



GENERATION TWENTY-TWO

Open-Enrollment
CHARTER APPLICATION

FOR SCHOOLS TO OPEN SCHOOL YEAR 2018-19

Attachments Section

SUBCHAPTER D
SAS 556 17
RFA 701 16 106

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.



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

Attachment A1- Applicant Information Session

North Bound Education Representatives attended TEA Applicant Information Session on September 19, 2016.

Individuals attending the session included:

Sheldon Hoyt- North Bound Education Board President

Jerry Jacobs- North Bound Education Board Member

Nora Elizondo Berry- Proposed Superintendent

Kimberlea Jackson- Proposed School Principal

The *Proof of Attendance* documentation is attached.

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: North Bound Education

Sponsoring Entity Name *as reflected on the 501(c)(3)*: North Bound Education

Application Contact Name: Kenneth Cox

Title/Role: Coordinator of Public Relations

Email: [REDACTED] Phone: 812-484-9022

Board Member Attending: Sheldon Hoyt 

Board Member Attending: Jerry Jacobs 

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
2015 SEP 19 AM 9:37
DOCUMENT CONTROL CENTER
GRANT'S 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.



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

Attachment A2- Published Notice of Public Hearing

North Bound Education posted a notice of its public meeting in the Dallas Morning News. This publication is circulated in the Dallas Ft. Worth geographical area on November 11, 2016.

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

A Public meeting was held on November 16, 2017 to publicly discuss the application for the charter school.

KC Cox [REDACTED]
To
Black, Lynda
Nov 10 at 1:22 PM

[Sent from Yahoo Mail on Android](#)

Show original message

Hi. The ad has been paid and will publish tomorrow.
Thanks

--

Lynda Black
Sales & Marketing Consultant
214-977-7819
lblack@dmnmedia.com
We will need an "Approval" email for content, pricing and payment in order to release your advertisement.

advertisersupport@mypublicnotices.com

To
[REDACTED]
Nov 11 at 5:00 AM

Your Public Notice is now posted on DallasNews.com. [Click here](#) to see it. At no additional charge, you can enhance the notice with one or two online attachments. We accept files in .doc, .xls, .jpg, .pdf, and other common formats. For example, you can attach:

- a request for proposal (RFP) document to a contractor solicitation notice;
- a photo or map to a foreclosure notice; or
- an agenda to a meeting notice.

[Click here](#) to start. It's quick and easy to enhance your notice. You can change or remove attachments at any time by going to <http://www.mypublicnotices.com/dallasmorningnews/> and clicking on the "Click here to manage your notice attachments" link. To protect your attachments, we will ask you to log in as:

Your E-Mail Address: [REDACTED]

Your Password: [REDACTED] (case-sensitive)

Please store this information for future reference. If you need help or have questions about your online notice, please e-mail us at advertisersupport@mypublicnotices.com.

Bids & Proposals

Bids & Proposals

Legal Notices

Legal Notices

**Newspaper Submission
ConOps IH 30 Corridor**

The North Central Texas Council of Governments (NCTCOG) is reissuing the request for written proposals from firms to develop a Concept of Operations (ConOps) for the IH 30 Corridor from Arlington to Dallas. The IH 30 Corridor is a major east/west facility connecting Dallas and Fort Worth. The corridor from Arlington (Collins Street) to the Dallas Central Business District (CBD) includes a six-lane reversible managed lane and frontage roads. The reversible managed lane is utilized for peak-period travel and special events. The ConOps should address operations issues and answer who, what, when, where, why, and how. The ConOps for this corridor will be used as a framework for ConOps to be developed for other corridors within the Dallas-Fort Worth region.

Proposals must be received no later than 5:00 pm, on Friday, December 9, 2016, to Eric Quintana, Transportation Planner III, North Central Texas Council of Governments, 616 Six Flags Drive, Arlington, Texas 76011. Copies of the Request for Proposals (RFP) will be available at www.nctco.org by the close of business on Friday, November 11, 2016.

NCTCOG encourages participation by disadvantaged business enterprises and does not discriminate on the basis of age, race, color, religion, sex, national origin, or disability.

NTTA
RFB 04280-AT-T-00-GS-MA
AAT Exhaust Fan
Rehabilitation

The North Texas Tollway Authority (NTTA) will

Denton County Emergency Service District #1 is soliciting quotes from contractors on the follow project: Fire Station 514 Argyle, TX

Quotes will be received at the office of Kirkpatrick Architectural Studio, 100 W. Mulberry Denton, TX 76201 via mail or email to bill@k-a-studio.com until 2:00 PM local time on Thursday, December 8, 2016.

Bid documents may be obtained at:
• Isaft - Electronic Plan Room
• Reed Construction Data - Electronic Plan Room
• FW Dodge Plan Room
• CMD/AGC Plan Room

Copies may be acquired at 982 Garden Ridge Blvd, Lewisville, TX 75077 (972) 333-0059 at your own cost.

Direct questions to Bill Morgan at bill@k-a-studio.com

A pre-proposal site tour is scheduled for November 22, 2016 at 10:00 AM at the southeast corner of Cleveland Gibbs/Old Justin Road. Attendance is not mandatory but is recommended for all interested parties. Additional site visits will not be scheduled.

NTTA
RFB 04279-AAT-00-GS-MA
AAT Sump Pit
Hydrocarbon Detection System

The North Texas Tollway Authority (NTTA) will receive bids for AAT Sump Pit Hydrocarbon Detection System at 5900 W. Plano Pkwy., Ste 100, Plano, Texas 75093, until December 14, 2016, at 2:00 PM. A pre-bid conference will be held on November 28, 2016, at 10:00 AM at 5900 West

Application has been made with the Texas Alcoholic Beverage Commission for WINE AND BEER RETAILER'S PERMIT, and FOOD AND BEVERAGE CERTIFICATE by HECTOR MEDINA dba CHEFERING, LLC to be located at 2824 N. O'CONNOR ROAD, IRVING, DALLAS COUNTY, Texas. Owner and manager of said business CHEFERING, LLC is HECTOR MEDINA.

Legal Notices

Legal Notices

Northbound Education Public Schools will hold a public meeting on Wednesday, November 16, 2016, 6:00-7:00 PM at the Polaris Campus, 1308 W. Mockingbird, Dallas 75235. Board Members: Mr. Sheldon Hoyt, Ms. Priscilla Luna, Mr. Greg Gerendas

NOTICE TO CREDITORS

Notice is hereby given that original Letters Testamentary for the Estate of BERNARD LAWRENCE MARGASON, Deceased, were issued on November 9, 2016, in Cause No. PR-16-02252-2, pending in the Probate Court No. 2, DALLAS County, Texas, to: Brian L. Margason. All persons having claims against this Estate which is currently being administered are required to present them to the undersigned within the time and in the manner prescribed by law.
c/o: John D. Hale
Attorney at Law
417 W. Main Street
Waxahachie, TX 75165

DATED the 11th day of November, 2016.

John D. Hale
Attorney for
Brian L. Margason
State Bar No. : 24050706
417 W. Main Street
Waxahachie, TX 75165
Telephone: (214) 446-5080
Facsimile: (214) 446-5081
E-mail: jd@jdhale.com



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2.5 Year old Long Haired Yorkie, Friendly, \$ 250 Loveable, and Beautiful Call 214-681-2281

AKC English Bulldog puppies ready for new homes. \$1700. call now. 940-330-5111

AKC English Labradors Champion Grand sire Red White www.retrieversredri.com \$1000 (580)380-6938

Dogs



Poodles 2 litter 817-636-2826 (9 am-5 pm) [silkpoodles@hotmail.com](https://www.facebook.com/silkpoodles) facebook/silkpoodles

Poodles, Pocket size teacups. Health guaranteed. \$1500-\$2500 (405) 4

REG CHOCOLATE PUPS FOR SALE 2 Litters, 11 Weeks 4 Weeks \$103-632-4875 OR 903-

Reg Mini DACHSHUND www.adoubleddachshund.com (972) 839-6116

Rottweiler: AKC C Champion pup current on vac 817-992-920

Rottweiler puppy sale. AKC registered champion bloodline

Due to potential misuse/abuse of pets, *The Dallas Morning News* suggests that advertisers charge a minimal fee for their pets. Every life has a value. Also, due to health risks to the pets, we recommend puppies and kittens are at least 8-12 weeks old before they are sold. Use caution when responding to pet ads that involve unusual payment plans or require long-distance shipping. Find your pet from a trustworthy source. If purchasing from a private party or breeder, ask to see where the pets live to ensure the environment is a clean and healthy one. Reputable breeders will almost always provide detailed genea-



AKC Registered Golden Retriever puppies. Chmp & OFA bloodlines, 8 weeks old, only \$1200 ea. (214) 405-2726 * www.JungleTramp.com

AKC Yorkie F. Schnauzers. Schnoodles. Lifeline



NORTH BOUND EDUCATION

P U B L I C S C H O O L S



Wednesday November 16th, 2016 / 6:00 P.M. – 7:00PM / Polaris Campus
1508 W. Mockingbird Dallas TX. 75235

Board Members: Mr. Sheldon Hoyt, Ms. Priscilla Luna, Mr. Greg Gerendas

COPYRIGHT MATERIAL

15 pages have 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:

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.



Attachment A3- Certified Mail Receipts

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.

- | | |
|--|---|
| <input type="checkbox"/> Dallas ISD | <input type="checkbox"/> Arlington ISD |
| <input type="checkbox"/> Ft. Worth ISD | <input type="checkbox"/> Burleson ISD |
| <input type="checkbox"/> Mansfield ISD | <input type="checkbox"/> Cedar Hill ISD |
| <input type="checkbox"/> Lancaster ISD | <input type="checkbox"/> Dennison ISD |
| <input type="checkbox"/> Lake Worth ISD | <input type="checkbox"/> Cleburne ISD |
| <input type="checkbox"/> Lake Dallas ISD | <input type="checkbox"/> Denton ISD |
| <input type="checkbox"/> Irving ISD | <input type="checkbox"/> Eagle Mountain ISD |
| <input type="checkbox"/> Bedford ISD | |
| <input type="checkbox"/> Grand Prairie ISD | |

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.

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- 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



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

served by the proposed school, and

the State Board of Education member that represents the geographic area to be served by the proposed school.

