs. Implement both on-going and special interest training programs.

3. Direct the planning, development, coordination, and evaluation of operations of the human resources department including establishing department goals and objectives.

4. Direct and monitor employee performance appraisal system and ensure that supervisors have proper training. Assist supervisors and principals with employee counseling, improvement plans, and due process procedures, where needed.

5. Select, train, supervise, and evaluate HR staff and make sound recommendations relative to assignment, retention, discipline, and dismissal.

6. Ensure district compliance with federal and state laws and regulations.

7. Work with principals and other administrators to forecast staffing needs and develop staffing plans. Develop and implement recruitment and retention strategies and a screening and selection process for all employees.

8. Ensure that all teachers are highly-qualified and have the appropriate credentials for assignments.

9. Provide a system for new employees to acquire appropriate information, support, and training necessary for success on the job.
10. Oversee all aspects of contract administration.
11. Direct the administration of the district's compensation program including job descriptions, salary surveys, and position reclassifications.
12. Develop, implement, administer, and monitor procedures for salary administration and placement of new hires.
13. Oversee the management of the district's leave, health insurance, optional employee benefits, workers' compensation, and unemployment compensation benefit programs including overseeing relationship with insurance vendors and third party administrators.
14. Direct and control payroll preparation and production, including regular, special, and supplemental payrolls. Ensure adherence to standards and procedures, and take steps to correct problems, delays, and inaccuracies.
15. Develop and implement payroll procedures to ensure timely processing of payroll and the applicable payment of all benefits and payroll deductions.
16. Ensure accuracy of payroll data input and calculations, balancing each payroll prior to check disbursement.
17. Control payment of all liabilities generated through payroll, including taxes, Teacher Retirement System (TRS) deposits, insurance.
18. Coordinate payroll operations with other accounting and data processing units, confer with other administrative and technical staff regarding changes and new systems, and participate in developing, implementing, and testing procedures.
19. Process and resolve direct deposit and other banking interactions.
20. Select, train, evaluate, and supervise payroll staff and make recommendations relative to assignment, retention, discipline and dismissal.
21. Interface with administrators, principals, directors, and staff regarding payroll-related issues. Assist with the equitable resolution of complaints, concerns, and problems in the area of payroll.
22. Work cooperatively with human resources and business services to process hiring, leave, terminations, and other employment-related issues.
23. Compile, maintain, and file all reports, records, and other documents required including auditable
24. Take a proactive role in identifying and responding to issues of interest to employees; work in collaboration with district leadership to ensure preemptive and effective employee communications.
25. Administer the employee grievance procedure adopted by the board. Direct the investigation, analysis, and decision making process regarding personnel problems and/or other related policy issues.
26. Interpret policies and procedures and ensure support of directors, officers, employees and other government agencies on employment, record keeping, retirement, grievance and other personnel matters and procedures.
27. Conduct annual research regarding employee satisfaction, morale, and communications. Monitor employee retention and turnover through analysis of data and exit interviews. Implement and oversee effective districtwide employee recognition programs.
28. Ensure that the employee handbook and personnel directory are created, updated annually, and distributed. Implement procedures to ensure that employees are informed of personnel policies, procedures, and programs that affect them.
29. Develop and administer the human resources budget based on documented needs and ensure that operations are cost effective and funds are management wisely
30. Oversee personnel records management and ensure compliance with the state records management program. May serve as designated records management officer.
31. Compile, maintain, and file all reports, records, and other documents as required.
32. Prepare and deliver written and oral presentations on HR and management issues to the board, principals, teachers, parents, and community groups. Attend regular meetings of the board.
33. Ensure compliance with local, state and federal laws regarding human resources management and development.
34. Stay abreast of state and federal public policy changes that could impact the district.
35. Supervise, evaluate, and recommend hiring and firing of human resource department employees.

(Language taken from the Texas Association of School Boards & Mullin ISD)

Job Title: Director of PEIMS

Reports to: Superintendent

Primary Purpose:

Under moderate supervision, coordinate the collection and reporting of district Public Education Information Management System (PEIMS) data.

Qualifications:

Education/Certification:

High school diploma or GED

Bachelor's degree preferred

Special Knowledge/Skills:

Ability to maintain accurate and auditable records.

Ability to use personal computer and software to develop spreadsheets, perform data analysis, and word processing.

Ability to perform basic math

Ability to meet established deadlines.

Strong organizational, communication, and interpersonal skills.

Ability to understand detailed written or oral instructions.

Experience:

5 years of experience in a school district using the Public Education Information Management System (PEIMS).

A bachelors degree can substitute for 2 years experience

Major Responsibilities and Duties:

1. Coordinate the collection, integration, and formatting of all data required for PEIMS submission according to Texas Education Agency PEIMS Data Standards.
2. Work cooperatively with campus, business office, and personnel office staff to collect, organize, and format data required to submit district PEIMS data according to prescribed state deadlines.
3. Run edits, reports, and verification checks on data to ensure accuracy of information. Distribute edits and reports to appropriate staff for analysis, verification, and correction.
4. Submit complete and accurate PEIMS data in Texas Education Agency (TEA)-prescribed format to education service center (ESC) for processing using computer terminal or personal computer.
5. Verify data submitted to TEA and submit corrections in a timely manner.
6. Provide training and support to campuses and to business and personnel office staff responsible for processing PEIMS data.
7. Receive PEIMS-related information from ESC and TEA, attend all regional PEIMS workshops, and disseminate information to other staff in a timely manner, including updates to PEIMS Data Standards.
8. Comply with policies established by federal and state law, State Board of Education rule, and local board policy.
9. Compile, maintain, and file all reports, records, and other documents as required.
10. Supervises all campus PEIMS Clerks.
11. Maintain emotional control under stress; work with frequent interruptions

(Language taken from the Texas Association of School Boards & Mullin ISD)

Job Title: Principal Elementary School

Reports to: Superintendent

Primary Purpose:

Direct and manage overall campus operations. Responsible for leadership of the campus instructional program ensuring high standards of instruction and student achievement, compliance with district policies, application of instructional programs, and effective operation of all campus activities.

Qualifications:

Education/Certification:

Master's degree

Texas principal certificate

Certified in The Texas Teacher Evaluation and Support System (T-TESS) appraisal system

Special Knowledge/Skills:

Working knowledge of curriculum and instruction

Ability to evaluate instructional program and teaching effectiveness

Ability to manage budget and personnel

Ability to implement policy and procedures

Ability to interpret data

Excellent organizational, communication, public relations, and interpersonal skills

Experience:

Three years experience as a classroom teacher

Three years experience in elementary level administrative roles

Major Responsibilities and Duties:

Instructional Management

1. Monitor instructional processes to ensure that program activities are related to outcomes and use findings to take corrective actions where necessary.
2. Provide instructional resources and materials needed to accomplish instructional goals.
3. Establish clear expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
4. Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.
5. Solicit regular input from campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.
6. Build a common vision for school improvement with staff. Direct planning activities and implement programs to ensure attainment of school's mission.
7. Establish campus performance objectives for Academic Excellence Indicators using the campus planning process and involving site-based decision making committee. Demonstrate campus progress using results to promote school improvement.
8. Provide opportunities for interactive communication with superintendent, staff, students, parents, and community.
9. Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
10. Ensure that school rules are uniformly applied and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook.
11. Conduct conferences about student and school issues with parents, students, and teachers.
12. Comply with district policies, state and federal laws, and regulations affecting schools.
13. Develop and administer campus budgets based on documented program needs and estimated enrollment ensuring that operations are cost effective and funds are managed wisely.

14. Compile, maintain, and file all reports, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbooks.
15. Manage use of school facilities. Oversee maintenance of facilities to ensure a clean, orderly, and safe campus.
16. Select, train, supervise, and evaluate staff and make recommendations relative to assignment, retention, discipline, and dismissal. Approve all personnel assigned to campus.
17. Observe employee performance, record observations, and conduct evaluation conferences with staff.
18. Coach staff and help them identify and develop appropriate professional growth opportunities as well as accomplish improvement goals.
19. Work with campus-level planning and decision-making committees to plan professional development activities.
20. Articulate the school's mission to the community and solicit its support in realizing the mission.
21. Demonstrate awareness of school and community needs and initiate activities to meet those needs using appropriate and effective techniques to encourage community and parent involvement.
22. Supervise, evaluate, and recommend the hiring and firing of staff assigned to campus.
23. Work with frequent interruptions; maintain emotional control under stress.