Dallas ISD

Ft. Worth ISD

Mansfield ISD

Lancaster ISD

Lake Worth ISD

Lake Dallas ISD

Irving ISD

Bedford ISD

Grand Prairie ISD

Arlington ISD

Burleson ISD

Cedar Hill ISD

Dennison ISD

Cleburne ISD

Denton ISD

Eagle Mountain ISD

See Texas Education Code (TEC) §12.1101.

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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	
Postage	\$0.47	
Total Postage and Fees	\$3.77	

Sent To
 Street and Apt. No., or P.O. Box No.
 Dr. Holl - Superintendent Grand Prairie ISD
 2602 S. Belt Line Rd
 City, State, ZIP+4®
 Grand Prairie, TX 75052

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<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	
Postage	\$0.47	
Total Postage and Fees	\$3.77	

Sent To
 Street and Apt. No., or P.O. Box No.
 Superintendent - HEB ISD
 1649 Central Drive
 City, State, ZIP+4®
 Bedford, TX 76022

15225 N. MORNINGBROOK
 Dallas, TX 75235

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Return Receipt (electronic) \$ _____

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Adult Signature Required \$ _____

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Postage \$ _____

Total Postage and Fees \$ _____

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Sent to
 Dr. Holl - Superintendent Grand Prairie ISD
 Street and Apt. No., or P.O. Box No. Prairie ISD
 2602 S. Belt Line Rd
 City, State, ZIP+4® Grand Prairie, TX 75052
 PS Form 3800, April 2015 PER 7580-02-000-00-7 See Reverse for Instructions

Mr. Gene Blininger
 SUPERINTENDENT
 1849 CENTRAL DRIVE
 BEDFORD, TX 76022



CERTIFIED MAIL
 MAIL PERMIT NO. 1000 DALLAS, TX 75201
 POSTAGE WILL BE PAID BY ADDRESSEE

2149 2465 0000 0090 9102
 2149 2465 0000 0090 9102

Mr. Susan Simpson Hill
 SUPERINTENDENT GRAND PRAIRIE ISD
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 GRAND PRAIRIE, TX 75052

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Return Receipt (electronic) \$ _____

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Adult Signature Required \$ _____

Adult Signature Restricted Delivery \$ _____

Postage \$ _____

Total Postage and Fees \$ _____

Sent to
 Superintendent - HER ISD
 Street and Apt. No., or P.O. Box No. 1549 Central Drive
 City, State, ZIP+4® Bedford TX 76022
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Postage \$0.47 \$	11/30/2016
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Postage \$0.47 \$	11/30/2016
Total Postage and Fees \$3.77 \$	
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Return Receipt (electronic) \$

Certified Mail Restricted Delivery \$

Adult Signature Required \$

Adult Signature Restricted Delivery \$

Postage \$

Total Postage and Fees \$

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Supt. Arlington ISD
Street and Apt. No., or PO Box No.
1203 W. Pioneer
City, State, ZIP+4®
Arlington TX 76013

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Mr. Jerry M. Galloway
Superintendent, Arlington ISD
03 N. Texas Parkway
Arlington, Texas 76013

MR. WALTER DANSON
SUPERINTENDENT Fort Worth ISD
100 N. UNIVERSITY DRIVE
Fort Worth, TX 76107

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Adult Signature Restricted Delivery \$

Postage \$

Total Postage and Fees \$

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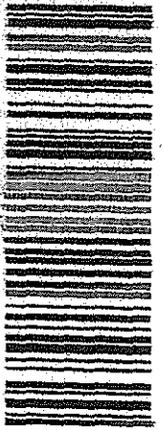
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100 N. University
City, State, ZIP+4®
Fort Worth TX 76107

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<input type="checkbox"/> Return Receipt (electronic)	\$	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$	
<input type="checkbox"/> Adult Signature Required	\$	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$	
Postage	\$	Postmark Here
Total Postage and Fees	\$	
Sent To <u>Bob Morrison - Mansfield ISD</u>		
Street and Apt. No., or P.O. Box No. <u>605 E. Broad St.</u>		
City, State, ZIP+4® <u>Mansfield TX 76063</u>		
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Mr. Bob Morrison
SUPERINTENDENT OF SCHOOLS
MANSFIELD ISD
35 E. Broad St.
Mansfield, TX
76063

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<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	
Postage	\$0.47	Postmark Here
Total Postage and Fees	\$3.77	
Sent To <u>Bob Morrison - Mansfield ISD</u>		
Street and Apt. No., or P.O. Box No. <u>605 E. Broad St.</u>		
City, State, ZIP+4® <u>Mansfield TX 76063</u>		
PS Form 3800, April 2013 PSN 7530-02-000-9047 See Reverse for Instructions		

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Extra Services & Fees (check box, add fee as appropriate)

Return Receipt (hardcopy) \$ _____

Return Receipt (electronic) \$ _____

Certified Mail Restricted Delivery \$ _____

Adult Signature Required \$ _____

Adult Signature Restricted Delivery \$ _____

Postage \$ _____

Total Postage and Fees \$ _____

Postmark
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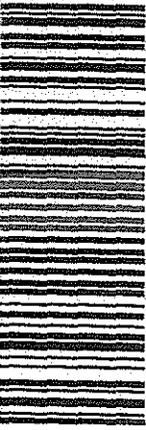
Sent To Bob Morrison - Mansfield TSP

Street and Apt. No., or PO Box No. 605 E. Broad St.

City, State, ZIP+4® Mansfield TX 76063

PS Form 3800, April 2010 PSN 7530-02-000-9000 See reverse for instructions

2949 2465 0000 0090 9102
 2949 2465 0000 0090 9102



PLEASE STICK TO THE STRIP
 OF THE RETURN ADDRESS
CERTIFIED MAIL

Mr. Bob Morrison
 SUPERINTENDENT OF SCHOOLS
 Mansfield TSP
 35 E. Broad St.
 Mansfield, TX 76063

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DENTON, TX 76201	
OFFICIAL USE	
Certified Mail Fee \$3.30	0908 03 Postmark Here 11/30/2016
Extra Services & Fees (check box, add fee as appropriate)	
<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	
Postage \$0.47	
Total Postage and Fees \$3.77	
Sent To J. Wilson - Denton ISD	
Street and Apt. No., or PO Box No. 1307 N. Locust St.	
City, State, ZIP+4® Denton TX 76201	
PS Form 3800, April 2015 PSN 7530-0200-9034 See Reverse for Instructions	

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DENTON, TX 76179	
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Certified Mail Fee \$3.30	0908 03 Postmark Here 11/30/2016
Extra Services & Fees (check box, add fee as appropriate)	
<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	
Postage \$0.47	
Total Postage and Fees \$3.77	
Sent To Sgt. Eagle Mountain-Seymour ISD	
Street and Apt. No., or PO Box No. 1200 Old Decatur Rd	
City, State, ZIP+4® Ft. Worth TX 76179	
PS Form 3800, April 2015 PSN 7530-0200-9034 See Reverse for Instructions	

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Postage	\$0.47
Total Postage and Fees	\$3.77
Extra Services & Fees (check box, add fees 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

0908
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Postmark
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Sent To
Janice Cooper - Lake Worth ISD
Street and Apt. No., or PO Box No.
6805 Telephone Rd.
City, State, ZIP+4®
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LANCASTER, TX 75146

Certified Mail Fee	\$3.30
Postage	\$0.47
Total Postage and Fees	\$3.77
Extra Services & Fees (check box, add fees 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

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Postmark
Here
11/30/2016

Sent To
M. McEckland - Lancaster ISD
Street and Apt. No., or PO Box No.
422 S. Centre Ave
City, State, ZIP+4®
Lancaster TX 75146

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Dallas, TX 75235

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Certified Mail Restricted Delivery \$ _____

Adult Signature Required \$ _____

Adult Signature Restricted Delivery \$ _____

Postage \$ _____

Total Postage and Fees \$ _____

Sent To Janice Cooper - Lake Worth ISD

Street and Apt. No., or PO Box No. 6805 Telephone Rd.

City, State, Zip+4® Lake Worth TX 76135

PS Form 3800, April 2015 PSN 7530-01-000-9000 See Reverse for Instructions

4449 2465 0000 0090 9102
 4449 2465 0000 0090 9102

NO MAIL DELIVERED

PLACE STICKER TO THE LEFT OF THE RETURN ADDRESS

Mr. Michael McFarlane
 SUPERINTENDENT
 422 S. CENTRE
 LAKENASTER, TX

Dr. Janice Cooper
 SUPERINTENDENT
 LAKE WORTH ISD
 6805 TELEPHONE ROAD
 LAKE WORTH, TEXAS 76135

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Return Receipt (hardcopy) \$ _____

Return Receipt (electronic) \$ _____

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Adult Signature Restricted Delivery \$ _____

Postage \$ _____

Total Postage and Fees \$ _____

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City, State, Zip+4® Lakenaster TX 75146

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 7016 0600 0000 5347 6450

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CEDAR HILL, TX 75104

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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
Postage	\$0.47
Total Postage and Fees	\$3.77

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Sent To
 Street and Apt. No., or PO Box No.
 285 Updown Blvd Bldg 300
 City, State, ZIP+4®
 Cedar Hill TX 75104

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BURLESON, TX 76028

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
Postage	\$0.47
Total Postage and Fees	\$3.77

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11/30/2016

Sent To
 Street and Apt. No., or PO Box No.
 1160 S. 21-Willshire Blvd
 City, State, ZIP+4®
 Burleson TX 76028

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DENISON, TX 75020	
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Certified Mail Fee \$3.30	0908 03 Postmark Here 11/30/2016
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy) \$0.00	
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<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	
Postage \$0.47	
Total Postage and Fees \$3.77	
Sent To Dr. Scott - Supt Denison ISD Street and Apt. No., or PO Box No. 1201 South Rust City, State, ZIP+4® Denison, TX 75020	
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	

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For delivery information, visit our website at www.usps.com	
CLEBURNE, TX 76033	
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Certified Mail Fee \$3.30	0908 03 Postmark Here 11/30/2016
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy) \$0.00	
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<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	
Postage \$0.47	
Total Postage and Fees \$3.77	
Sent To Dr. Miller - Supt. Cleburne ISD Street and Apt. No., or PO Box No. 505 N. Ridgeway Suite 100 City, State, ZIP+4® Cleburne TX 76033	
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	

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DALLAS, TX 75235

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 Return Receipt (electronic) \$
 Certified Mail Restricted Delivery \$
 Adult Signature Required \$
 Adult Signature Restricted Delivery \$

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Postage

Total Postage and Fees

Sent To

Dr. Scott - Supt Denison ISD

Street and Apt. No., or PO Box No.

1201 South Rust

City, State, ZIP+4®

Denison TX 75020

PS Form 3800, April 2015 ESN 726102-000-9001

See Reverse for Instructions

52E9 24E5 0000 0090 9T02



52E9 24E5 0000 0090 9T02
52E9 24E5 0000 0090 9T02

Dr. Henry Scott
SUPERINTENDENT DENISON ISD
1201 South Rust
Denison, TX 75020

Dr. Timothy Miller
SUPERINTENDENT
505 N. RIDGEMOUNT
DALLAS, TX 76033

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Dr. Miller - Supt. Cleburne
505 N. Ridgeway
Cleburne TX 76033

Extra Services & Fees (check box, add fee as appropriate)
 Return Receipt (hardcopy) \$
 Return Receipt (electronic) \$
 Certified Mail Restricted Delivery \$
 Adult Signature Required \$
 Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

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7016 0600 5347 6306

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IRVING, TX 75062
OFFICIAL USE

Certified Mail Fee	\$3.30	0908
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	03
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	
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Postage	\$0.47	11/30/2016
Total Postage and Fees	\$3.77	

Sent To: Superintendent - Irving ISD
Street and Apt. No., or PO Box No. 2621 W. Airport Freeway
City, State, ZIP+4® Irving, TX 75062

PS Form 3800, April 2015 PSN 7530-02-000-901 See Reverse for Instructions

9939 2435 0000 0090 9102
7016 0600 5347 6306

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LAKE DALLAS, TX 75065
OFFICIAL USE

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Extra Services & Fees (check box, add fee as appropriate)	\$0.00	03
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here
<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	
Postage	\$0.47	11/30/2016
Total Postage and Fees	\$3.77	

Sent To: Gale Stinson - Lake Dallas ISD
Street and Apt. No., or PO Box No. 315 E. Hurdle
City, State, ZIP+4® Lake Dallas TX 75065

PS Form 3800, April 2015 PSN 7530-02-000-901 See Reverse for Instructions

1325 W. Mockingbird
Dallas, TX 75235

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Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy) \$	
<input type="checkbox"/> Return Receipt (electronic) \$	
<input type="checkbox"/> Certified Mail Restricted Delivery \$	
<input type="checkbox"/> Adult Signature Required \$	
<input type="checkbox"/> Adult Signature Restricted Delivery \$	
Postage \$	
Total Postage and Fees \$	
Sent to Superintendent - Irving ISD Street and Apt. No., or PO Box No. 2621 W. Airport Freeway City, State, ZIP+4® Irving, TX 75062	

PS Form 3800, April 2015 (57530060000007) See Reverse for Instructions

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9999 2435 0000 0090 9102



PLACE STICKER ON THE FRONT OF THE MAIL PIECE TO BE TRACKED
CERTIFIED MAIL

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H
Gayle Stinson
SUPERINTENDENT LAKE
315 E. HUNDEY
LAKE DALLAS, TX

DR. DANNA T. BENDEN

SUPERINTENDENT IRVING ISD
2621 W. Airport Freeway
Irving, TX 75062

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Certified Mail Fee \$	Postmark Here
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy) \$	
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<input type="checkbox"/> Adult Signature Restricted Delivery \$	
Postage \$	
Total Postage and Fees \$	
Sent to Gayle Stinson - Lake Dallas ISD Street and Apt. No., or PO Box No. 315 E. Hundey Lake Dallas, TX 75065	

PS Form 3800, April 2015 (57530060000007) See Reverse for Instructions

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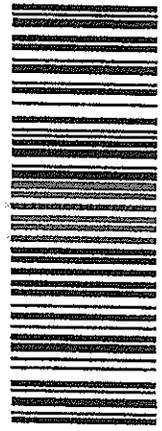
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For delivery information, visit our website at www.usps.com	
FORT WORTH, TX 76114	
OFFICIAL USE	
Certified Mail Fee	\$3.30
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input 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
Postage	\$0.47
Total Postage and Fees	\$3.77
Sent To Supt. Castleberry ISD <i>Street and Apt. No. or PO Box No.</i> 315 Churdull Rd. <i>City, State, ZIP+4®</i> FT. Worth TX 76114	
Certified Mail Fee: \$3.30 Postmark: 0908 03 Date: 11/30/2016	

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For delivery information, visit our website at www.usps.com	
DALLAS, TX 75204	
OFFICIAL USE	
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
Postage	\$0.47
Total Postage and Fees	\$3.77
Sent To D. Hirose - Supt. Dallas ISD <i>Street and Apt. No. or PO Box No.</i> 3700 Ross Ave <i>City, State, ZIP+4®</i> Dallas, TX 75204	
Certified Mail Fee: \$3.30 Postmark: 0908 03 Date: 11/30/2016	

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7016 0690 0000 0090 9101
 7016 0690 0000 0090 9101
 7016 0690 0000 0090 9101

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OFFICIAL USE

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

Postmark Here

Sent To
 5001 Castleberry ISD
 Street and Apt. No., or PO Box No.
 315 Churdull Rd.
 City, State, ZIP+4®
 Ft. Worth TX 76114

PS Form 3800, April 2015 PSN 7532-02-000-8047 See Reverse for Instructions

Mr. Gary S. Jones
 SUPERINTENDENT
 315 Churdull Road
 Fort Worth, TX
 76114

Dr. Michael Hinojosa
 SUPERINTENDENT DISD
 3700 Ross Ave
 Dallas, TX
 75204

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

Sent To
 Hinojosa - Sup. Dallas
 Street and Apt. No., or PO Box No.
 3700 Ross Ave
 City, State, ZIP+4®
 Dallas, TX 75204

7016 0690 0000 0090 9101
 7016 0690 0000 0090 9101
 7016 0690 0000 0090 9101

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COX
1525 N. Mockingbird
DALLAS, TX 75220

PRESIDENT OF BOARD
DALLAS ISD
3700 ROSS AVE BOX 1
DALLAS TEXAS 75204

Cox
1525 W. Mockingbird
Dallas, TX 75220

GERALDINE "TINNY" MILLER
3815 BEVERLY DRIVE
DALLAS TEXAS 75205

Box
1525 N. Hockmeyer
Dallas, TX 75220

REP MATT KRAUSE
Capitol P.O. Box 2910
Austin, Texas 78768

Cbx
1525 W. Mockingbird
DALLAS, TX 75220

REP William "Bill" LEDKER
P.O. Box 2910
AUSTIN TEXAS 78768

ET 1 #

Box

1525 W. Mockingbird
Dallas TX 75220

REP. Nicole Collier

P.O. Box 2910

AUSTIN, TEXAS 78768

COX

1525 W. MOCKINGBIRD

DALLAS TX 75220

REP. CRAIG GOLDMAN

P. O. BOX 2910

AUSTIN, TEXAS 78768

#140

Box
1525 W. Mockingbird
DALLAS TX 75220

JACINTO LINTO RAMOS JR.
BOARD PRESIDENT
FORT WORTH, TX
100 N. UNIVERSITY
FORT WORTH, TEXAS 76107

#145

Cox
1525 W. Mockingbird
DALLAS, TX 75220

ERIKKA BELTRAN
P.O. Box 17196
FORT WORTH, TEXAS 76102



December 3, 2016

Northbound Education

1525 West Mockingbird

Dallas, Texas 75235

Dear Sir or Madame:

This letter is to inform you that North Bound Education intends to submit an application to the Texas Education Agency in response to the Generation Twenty-Two Open-Enrollment charter school application process. Statutory guidelines require the application send the enclosed Statement of Impact form and a copy of the completed application coversheet to each district that may be affected by the proposed charter school. Your district is receiving this information because the proposed charter school's designed geographic boundary overlaps with your district's boundary. The proposed charter school's designed geographic boundary will focus primarily on the Fort Worth ISD geographically boundaries. Our secondary focus may include the districts: Arlington ISD, Burleson ISD, Carroll ISD, Cedar Hill ISD, Cleburne ISD, Dallas ISD, Denison ISD, Denton ISD, Eagle Mountain-Saginaw ISD, Grand Prairie ISD, Hurst-Euless-Bedford ISD, Irving ISD, Lake Dallas ISD, Lake Worth ISD, Lancaster and Mansfield ISD. The attached Statement of Impact from provides a district with an opportunity to inform the commissioner of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

*Texas Education Agency
Attention: John Garland
1701 North Congress Avenue
Austin, Texas 78701*

Forms must be received no later than Friday, Mach 31, 2017, for the information to be considered. If you have any questions about the process of approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512)463-9575 or visit http://tea.texas.gov/Texas_Schools/Charter_Schools/. If you would like a complete application for the open-enrollment charter school, please contact Ms. Nora Berry, North Bound Education at 817-891-2299.

Sincerely,


Nora Berry
Founder and Superintendent

153

Statement of Impact

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the commissioner of education for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. As required in Texas Education Code §12.1101, this form must be sent to the President of the Board of Trustees of each traditional district from which the proposed school intends to draw students, to each member of the legislature, and the State Board of Education member that represents the geographic area to be served by the proposed school. A district may submit this form to provide the commissioner with information relating to any financial difficulty that a loss in enrollment may have on the district, and any other information that a district wishes to share with the commissioner. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Should you choose, to respond, return the completed form no later than Friday, March 31, 2017 to:

Texas Education Agency
Attention: John Garland
1701 North Congress Avenue
Austin, Texas 78701

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: NORTHDAKOTA EDUCATION PUBLIC SCHOOL
Physical Address or General Location of Proposed Charter School: T.B.A.

Check the appropriate response below:

- The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- The proposed open-enrollment charter school **is** expected to have a major impact on the district or open-enrollment charter school in the following manner:

(Describe the impact in the space below and/or attach any supporting documentation.)