(Language taken from the Texas Association of School Boards & Mullin ISD)

Job Title: Principal High School

Reports to: Superintendent

Primary Purpose:

Direct and manage overall campus operations. Responsible for leadership of the campus instructional program ensuring high standards of instruction and student achievement, compliance with district policies, application of instructional programs, and effective operation of all campus activities.

Qualifications:

Education/Certification:

Master's degree

Texas principal certificate

Certified in The Texas Teacher Evaluation and Support System (T-TESS) appraisal system

Special Knowledge/Skills:

Working knowledge of curriculum and instruction

Ability to evaluate instructional program and teaching effectiveness

Ability to manage budget and personnel

Ability to implement policy and procedures

Ability to interpret data

Excellent organizational, communication, public relations, and interpersonal skills

Experience:

Three years experience as a classroom teacher

Three years experience in elementary level administrative roles

Major Responsibilities and Duties:

Instructional Management

1. Monitor instructional processes to ensure that program activities are related to outcomes and use findings to take corrective actions where necessary.
2. Provide instructional resources and materials needed to accomplish instructional goals.
3. Establish clear expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
4. Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.
5. Solicit regular input from campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.
6. Build a common vision for school improvement with staff. Direct planning activities and implement programs to ensure attainment of school's mission.
7. Establish campus performance objectives for Academic Excellence Indicators using the campus planning process and involving site-based decision making committee. Demonstrate campus progress using results to promote school improvement.
8. Provide opportunities for interactive communication with superintendent, staff, students, parents, and community.
9. Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
10. Ensure that school rules are uniformly applied and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook.
11. Conduct conferences about student and school issues with parents, students, and teachers.
12. Comply with district policies, state and federal laws, and regulations affecting schools.
13. Develop and administer campus budgets based on documented program needs and estimated enrollment ensuring that operations are cost effective and funds are managed wisely.

14. Compile, maintain, and file all reports, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbooks.
15. Manage use of school facilities. Oversee maintenance of facilities to ensure a clean, orderly, and safe campus.
16. Select, train, supervise, and evaluate staff and make recommendations relative to assignment, retention, discipline, and dismissal. Approve all personnel assigned to campus.
17. Observe employee performance, record observations, and conduct evaluation conferences with staff.
18. Coach staff and help them identify and develop appropriate professional growth opportunities as well as accomplish improvement goals.
19. Work with campus-level planning and decision-making committees to plan professional development activities.
20. Articulate the school's mission to the community and solicit its support in realizing the mission.
21. Demonstrate awareness of school and community needs and initiate activities to meet those needs using appropriate and effective techniques to encourage community and parent involvement.
22. Supervise, evaluate, and recommend the hiring and firing of staff assigned to campus.
23. Work with frequent interruptions; maintain emotional control under stress.

(Language taken from the Texas Association of School Boards & Mullin ISD)

Job Title: Principal Middle School

Reports to: Superintendent of Schools

Primary Purpose:

Direct and manage overall campus operations. Responsible for leadership of the campus instructional program ensuring high standards of instruction and student achievement, compliance with district policies, application of instructional programs, and effective operation of all campus activities.

Qualifications:

Education/Certification:

Master's degree

Texas principal certificate

Certified in The Texas Teacher Evaluation and Support System (T-TESS) appraisal system

Special Knowledge/Skills:

Working knowledge of curriculum and instruction

Ability to evaluate instructional program and teaching effectiveness

Ability to manage budget and personnel

Ability to implement policy and procedures

Ability to interpret data

Excellent organizational, communication, public relations, and interpersonal skills

Experience:

Three years experience as a classroom teacher

Three years experience in elementary level administrative roles

Major Responsibilities and Duties:

Instructional Management

1. Monitor instructional processes to ensure that program activities are related to outcomes and use findings to take corrective actions where necessary.
2. Provide instructional resources and materials needed to accomplish instructional goals.
3. Establish clear expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
4. Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.
5. Solicit regular input from campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.
6. Build a common vision for school improvement with staff. Direct planning activities and implement programs to ensure attainment of school's mission.
7. Establish campus performance objectives for Academic Excellence Indicators using the campus planning process and involving site-based decision making committee. Demonstrate campus progress using results to promote school improvement.
8. Provide opportunities for interactive communication with superintendent, staff, students, parents, and community.
9. Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
10. Ensure that school rules are uniformly applied and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook.
11. Conduct conferences about student and school issues with parents, students, and teachers.
12. Comply with district policies, state and federal laws, and regulations affecting schools.
13. Develop and administer campus budgets based on documented program needs and estimated enrollment ensuring that operations are cost effective and funds are managed wisely.

14. Compile, maintain, and file all reports, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbooks.
15. Manage use of school facilities. Oversee maintenance of facilities to ensure a clean, orderly, and safe campus.
16. Select, train, supervise, and evaluate staff and make recommendations relative to assignment, retention, discipline, and dismissal. Approve all personnel assigned to campus.
17. Observe employee performance, record observations, and conduct evaluation conferences with staff.
18. Coach staff and help them identify and develop appropriate professional growth opportunities as well as accomplish improvement goals.
19. Work with campus-level planning and decision-making committees to plan professional development activities.
20. Articulate the school's mission to the community and solicit its support in realizing the mission.
21. Demonstrate awareness of school and community needs and initiate activities to meet those needs using appropriate and effective techniques to encourage community and parent involvement.
22. Supervise, evaluate, and recommend the hiring and firing of staff assigned to campus.
23. Work with frequent interruptions; maintain emotional control under stress.

(Language taken from the Texas Association of School Boards & Mullin ISD)

Job Title: Superintendent

Reports To: The Heritage Public Charter School Board

SUMMARY:

Serves as the educational leader and chief executive officer of Heritage Public Charter Schools

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

1. Assumes administrative responsibility and leadership for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the District and for the annual performance appraisal of the District's staff.
2. Assumes administrative authority and responsibility for the assignment and evaluation of all personnel of the District other than the Superintendent and makes recommendations regarding the selection of such personnel.
3. Initiates the termination or suspension of an employee or the nonrenewal of an employee's term contract.
4. Manages the day-to-day operations of the District as its administrative manager.
5. Prepares and submits to the Board a proposed budget.
6. Prepares recommendations for policies to be adopted by the Board and oversees the implementation of adopted policies.
7. Develops or causes to be developed appropriate administrative regulations to implement policies established by the Board.
8. Provides leadership for the attainment of student performance in the District based on the state's academic excellence indicators and other indicators as may be adopted by the State Board or the Board.
9. Organizes the District's central administration.
10. Consults the District Improvement Committee in the planning, operation, supervision, and evaluation of the District educational program.
11. Reports the District's maximum attendance to the commissioner no later than April 25th of each year, for the purpose of textbook requisitions.
12. Notifies all instructional and support personnel who have regular contact with a student who has been arrested or taken into custody, as provided by a law enforcement agency.
13. Stays informed about all aspects of the instructional program and ensures that there is a continuous focus on improving student academic performance.
14. Works with the staff, Board, and community in curriculum planning.
15. Develops, evaluates, and revises annually the District improvement plan, with the assistance of the District Improvement Committee.
16. Promotes goal-oriented performance and support for those involved in achieving District and campus performance objectives.
17. Conducts periodic evaluation of all programs and operations to determine improvements needed and to foster attainment of District and campus improvement plans.
18. Assists the Board in evaluating the effectiveness of school programs.
19. Demonstrates skill in anticipating, managing, and resolving conflict.
20. Recommends the number, types and organization of positions, including central administration, needed to carry out District functions effectively.
21. Performs duties established by the Board regarding the recommendation, employment, suspension, and dismissal of employees.
22. Assigns and reassigns all personnel; exercises final placement authority for educators transferred because of enrollment shifts or program changes.
23. Directs and supervises the staff evaluation program and provides effective communication with District personnel.
24. Serves as liaison between the Board and staff.
25. Develops and recommends pay systems; recommends pay increases or adjustments for personnel.
26. Supports staff development and other professional development programs.