District Name County-District Identification Number

District Address

Signature of Superintendent Signature of Board President

Print Superintendent's Name Print Board President's Name

Date Phone Number

#154

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.*



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

Attachment A4- Geographic Attendance Boundary

Primary Boundary-

North Bound Education will accept students from the following traditional school districts:

Arlington

Burleson

Casselberry

Cedar Hill

Cleburne

Dallas

Desoto

Denton

Duncanville

Eagle Mountain

Grand Prairie

Irving

Lancaster

Hurst Euless Bedford

Forth Worth

Mansfield

Lake Worth

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.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Attachment A5- Teacher Student Ratios

Teacher Student Ratios				
Grade	Teacher	Student	Numer of Sections	Total Number of Students per grade level
Kindergarten	1	18	6	108
First	1	22	6	132
Second	1	22	6	132
Third	1	22	6	132
Fourth	1	22	6	132
Fifth	1	24	6	144
Sixth	1	26	6	156
Seventh	1	26	6	156
Eighth	1	26	6	156
Ninth	1	25	8	200
Tenth	1	25	8	200
Eleven	1	25	8	200
Twelve	1	25	8	200

ENROLLMENT FISCAL YEAR END	Data for following fiscal years must be based on reasonable estimates and projections.				
	2019	2020	2021	2022	2023
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	-	-	-	-
Kindergarten	108.00	108.00	108.00	108.00	108.00
1st Grade	132.00	132.00	132.00	132.00	132.00
2nd Grade	132.00	132.00	132.00	132.00	132.00
3rd Grade	132.00	132.00	132.00	132.00	132.00
4th Grade	132.00	132.00	132.00	132.00	132.00
5th Grade	144.00	144.00	144.00	144.00	144.00
6th Grade	156.00	156.00	156.00	156.00	156.00
7th Grade	156.00	156.00	156.00	156.00	156.00
8th Grade	156.00	156.00	156.00	156.00	156.00
9th Grade	-	200.00	200.00	200.00	200.00
10th Grade	-	-	200.00	200.00	200.00
11th Grade	-	-	-	200.00	200.00
12th Grade	-	-	-	-	200.00
Total Number of High School Students Enrolled	-	200.00	400.00	600.00	800.00
Total Number of All Students Enrolled (Average Membership)	1,248.00	1,448.00	1,648.00	1,848.00	2,048.00
Average Daily Attendance (ADA)	1223.04	1419.04	1615.04	1811.04	2007.04
Average Daily Attendance %	98%	98%	98%	98%	98%
Percent change YOY		16%	14%	12%	11%

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.

Charter Name:

North Bound Public School

Subject/Course Title:

Math/ Multiplication

Grade Level:

3

Prepared By:

Y. Ngo

Unit Planning Template

Student Expectations/Learning Outcomes

Describe what the student should be able to know and do by the end of the unit

100

Students should be able to:

- Use properties of operation to recall multiplication facts within 100
- Use Strategies based on concrete models, pictorial models, including arrays, area, models, and equal groups to solve one- and two-step multiplication problems within 100
- Solve two-step multiplication problems with 100 by determining the hidden question
- Solve one- and two-step multiplication problems within 100
- Use strategies and algorithms to multiply a two-digit number by one-digit number
- Apply mathematics to problems arising in everyday life, society, and the workplace
- Apply multiplication to contextual situations involving everyday life, society, and the workplace
- Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
- Use the structure of the problem to determine the appropriate operation and strategy needed to solve the problem.
- The focus is multiplication as an efficient method for counting, applies conceptual and procedural understanding of multiplication in contextual situations. Students will develop multiplication mastery of by solving one-step and two-step problems using strategies involving composing factors, decomposing factors, pictorial models, and properties of operations. Students will demonstrate multiplication fluency by using

efficient, accurate, and flexible methods based on the efficient methods. Students will solve real-world and mathematical problems involving multiplication and division.

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

The foundation knowledge and skills required for 3rd grade multiplication unit requires students have prior knowledge with modeling, creating, and being able to describe contextual multiplication situations in which equivalent sets of concrete objects are joined (2.6A)

The skill and gaps can be assessed by taking a needs assessment to gather the level of education where the students are and make individualize plan according to each individual. Activating prior knowledge refers to bringing up topics that have previously been learned or have some familiarity. Students can assimilate the new information.

Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

1. What is a way to describe a multiplication as a comparison?
2. What strategies are useful to represent and solve represent and solve one- and two-step multiplication problems within 100 using arrays, strip diagrams, and equations?
3. What is an efficient way up to multiply two-digit number by a one-digit number?

Texas Essential Knowledge & Skills Alignment

Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.

3.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:
(K) solve one-step and two-step problems involving multiplication and within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts Readiness Standard (Patterns of Reasoning)
(G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties Supporting Standard (Patterns of Reasoning)

Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

Materials that will be required are:
Text Books
Manipulatives
Technology

Review

If a unit review will be provided, please describe the formate and nature of the review.

Next Steps

identify how you will ensure the continuous and cumlative growth of the scope of the curriculum and of the students who will participate in your curriculum

North Bound Education will plan and design lessons that will promote differentiated instruction and allow gradual release of learning; therefore students are able to take in information and make sense of it. This will allow students to be able to produce an authentic product and reflect.

Project based learning where the students within the curriculum will gain knowledge and grow by working for an extended period of time to investigate a complex problem. This will challenge the students in critical thinking/ problem solving, collaboration and self-management. It will also allow the students to have a voice and choice about the project including what type of project and how they would like to work and solve the

101

problem. With the Project Based Learning method, students will be able to reflect on their work and the effectiveness of their project.

The rubric will be an essential learning tool for students because it clearly define the performance expectations. It may be used to meet different criteria and categories. Rubrics can be used for things such as a portfolio, presentation, and projects. This will allow at-risk, ELL, gifted and talented students and all other students to have a clear expectation of the criterion and the specific attributes that will be used to score and differentiate between levels of performance.

Our Rubric will be able to identify the criteria, determine the level of performance, and describe clearly the different levels of performance for each category.

Portfolios can be used as a comprehensive form of students' assessment in which student authentic product can be collected. This will be useful for compiling data about a student performance. It will allow the educators to gauge student success and also identify areas in the curriculum that need modification. This will also allow the growth measure throughout the year. This will include students that are SPED at- risk, gifted and talented and all other students.

Other modes of assessment that can measure include:

- District level assessments
- State assessments aligned to content area state standards
- School assessments

102

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Lesson Planning Template

Example.

Instructional Strategies- Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovative learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

Student Activities- Describe the Student Activities for each lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

Student Assessments- Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

103

LESSON ONE (1)- instructional Strategies

Use story problems, arrays, skip counting, and patterns on a hundred chart to learn basic facts.

Derived Fact Strategies

- 1) Adding or Subtracting a group
- 2) Halving and doubling
- 3) Helping Facts

Cueing provide guidance necessary to activate student connection building

Draw upon a two-part strategy to support students in how they organize information

Tap prior knowledge by creating a concept map that links what they're learning to what they have already learned

Use students maps to talk with them about how they understand the concepts

Empower students to make their own mathematical decisions

Arrays should reflect the combination of equally-sized groups of objects. An example of a group of objects might include 2 groups of pizza slices with 7 slices in each group.

Examples of 5×4 using the listed strategies: Area Models:

LESSON ONE (1)- *Student Activities*

Repeated Addition: $4 + 4 + 4 + 4 + 4$ and Equal-sized groups
 Arrays
 The level of skill with automaticity requires recall of basic multiplication facts up to 10×10 with speed and accuracy at an unconscious level.

Activities include:
 -Peer-assisted learning activities
 -Use real world examples which will allow them to make personal connections

LESSON ONE (1)- *Student Assessments*

10/1

Project based learning-the students within the curriculum will gain knowledge and grow by working for an extended period of time to investigate a complex problem. This will challenge the students in critical thinking/ problem solving, collaboration and self-management. It will also allow the students to have a voice and choice about the project including what type of project and how they would like to work and solve the problem. With the Project Based Learning method, students will be able to reflect on their work and the effectiveness of their project.

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Other modes of assessment that can measure include:
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 -State assessments aligned to content area state standards
 -School assessments

LESSON TWO (2)- *Instructional Strategies*

Modifying instruction based on data from various types of assessment of students
 Providing opportunities for students to think aloud while they work
 Instruction using visual representations
 Prompting open ended questions which will allow the students to determine an answer in multiple ways

LESSON TWO (2)- *Student Activities*

-Peer-assisted learning activities
 -Use real world examples which will allow them to make personal connections
 -Describe patterns
 -Describe a multiplication expressions as a comparison

Project based learning-the students within the curriculum will gain knowledge and grow by working for an extended period of time to investigate a complex problem. This will challenge the students in critical thinking/ problem solving, collaboration

165

LESSON TWO (2)- *Student Assessments*

and self-management. It will also allow the students to have a voice and choice about the project including what type of project and how they would like to work and solve the problem. With the Project Based Learning method, students will be able to reflect on their work and the effectiveness of their project.

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Other modes of assessment that can measure include:

- District level assessments
- State assessments aligned to content area state standards
- School assessments

LESSON THREE (3)- *Instructional Strategies*

Peer-assisted learning activities
 Visual representation and modeling
 Providing opportunities for students to think aloud
 Prompting open ended questions which will stimulate mathematical thinking
 Have the students solve in different ways and on different levels (differentiated instruction)
 Empower students to make their own mathematical decisions

LESSON THREE (3)- *Student Activities*

Peer-assisted learning activities

LESSON THREE (3)- *Student Assessments*

Project based learning-the students within the curriculum will gain knowledge and grow by working for an extended period of time to investigate a complex problem. This will challenge the students in critical thinking/ problem solving, collaboration and self-management. It will also allow the students to have a voice and choice about the project including what type of project and how they would like to work and solve the problem. With the Project Based Learning method, students will be able to reflect on their work and the effectiveness of their project.

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Portfolios- used as a comprehensive form of students' assessment in which student authentic product can be collected. This

will be useful for compiling data about a student performance. It will allow the educators to gauge student success and also identify areas in the curriculum that need modification. This will also allow the growth measure throughout the year. This will include students that are SPED at-risk, gifted and talented and all other students.