27. Promotes a positive work environment that fosters high staff morale and excellence within the District.
28. Stays informed of developments in state, federal, and local laws and public policy affecting education.
29. Prepares and submits in a timely manner any and all reports required by the Board, TEA, other federal and state agencies, and any records subpoenaed by a court of law.
30. Directs and supervises all financial accounting and ensures that funds are expended legally, in accordance with the approved budget, and controlled effectively.
31. Ensures District compliance with all applicable state and federal requirements.
32. Ensures that the school plant and facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.
33. Monitors District property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.
34. Ensures a favorable educational environment through the implementation of an equitable and efficient system of student behavioral management.
35. Works with staff, Board, and community in planning and implementing support services for students.
36. Develops and implements effective communication between the schools and community; promotes community support and involvement with the schools.
37. Represents the District in activities involving other school systems, institutions, agencies, and professional and community groups.
38. Interprets Board policies to the staff, parents, and community.
39. Formulates, with the Board, an annual Superintendent's professional development plan and assists the Board in designing a process for evaluating the Superintendent's performance.
40. Pursues professional development through reading, attending conferences, and being involved with related agencies.
41. Assists the Board in identifying individual and team training needs, and in arranging training opportunities.
42. Prepares Board agendas and meeting materials in cooperation with the Board President.
43. Attends and participates in all meetings of the Board except closed meetings when the Board desires to discuss such matters related to the Superintendent.
44. Keeps the Board continuously informed on issues, needs, and operations of the District.
45. Exercises discretion and good judgement in matters not covered by Board policy.
46. Serves as custodian of all minutes and records of the Board.
47. Communicates with the District's attorney on matters in litigation or potential litigation except as otherwise directed by the Board.
48. Performs any other duties as assigned.

SUPERVISORY RESPONSIBILITIES:

1. Manages all staff within the district. Is responsible for the overall direction, coordination, and evaluation of all Heritage Public Charter schools.
2. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

EDUCATION and/or EXPERIENCE:

1. Masters degree in Education or related field
2. Combined minimum 8 years of administrative and classroom experience
3. Texas state principal's certification
4. Obtain Texas state superintendent's certification exam within 3 years of employment

LANGUAGE SKILLS:

1. Ability to read, analyze, and interpret the most complex documents.
2. Ability to respond effectively to the most sensitive inquiries or complaints.
3. Ability to write speeches and articles using original or innovative techniques or style.
4. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to Board, administrators, employees, students and public groups.

PROVIDED DURING RESUBMISSION PERIOD

REASONING ABILITY:

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems.

OTHER QUALIFICATIONS:

Ability to frequently travel out-of-district.

(Language taken from Mullin ISD website)

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Two
Special Assurances Document

Sponsoring Entity: Heritage Public Charter Schools
Proposed Charter School Name: Heritage Preparatory Academy

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

I. Open Meetings Requirements

JBW The proposed 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.

JBW Furthermore, the proposed 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.

II. Public Information Requirements

JBW The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

III. Criminal History Check Requirements

JBW The proposed 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.

IV. Annual Training Requirements

JBW The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

V. Residential Facilities Monitoring (RFM) System

JBW The proposed 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.

VI. Special RF Training

JBW The proposed 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:

Heritage Public Charter Schools

Proposed Charter School Name:

Heritage Preparatory Academy

VII. Admission and Enrollment

JBW The proposed 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.

JBW The proposed 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.

JBW The proposed 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.

JBW The proposed 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 commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

JBW The proposed 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 is specifically approved by the commissioner of education when the charter is awarded, or if the charter is 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.

VIII. Public Meeting(s)

JBW The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment A2 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

IX. Withdrawal and Expulsion

JBW The proposed charter holder assures that it 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 charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided within 30 days of enrollment.

JBW The proposed 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.

Sponsoring Entity: Heritage Public Charter Schools

Proposed Charter School Name: Heritage Preparatory Academy

JBW The proposed 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).

JBW The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

X. Federal and State Funding

JBW The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151.

JBW The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

JBW The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

XI. Required Disclosure

JBW The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

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 all previous pages.

James B Wright

Printed Name of Sponsoring Entity Board Chair

James Bryndan Wright
Signature of Sponsoring Entity Board Chair

12/4/16
Date

251