Other modes of assessment that can measure include:

- District level assessments
- State assessments aligned to content area state standards
- School assessments

16

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:



Unit Planning Template



Student Expectations/Learning Outcomes

Describe what the student should be able to know and do by the end of the unit

- The journey of early exploration to the Americas and important explorers including: Impact of Reconquista on Spanish Exploration, Columbus, Conquistadors, The French Expeditions, La Salle, and Ft. St. Louis.
- Spanish explorers of the Texas area including: Álvarez de Pineda, Pánfilo de Narváez expedition and disaster, Álvar Núñez Cabeza de Vaca, Marcos de Niza and Estevanico's expeditions, Francisco Vásquez de Coronado, Mosoco and petroleum.
- The reasons for Spanish exploration (Gold, Glory, and God).
- The influence and importance of Cabeza de Vaca's publication "Relación."
- What the Mission and Presidio systems were, why they existed, and their impact.
- Problems of the Mission and Presidio system including: disease, Indian rejection of mission life, different uses of the missions, and economic issues.
- The causes of the decline of the Mission and Presidio system and its relation to France's loss of control.

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

Reading Skills:

Sequencing/chronology:

- Identify key steps in a simple text's description of a process.
 - o Identifying the key steps of the Mission/Presidio system from text.

Cause and effect:

- Differentiate between short-term and long-term effects.
 - o Determine the short-term and long-term effects of the Mission/Presidio system.

Historical argumentation through comprehension of text/visuals:

- Differentiate between primary and secondary sources.
 - o Use Cabeza de Vaca's journal as primary source to understand importance of his writings on Texas history.
- Annotate a text using a school-agreed upon, vertically aligned strategy such as: Summarizing main ideas in margins, numbering supporting details, circling unknown words, and putting exclamation marks next to the most important pieces.
 - o Read and annotate text describing the European explorers.

Writing Skills:

Sequencing/chronology:

- Correctly use transition vocabulary to write simple sentences about the order of events in a specific time frame and briefly describe how they are connected.
 - o Write a short paragraph explaining Spanish colonization correctly using transition vocabulary.

107

Cause and effect relationships:

- Write short paragraphs about clear short-term and long-term effects related to the unit of study.
 - o Write paragraph describing the short-term and long-term effects of Cabeza de Vaca's writings.
- Historical argumentation through providing evidence, analysis, and synthesis:
- Explain what the main purpose of a simple paragraph or textual piece is.
 - o Read a passage over life in the mission system for Native Americans and explain the main purpose in writing.

Listening/Speaking Skills:

Presentation skills:

- Build confidence in responding to peer's thoughts and opinions through the use of accountable talk.
- o Confidently answering questions about the different explorers and their accomplishments in front of their peers.

Gathering information from presentations:

- Using a teacher made graphic organizer, take notes on specific items as directed by teacher while the presenters pauses.
- o Summarize important ideas from power points.

Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

- Why was Pineda's expedition significant to Texas?
- Why did the Spanish begin the Mission system?
- What effect did the Mission system have on Native Americans?
- Who was the well-known French explorer who increased tensions between France and Spain?
- How did European exploration change the cultural landscape of Texas history?
- How is Spanish influence evident in Texas culture today?
- Do one person's goals come at a cost to another's?
- Did Spain or France have a greater impact on Texas history?
- Why did some explorers succeed whereas others did not?
- In your opinion, who was the most important explorer and why?

Texas Essential Knowledge & Skills Alignment

Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.

7th Grade Texas History TEKS:

- 7.1A identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into era, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas.
- 7.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- 7.2B identify important individuals, events, and issues related to European exploration of Texas such as Alonso Alvarez de Pineda, Alvar Nunez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain.
- 7.2C identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damian Massanet, Jose de Escandon, Antonio Margil de Jesus, and Francisco Hidalgo.
- 7.8A create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries.

168

7.8B analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.
7.21B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
7.21C organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
7.21D identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

North Bound Education will provide students with grade level appropriate Text Books:

- Lone Star chapters 3 and 4
- 5 Es Over Texas pages 49-58
- Texas Mini Qs "Cabeza de Vaca: How Did He Survive"

Review

If a unit review will be provided, please describe the format and nature of the review.

The following project will be used to assess student learning:

Create a newscast to inform fellow Texans of an important explorer and his expedition, that has impacted Texas history. You are confident about your ability to make an incredible news story, but you are on a deadline...you only have 1 day to put together this newscast. Yikes!

PRODUCT:

1. Answer the questions below about the topic you were assigned.
 - i. Who was involved?
 - ii. Explain what happened.
 - iii. When did it occur?
 - iv. Where did the events take place?
 - v. Why/How did this event occur?
 - vi. How did it impact Texas?
2. Write a 40-50 second newscast story explaining your topic and how it impacted Texas. (should be less than 150 words)
 - o Example: Robert LaSalle, a French Explorer was sent by King Louis XIV to explore the Mississippi River from Canada to the Gulf of Mexico in the late 1600s. He was the first European voyager to explore and establish fur trade routes along the river. On his next expedition he mistakenly landed in Matagorda Bay, near present day Houston where one of his ships wrecked. LaSalle's men shot the Indians who took supplies from their wrecked ship. LaSalle's men built Fort St. Louis at the mouth of the Lavaca River. Most of the men in his expedition died. After a few months, his remaining men shot and killed LaSalle in a mutiny and left his body for animals to eat! When the Spanish learned LaSalle tried to establish a French colony in Texas, Spanish officials realized they needed to colonize Texas or lose the land to other countries.
3. Find 3 images to use with your broadcast.
4. Record your broadcast using iMovie. You should introduce yourself and record the news story.
 - o iMovie steps:
 - i. Create a New Project
 - ii. Name the project
 - iii. Create a title slide
 - iv. Insert your images
 - v. Record your script.

168

- vi. Edit your narration.
- vii. Adjust the time of your images.

Next Steps

identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum

Students will continuously grow by making deeper connections to Texas today. For example, they should find connections:

- Show pictures of some local DFW houses and historical Spanish building. Find the similarities and predict why we can still see Spanish influence in Texas today.
- Significant amount of evidence shows that when a nation over extends its empire, there is a catastrophic effect. The Roman Empire and the Spanish empire are early examples of this. Question: has America started to overstretch our empire?

169

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Lesson Planning Template

Example.

Instructional Strategies- Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovative learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

Student Activities- Describe the Student Activities for each lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

Student Assessments- Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

- Identify key steps in a simple text's description of a process.
- Annotate a text using a school-agreed upon, vertically aligned strategy such as: Summarizing main ideas in margins, numbering supporting details, circling unknown words, and putting exclamation marks next to the most important pieces.
- Differentiate between primary and secondary sources.
- Using a teacher made graphic organizer, take notes on specific items as directed by teacher while the presenter pauses
- Parking lot will address questions individually
- Tutoring: based on in-class performance
- Strategic seating arrangements
- Scaffolded questioning

Objective: • SWBAT identify the three reasons for European Exploration in Texas. SWBAT explain the significance of European Explorers in Texas.

Goal 1:

Instructions to make foldable:

1. Fold a sheet of paper in half from side to side.
 2. Fold into thirds.
 3. Unfold and cut the top layer only along both folds. This will make 3 tabs.
 4. Label the first tab Gold, second tab Glory, third tab God.
- write down only what is underlined on PPT underneath the correct G. If nothing is underlined on a slide, they must listen and do not need to write anything down. Instruct scholars to only be writing on the front of this foldable. They won't need to

170
LESSON ONE (1)- instructional Strategies

open it up and write on the inside until GP.

Goal 2:

- open up your foldable. Label at the top of the left side "Exploration Example" and label at the top of the right side "Today's Example."
- On the left side, you will work with a partner to give an example of how each G was used to motivate during the Age of Exploration. On the right side, you will work with your partner to give an example of how each G is used today to motivate someone. For each example, it must be written in a complete sentence and be true.
- Differentiation option: you can have scholars additionally illustrate a picture to accompany each example.

Goal 3:

Students answer the writing prompt:

- Of the three g's, which one would have lured, or persuaded you to become an explorer? Why? Explain your reasons and write 5 complete sentences.
- Have scholars play 3 corners. Each corner will represent one of the G's. Have scholars stand and go to the corner that they chose in their writing. Then have someone from each corner share their reasoning of why.

1. What are the 3 G's?

- i. Gold
- ii. Glory
- iii. God

2. What was Cibola and what role did it play in the early Spanish exploration of Texas?

- a. Cibola was a successful mission that was established in San Antonio.
- b. Cibola was a ship filled with Spanish colonists that landed on the Texas coast.
- c. Cibola was a legend about seven cities of gold that drew many Spanish explorers to Texas.
- d. Cibola was a disease that wiped out many Spaniards.

3. Which of the following is a document from a European Explorer that helped document Texas history?

- a. Pineda's map created in 1519
- b. Columbus's ship, the Pinta
- c. Cabeza De Vaca's medicine he used with Native Texans
- d. All of the above

4. Why are European Explorers significant to Texas history? European Explorers are significant to Texas history because they began documenting what they saw in the earliest stages of Texas. From the coastline to interactions with Native Americans, they were writing and drawing it to ensure it would be remembered.

- Build confidence in responding to peer's thoughts and opinions through the use of accountable talk.
- Using a teacher made graphic organizer, take notes on specific items as directed by teacher while the presenters pauses.
- Practice finding relevant information using the internet, books, and databases
- Parking lot will address questions individually

LESSON ONE (1)- Student Activities

LESSON ONE (1)- Student Assessments

LESSON TWO (2)- instructional Strategies

171

- Tutoring: based on in-class performance
- Strategic seating arrangements
- Scaffolded questioning

- SWBAT describe the importance of Pineda, Cabeza de Vaca, and Coronado.

Goal 1:

- Do one person's goals come at a cost to another's? Stop and jot and have students share and compare, then share 3 exemplary answers with everyone.
- Teacher will model a think-aloud of how to complete the first row (Columbus). Teacher must demonstrate how to research. If using textbooks, using the index. If using technology, using a search engine.
- Students fill in as many empty boxes as possible correctly on their copy of Handout for a prize. Students may use textbooks or tablets/laptops.
- Check answers together as a class. Randomly call students to share their answers and explain how they found the correct answer.

Goal 2:

- Model a think aloud of how to create an Explorer Snapchat Story. Model how you're students will be researching. If you're using technology, model what you would type into the search engine and what sort of websites you'd visit. If you're using textbooks, model how to use the index to find page numbers.

Goal 3:

Now that you've had some practice, you get to make your own Explorer Snapchat Story! Number scholars off 1-3. All 1's will be researching Pineda, all 2's will be researching Coronado, all 3's will be researching Cabeza de Vaca.
 *Note: if you do not have technology available, you can use your textbooks. If textbooks are unavailable, please go to http://www.emsisd.com/cms/lib/TX21000533/Centricity/Domain/1726/chap04_online.pdf and copy the pages needed for your scholars.
 Students will "visit" each other's walls by reviewing and responding to their Explorer Snapchat page.

1. The European explorer who led an expedition in search of the "glittering cities" was —

- Alonso Álvarez de Pineda
- Francisco Vásquez de Coronado
- René-Robert Cavelier, Sieur de LaSalle
- Álvar Núñez Cabeza de Vaca

2. "In the time, we traversed from sea to sea; and from information gathered with great diligence, there may be a distance from one to another at the widest part, of two thousand leagues; and we learned that on the coast of the South Sea there are pearls and great riches, and the best and all the most opulent countries are near there."

—Álvar Núñez Cabeza de Vaca

By reading this quote, what did Cabeza de Vaca want to do in his travels?

- enslave American Indians
- regulate travel by sea
- establish missions
- search for wealth

LESSON TWO (2)- Student Activities

LESSON TWO (2)- Student Assessments

172

3. Who created the first map of Texas? Why was this first map important? Pineda; it was important because it showed the geography of the Texas coast for the first time and was used for future expeditions.

LESSON THREE (3)- *Instructional Strategies*

- Correctly use transition vocabulary to write simple sentences about the order of events in a specific time frame and briefly describe how they are connected.
- Using a teacher made graphic organizer, take notes on specific items as directed by teacher while the presenters pauses.
- Parking lot will address questions individually
- Tutoring: based on in-class performance
- Strategic seating arrangements
- Scaffolded questioning
- creating manipulatives

- SWBAT explain the hardships La Salle faced and the significance of his trip.
- SWBAT identify competing territorial claims between Spain and France and explain why they built settlements in Texas.

Goal 1:

LaSalle's first expedition: *Map Provided

- When he returned, he proposed that a French colony be founded at the mouth of the Mississippi River:
- Teacher should model the directions below while making one on the Elmo or Document Camera.

Foldable directions:

1. Fold a sheet of paper along the long axis, leaving a two-inch tab uncovered along the top. Say: La Salle had 3 big problems along the way to establish France's colony. So along the tab that is uncovered, I want you to write "La Salle's Problems" as the title of this foldable.
2. We are then going to fold it into thirds to represent his 3 problems underneath where you wrote the title.
3. Unfold and cut along the two inside fold lines. Fold it back over.
4. On the first fold on the left, write "Spanish Pirates." Now, open up that fold and write "ship was attacked and captured by Spanish Pirates.."
5. Fold it back over. On the middle fold, write "Loss of Supplies." On the inside write "ship crashed into a sandbar and lost valuable supplies."
6. Fold it back over. On the last fold, write "Inaccurate Maps". On the inside write "Could not tell which river in the delta led to the Mississippi." "Did not write down the exact location of the Mississippi River."

Goal 2:

Student directions: place the following events of La Salle's Texas expedition on the timeline in their proper sequence. Each event must have an illustration to complete it. You may use the Texans and Texas pages 112-115 (if your textbook doesn't have a similar section, you'll need to print these pages off beforehand) to help find the order of events.

Before releasing students, teacher must model a think aloud of how to complete assignment. Start with "e" because it is first on the timeline.

1680.....1690

- a. La Salle's ship sails too far west and south
- b. La Salle is murdered
- c. La Salle searches for other settlements
- d. Fort St. Louis is built

LESSON THREE (3)- *Student Activities*

173

e. La Salle intends to establish a Mississippi River colony.

Goal 3:

*complete a Biography Box Manipulative about La Salle. On each side of the cube include the following information: Timeline, 3 hardships faced, where he explored, when he explored, and why he explored.

See instructions below. (image unavailable)

1. What are the 3 major hardships that La Salle faced?
2. Based on what you know of La Salle, what words could describe him?

* Students will be provided with a map of the early United States

1. Label the area of land settled by France on the map.
2. Label the area of land settled by Spain on the map.
3. Why did Spain and France settle in Texas? To attain gold and gain power by establishing permanent settlements.
4. Describe 3 problems that LaSalle faced in his exploration. He faced Spanish pirates, troubles with inaccurate maps, and lack of supplies.

LESSON THREE (3)- *Student Assessments*

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Unit Planning Template

Student Expectations/Learning Outcomes

Describe what the student should be able to know and do by the end of the unit

- Determining the meanings of unfamiliar words by using roots and context clues
- Analyzing text to distinguish between the denotation and connotation of words
- Answering complex questions using text evidence
- Drawing logical inferences and conclusions based on text evidence
- Analyzing the role symbolism and archetypes play in literature and culture as a whole
- Annotating texts independently
- Analyzing how context of a text shapes and enhances the meaning
- Analyzing how mythology is representative of a society's values and norms
- Synthesizing multiple texts in order to draw logical conclusions based on text evidence
- Comparing and contrasting both visual representations and non-visual text
- Writing analytical essays with a thesis, support, and insightful commentary
- Revising and editing for sentence variety and word choices
- Paraphrasing, summarizing, and accurately quoting text

Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

- Foundational skills and knowledge required for this unit:
- The difference between connotation and denotation
 - Words that communicate feelings and/or attitude have both connotative and denotative meaning.
 - The definitions of: theme, universal theme, symbol, archetypal symbol, contextual symbol, character symbol, interpret, tradition, reveal
 - The relationships between diction, imagery, figurative language, and syntax to tone, mood, and theme.
 - The same themes present themselves in multiple texts – literary and informational
 - Images enhance our understanding of a text
 - Images play a role in emphasizing a writer's purpose
 - How text influences art and vice versa
 - Inferences – what you know from personal experiences and experience combined with what can be ascertained by the textual evidence
 - Text evidence is where we find support for our ideas and inferences
 - Sentence variety enhances the quality of an essay
 - Textual citations need to be documented
 - The difference between summarizing, paraphrasing, and quoting a text
 - * Skill gaps will be addressed in small group mini-lessons while students work on their individual personal symbols and archetype projects. Students will have the choice at the beginning of the unit to gather knowledge through reading, youtube videos, and gallery walks to learn from their peers.
 - * Prior knowledge will be activated through the "grapple" method. Students will be presented with symbols

HLI

and asked how they make them feel and respond. We will then discuss: How did you know know what that symbol meant? How do we use symbols in society today to convey meaning? By going through this process, students will find that they already are familiar with symbols and now we will "dig deeper" by examining how they enhance the meaning of a text, and how a person can use symbols to deepen their own communication and ideas to an audience.

Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

- o How do you know if an object is a symbol?
- o Why do writers use symbols?
- o Why are people drawn to the elements of the Hero's Journey over and over again?
- o What are the origins of universal symbols and themes?
- o Is contextual symbolism really there or are we over-reaching in our analysis of a text?
- * What qualities draw people to symbols?

Texas Essential Knowledge & Skills Alignment

Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.

English 2 TEKS covered in the scope of this unit:

- 10.1(B)
- 10.2(A)
- 10.2(B)
- 10.2(C)
- 10.5(B)
- 10.5(D)
- 10.6(A)
- 10.7(A)
- 10.8(A)
- 10.9(D)
- Fig. 19B

Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

All resources found on the Internet and compiled by Kimberlea Jackson:

- Theseus, Osiris & Isis, Green Willow, The White Snake
- Sir Gawain and the Green Knight, Prometheus
- The Matrix, Madlibs Matrix Essay
- Hero's Journey Handouts and symbolism handouts

Review

If a unit review will be provided, please describe the format and nature of the review.

Students will complete the following project as described below:

Symbols show up in text, art, culture, and in our daily lives. Archetypal symbols connect humanity together and are universal signals of emotions and basic human communication. Symbols allow people to communicate beyond the limits of language. We will use symbols and archetypes to define who we are and what has made us that way.

- Select 2 Jungian archetypes that you believe make up your personality and 3 symbols that you believe represent your current self-identity. We will be learning about the different archetypes and symbols in class so no extra research will be needed. We will even practice writing some of these paragraphs in class.
- Create a work of art that incorporates these 3 symbols and 2 archetypes. It must:
 - o Be neat and complete
 - o Include color and/or purposeful shading

175

- o Make purposeful use of space on your paper/poster (you may NOT use notebook paper)
- o Demonstrate effort, time, and creativity
- o Be original (cannot be one copied image from the internet)
- o Incorporate 1 quote that inspires you
 - Write an essay justifying your choices with examples from your life. Your essay will include:
 - o An introduction (that incorporates the quote that inspires you) and a conclusion
 - o 5 body paragraphs with concrete details from your life (1 body paragraph per archetype and symbol)
 - Your essay will need to be typed on the computer and printed, using:
 - o Size 12 font – Calibri, Cambria, Arial, or Times New Roman (I know what this looks like and will know if you used something different)
 - o Double Spaced (using the double space feature on the computer – do not hit enter at the end of every line!)
 - o A complete heading in the top right corner: name, date, class period and teacher name
 - o 1 inch margins

Next Steps

identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum

Symbols exist everywhere in our world. They are patriotic, advertisement, cultural, and religious icons that help us to connect to our world. In a society swamped with media, it is important to recognize the connotations that symbolic choices have. There are undertones that symbols can trigger, creating feelings and perceptions. The idea of themes and symbols also teach us about ourselves in the BIG TEXT of life. As we continue to read personal novels and more challenging texts, we should recognize the symbols, allusions, and metaphors and be able to determine the effect of on the work and on the audience.

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Lesson Planning Template

Example.

Instructional Strategies- Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovative learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

Student Activities- Describe the Student Activities for each lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

Student Assessments- Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

General Instructional Strategies:

- Think-Pair-Share – All scholars will have the opportunity to share and be encouraged to speak. This method ensures everyone is heard by someone.
- Turn and Talk - All scholars will have the opportunity to share and be encouraged to speak. This method ensures everyone is heard by someone.
- Volunteer a Neighbor – when no one knows what to say, scholars will be encouraged to volunteer neighbors.
- Low level readers – Scholars who are struggling readers will be given summaries of text. They can highlight and annotate as a clarifying addition to other texts. Many of the texts are available in audio on my.hrw.com. Also there are multiple youtube video summaries available.
- Sentence Stems – when necessary, scholars will be presented with sentence stems for writing and speaking. This will ensure academic vocabulary and the using of complete thoughts.

Lesson Specific Strategies:

- * Annotation
- * "Grapple"
- * Hook videos
- * graphic organizers
- * Inquiry & Discussion

SWBAT examine and explain the influence of mythology on 20th century stories.
SWBAT to analyze characters as a means to determine theme in a text.

Hook:

LESSON ONE (1)- instructional Strategies

177

<https://www.youtube.com/watch?v=SvnnVQpmeJQ> (5 minutes)
 What does this quick film recap have to do with Greek Mythology?
 What do you think made the Alien film franchise so successful and popular?
 Fill out the common theme chart in the handout for ALIEN to the best of their abilities.

Goal 1: • Examine and read the myth of "Prometheus"
 • Determine if there are any common themes with the film series Alien
 • Record information in your graphic organizer

Goal 2: • Students read and annotate "Prometheus." When they are complete, they will share and compare their annotations with a partner. At this time, they should update their rationale for their annotation choices in their design notebook.
 • Are there any possible symbols? Themes? How does the text compare to that of the film franchise Alien?

Goal 3: • Students read a blog passage comparing the Prometheus myth to the film Prometheus and Alien.
 • Monitor your reactions. If they want to talk about what they have read, build in time for discussion.
 • Have scholars go back to the chart and fill in the Prometheus and alien sections
 • Watch the Frankenstein summary clip: <https://www.youtube.com/watch?v=8heuW2Roilo>
 • Challenge scholars to fill out the graphic organizer for Frankenstein.
 • Ask scholars to compare their answers with other groups. (They should be able to speak and find a deeper understanding of the text and video through their conversation. Share exemplary discussions with the entire class.
 • Who in the myth is representative of the monster and Dr. Frankenstein?
 • Frankenstein was considered the "post-modern" Prometheus. What does this mean?
 • Do these pieces share a similar theme?

LESSON ONE (1)- *Student Activities*

Answer the following questions in a CER (Claim, Evidence, Reason) format in your design journal:
 What qualities from the Prometheus and/or Theseus myth is representative in modern society? Use evidence from the myth and from society to support your assertion.
 What values and/or themes do these similarities suggest about humanity?

LESSON ONE (1)- *Student Assessments*

General Instructional Strategies:

- Think-Pair-Share – All scholars will have the opportunity to share and be encouraged to speak. This method ensures everyone is heard by someone.
- Turn and Talk - All scholars will have the opportunity to share and be encouraged to speak. This method ensures everyone is heard by someone.
- Volunteer a Neighbor – when no one knows what to say, scholars will be encouraged to volunteer neighbors.
- Low level readers – Scholars who are struggling readers will be given summaries of text. They can highlight and annotate as a clarifying addition to other texts. Many of the texts are available in audio on my.hrw.com. Also there are multiple youtube video summaries available.
- Sentence Stems – when necessary, scholars will be presented with sentence stems for writing and speaking. This will ensure academic vocabulary and the using of complete thoughts.

Lesson Specific Strategies:

- * Annotation
- * "Grapple"
- * Hook videos
- * graphic organizers

LESSON TWO (2)- *Instructional Strategies*

172

* Inquiry & Discussion

SWBAT identify and interpret elements of the monomyth or Hero's Journey and its archetypes within film and literature.

Hook: https://www.youtube.com/watch?v=yZxs_jGN7Pg

(Watch it first... It may not be right for every class) Play a video about the hero's journey. Ask scholars to define the hero's journey. Why does it seem important?

Goal 1: • Students read A Practical Guide to the Hero with a Thousand Faces passages to familiarize themselves with the phases in the hero journey. Students read with the purpose of finding a phase in the hero's journey that connects to their own lives and rationalize why.

• Students discuss the questions:

• Does the hero's journey always play out perfectly in a book or movie? No, sometimes parts are adjusted or changed to make it fit the plot, but they always will have these 3 basic stages: separation, initiation, and return.

• Why is it important to know the hero's journey? We all could potentially live some version of the hero's journey or bildungsroman cycle. Even if we don't, someone else will. This applies to every culture in every time period. It is a common human experience.

• How does the hero journey apply to you and everyday life?

Goal 2: • Present the power point about each stage of the hero's journey

• Scholars should take notes (in whichever form best suits them - guided, cornell, mindmapping)

Goal 3: • Students brainstorm examples of the hero's journey in movies and books that they are familiar with and place this in the graphic organizer. When complete, share and compare with another group. Do they agree or disagree with your findings?

Goal 4: • Students need to go back through Prometheus from last class and discover the stages in the hero journey buried in this text as well (demonstrate the connection in a method of choice: speaking (video), writing, drawing, or a chart)

LESSON TWO (2)- Student Activities

Answer the following questions in a CER (Claim, Evidence, Reason) format in your design journal:

1. What archetypes are present in the passage? Explain.

2. Name a modern day example of a Hero's Journey in film and literature. List 5 connections to the hero cycle and 5 archetypes present.

LESSON TWO (2)- Student Assessments

General Instructional Strategies:

• Think-Pair-Share – All scholars will have the opportunity to share and be encouraged to speak. This method ensures everyone is heard by someone.

• Turn and Talk - All scholars will have the opportunity to share and be encouraged to speak. This method ensures everyone is heard by someone.

• Volunteer a Neighbor – when no one knows what to say, scholars will be encouraged to volunteer neighbors.

• Low level readers – Scholars who are struggling readers will be given summaries of text. They can highlight and annotate as a clarifying addition to other texts. Many of the texts are available in audio on my.hrw.com. Also there are multiple youtube video summaries available.

• Sentence Stems – when necessary, scholars will be presented with sentence stems for writing and speaking. This will ensure academic vocabulary and the using of complete thoughts.

Lesson Specific Strategies:

* Annotation

* "Grapple"

* Hook videos

LESSON THREE (3)- instructional Strategies

- * graphic organizers
- * Inquiry & Discussion

SWBAT analyze archetypes, the monomyth, and mythic tradition within a Greek myth.

Hook:

- Read "The 12 Common Archetypes" based on the personality theory of Carl Jung, a psychologist. Which two archetypes do you believe make up your personality?
- Once the scholars are complete, take time to discuss, and write an CER paragraph in your design journal

Goal 1: • show this film clip first <https://www.youtube.com/watch?v=RPKzF2tFgfs>

- Think back to last class. What is the hero's journey? What is an archetype?
- How does the hero's journey and archetypes relate to each other?
- Why is the hero's journey a significant concept

Goal 2: • Read the next article – "The Eight Archetypes of the Hero's Journey"

- Take notes on the handout, Read and annotate the article, Make notes about the characteristics of each archetype in the bubble next to the picture, Share and compare annotations with neighbors

Goal 3: • Play the following youtube video <https://www.youtube.com/watch?v=4V7drZMyL5M>

- It is a series of Disney clips with parts of the hero's journey and archetypes
- work in groups to identify as many characters with archetypes as they can and record it into their charts

Goal 4: • read "Theseus and the Minotaur" look for and label the elements of the hero's journey and archetypal characters

- Independently read Theseus and the Minotaur for elements of the hero's journey and archetypes
- Annotate and label with in the document
- Share and compare your annotations with a neighbor and update them accordingly

Goal 5: • Explain your learning in writing by writing an CER paragraph connecting Theseus to a hero's journey and the characters to archetypes in your design journal.

Answer the following questions in a CER (Claim, Evidence, Reason) format in your design journal:

1. What archetypes are present in the Prometheus? Theseus? Are they similar? Explain.
2. Name a modern day example of a Hero's Journey in film and literature. List 3 connections to the hero cycle and 3 archetypes present.

LESSON THREE (3)- *Student Activities*

LESSON THREE (3)- *Student Assessments*

181

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.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Attachment E2- Admissions and Enrollment Policies

North Bound Education will adhere to all Texas laws applicable to Charter School Admissions and Enrollment. As stated in Sec. 12.117, North Bound Education will be an open-enrollment charter school.

As stated in Texas law all North Bound Education Public Schools will “be open to any student in the state.” North Bound Education Public Schools designates the following geographic area from which potential students will be enrolled: Dallas County, Tarrant County, Denton County, Collin, Rockwall, Parker, Ellis and Wise,

“Students who reside in the North Bound Education’s preapproved geographic area will be permitted to attend the tuition-free charter school provided that positions are available.”

North Bound Education Public Schools will adhere to the Texas law permitting charter schools to deny admission to any student who has a documented history of a criminal offense, juvenile court adjudication, or discipline problems that fall under Chapter 37 of the Education Code.

North Bound Education Public Schools will embrace the Texas law providing on receipt of more acceptable applications for admission than available positions in open-enrollment charters, the school will fill the available positions by lottery or fill the available positions in the order in which applications received before the application deadline were received.

North Bound Education Public Schools will provide an enrollment preference for children of a school’s founders, governing board members, and full-time employees, not to exceed 10 percent of the school’s total student population.

North Bound Education Public Schools through administrative rule will follow the federal non-regulatory guidance that allows them to provide enrollment preferences to children of a school’s founders and employees so long as the total number of students allowed under this exemption constitutes only a small percentage of the school’s total enrollment.

North Bound Education Public Schools will additionally adhere to the Texas law that exempts children of municipal employees from the lottery of a municipal open-enrollment charter school so long as it’s a small percentage of the total student population.

North Bound Education Public Schools will honor enrollment preferences for previously enrolled students within conversions, prior-year students within chartered schools, and siblings of students enrolled at a charter school. North Bound Education Public Schools will additionally adhere to enrollment preferences for children of single home parents, whose parent is employed or enrolled in an educational institute, first or second generation student, students of low social economic status.

Source: <http://www.publiccharters.org/law-database/clear-student-recruitment-enrollment-lottery-procedures/>



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

The governing body of the school shall:

- (1) require the applicant to complete and submit an application not later than February 28 ; and
- (2) on receipt of more acceptable applications for admission under this section than available positions in the school:

- (A) fill the available positions by lottery; or
- (B) subject to Subsection (b), fill the available positions in the order in which applications received before the application deadline were received.

(b) An open-enrollment charter school may fill applications for admission under Subsection (a)(2)(B) only if the school published a notice of the opportunity to apply for admission to the school.

A notice published under this subsection must:

- (1) state the application deadline; and
- (2) be published in a newspaper of general circulation in the community in which the school is located not later than the seventh day before the application deadline.

(c) An open-enrollment charter school authorized by a charter granted under this subchapter to a municipality:

- (1) is considered a work-site open-enrollment charter school for purposes of federal regulations regarding admissions policies that apply to open-enrollment charter schools receiving federal funding; and
- (2) notwithstanding Subsection (a), may admit children of employees of the municipality to the school before conducting a lottery to fill remaining available positions, provided that the number of children admitted under this subdivision constitutes only a small percentage, as may be further specified by federal regulation, of the school's total enrollment.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 14, eff. Sept. 1, 2001.

Amended by:

Acts 2011, 82nd Leg., R.S., Ch. 317 (H.B. [2366](#)), Sec. 1, eff. June 17, 2011.

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.



CHOICE MANAGEMENT- STUDENT CODE OF CONDUCT COMPONENT

Character & Leadership Development (Choice Management System)

A component of Social Emotional (SEL) learning, character development, will be incorporated within the leadership curriculum adopted by *North Bound Education Public Schools*. Students are held accountable through a Choice Management Plan as outlined on the attached page. Each quarter, students will work hard to obtain high marks in academics, leadership core values, and service hours to qualify for a bronze, silver, or gold award. All categories are equally as important, but here at *North Bound Education Public School*, we hold academics to the highest standard. Our students will dare to dream: Dare to Design. Every student has a voice and choice. They must express and choose to incorporate these standards into their daily lives, diligently working, contributing, and competing to meet the expectations set before them. Their rewards include the opportunity to attend field lessons, hold power in the Honor Court, and participate in athletics, leadership groups, student council, the National Junior Honor Society and the National Honor Society.

At *North Bound Education Public School*, students will have a Choice Management Card (CMC) that doubles as their name badge. It must be attached to their lanyard. If a teacher catches them doing something above and beyond the call of duty that align with our leadership core values, the teacher will ask the student for their Choice Management Card and sign it. Three signatures equal one point, however, if a teacher sees a child acting in a non-leadership role, that teacher will sign the card, and therefore, that student will lose a point. One negative consequence takes away the point, but three positive consequences earns a point. The student is expected to achieve 5 points per quarter.

Academics- The minimum standard is 85% and all students are expected to achieve the bare minimum. Points are allotted as noted: 1 point per class with a grade between 85-90, 2 points per class with a grade between 91-95, and 3 points per class with a grade between 96-100.

Leadership Core Values- Students will receive signatures from teachers that wish to give them a shout out. An example of this would be to announce a good deed at group events. This will look like a student stopping to help another student gather something dropped on campus, knowing that if he stopped to help, he would be late. However, knowing that if he didn't, he would violate what the core values represent. We are promoting a cultured environment, backed by accountability, responsibility, and respect. All teachers will be on board with this management plan, keeping their eyes on our students and searching for those necessary and purposeful, yet, random acts of kindness.



Service- Every student is required to commit to volunteering 5 service hours each quarter (2.5 hours each month, or 20 hours each school year). Students are encouraged to work more hours, and a tally will be kept throughout the entire year. At the end of the year, additional awards will be given for those students that live by our high standards, engaging in high academic achievements, owning their Leadership Core Values, and giving back to their community through service projects.

Character development programs, such as Capturing Kids' Hearts will provide tools for administrators, faculty and staff to build positive, productive, trusting relationships — among themselves and with their students. This, combined with Daggett's leadership framework, can be easily integrated into the leadership development program implemented by the school and the core curriculum. This character development program "provides a framework for integrating guiding principles into the curriculum and the fabric of school life. It is based on the idea that developing character in students begins with the teacher modeling positive character attributes and actively coaching students to learn and practice the guiding principles (True North) which form the basis of sound character" (Daggett, 2006).

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

Service Learning

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

Grades K-2 (Primary School):

1. Service within the structure of the school: Students will assist new students and work with others that need special assistance in the classroom.
2. Adopting a grandparent: Students will read and participate in discussions, as well as prepare special activities for "grandparents" from the community to understand rewards that accompany giving to others.
3. Reading Buddies program will have 2nd graders reading to K – 1st graders to encourage more reading by all!



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

Grades 3-5 (Intermediate School):

1. Visiting Nursing Homes: Students will read, do projects and visit with residents. Through this project, students strengthen their reading and communication skills while discovering their personal power to make positive changes in their communities.
2. Taking Technology to the Community: Community members bring in memorabilia and oral or written stories about their lives and work with their student partners to capture related memories, pictures and stories into an electronic scrapbook. The students and community members will work together to learn ways of using the Internet, such as finding health information, sending and receiving e-mail and researching genealogy.
3. School Guide: Students will provide an orientation to demonstrate knowledge of school rules, procedures and guidelines for community visitors.
4. A mentoring program will be considered at this level, to assist in mentoring lower grade buddies on an as-needed basis.
5. Reading Buddies program will have upper graders reading to lower graders to encourage more reading by all!
6. Keeping our school GREEN! will be a thread felt by all grade levels. At this level, science students will be helping to manage the recycling program for K - 5!

6-8 (Middle School):

1. Tutoring: Working with struggling students in grades K-5 in core academic areas.
2. Campus Improvement: Identify improvements that could be made in the school. Areas might include cleaning the school grounds, planting flowers outside the school, school orientation tours and welcoming activities, beautifying the lunchroom or creating a mural in the hallway.
3. Work for the Needy: Research (through newspapers, the Internet, interviews with local officials and contacts with local churches) to find the identity and location of the hungry in their community. Organize a canned food drive, take up contributions in their neighborhoods or work in the local kitchens that feed the homeless.
4. Keeping our school GREEN! will be a thread felt by all grade levels. At this level, science students will be overseeing and managing the recycling program K - 8.
5. A mentoring program will be considered at this level, to assist in mentoring lower grade buddies on an as-needed basis.



9-12 (High School):

1. Needs Assessment: Students will survey the community for needs and will create, articulate and implement a plan for meeting the community needs.
2. Community Governance: Given scenarios about community needs, students will discover and analyze methods that leaders might use to solve local problems. These solutions can then be shared with local governing entities.
3. A mentoring program will be considered at this level, to assist in mentoring lower grade buddies on an as-needed basis.
4. Keeping our school GREEN! will be a thread felt by all grade levels. Helping the community recycle will be a focus for this level, encouraging and educating families to do the same at home.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Attachment E3 Discipline Policy

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.

North Bound Education will adopt TITLE 2. PUBLIC EDUCATION

SUBTITLE G. SAFE SCHOOLS CHAPTER 37. DISCIPLINE; LAW AND ORDER Sec.
37.001. STUDENT CODE OF CONDUCT

Text of subsection as amended by Acts 2013, 83rd Leg., R.S., Ch. 487 (S.B. 1541), Sec. 1

(a) The board of trustees of an independent school district shall, with the advice of its district-level committee established under Subchapter F, Chapter 11, adopt a student code of conduct for the district. The student code of conduct must be posted and prominently displayed at each school campus or made available for review at the office of the campus principal. In addition to establishing standards for student conduct, the student code of conduct must:

(1) specify the circumstances, in accordance with this subchapter, under which a student may be removed from a classroom, campus, disciplinary alternative education program, or school bus;

(2) specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program;

(3) outline conditions under which a student may be suspended as provided by Section 37.005 or expelled as provided by Section 37.007;

(4) specify that consideration will be given, as a factor in each decision concerning suspension, removal to a disciplinary alternative education program, expulsion, or placement in a juvenile



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

justice alternative education program, regardless of whether the decision concerns a mandatory or discretionary action, to:

- (A) self-defense;
 - (B) intent or lack of intent at the time the student engaged in the conduct;
 - (C) a student's disciplinary history; or
 - (D) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- (5) provide guidelines for setting the length of a term of:
- (A) a removal under Section 37.006; and
 - (B) an expulsion under Section 37.007;
- (6) address the notification of a student's parent or guardian of a violation of the student code of conduct committed by the student that results in suspension, removal to a disciplinary alternative education program, or expulsion;
- (7) prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions; and
- (8) provide, as appropriate for students at each grade level, methods, including options, for:
- (A) managing students in the classroom and on school grounds;
 - (B) disciplining students; and
 - (C) preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

Text of subsection as amended by Acts 2013, 83rd Leg., R.S., Ch. 1409 (S.B. 1114), Sec. 3

(a) The board of trustees of an independent school district shall, with the advice of its district-level committee established under Subchapter F, Chapter 11, adopt a student code of conduct for the district. The student code of conduct must be posted and prominently displayed at each school campus or made available for review at the office of the campus principal. In addition to establishing standards for student conduct, the student code of conduct must:

- (1) specify the circumstances, in accordance with this subchapter, under which a student may be removed from a classroom, campus, disciplinary alternative education program, or vehicle owned or operated by the district;
- (2) specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program;
- (3) outline conditions under which a student may be suspended as provided by Section 37.005 or expelled as provided by Section 37.007;
- (4) specify that consideration will be given, as a factor in each decision concerning suspension, removal to a disciplinary alternative education program, expulsion, or



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

placement in a juvenile justice alternative education program, regardless of whether the decision concerns a mandatory or discretionary action, to:

(A) self-defense;
(B) intent or lack of intent at the time the student engaged in the conduct;

(C) a student's disciplinary history; or
(D) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;

(5) provide guidelines for setting the length of a term of:

- (A) a removal under Section 37.006; and
- (B) an expulsion under Section 37.007;

(6) address the notification of a student's parent or guardian of a violation of the student code of conduct committed by the student that results in suspension, removal to a disciplinary alternative education program, or expulsion;

(7) prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions; and

(8) provide, as appropriate for students at each grade level, methods, including options, for:

(A) managing students in the classroom, on school grounds, and on a vehicle owned or operated by the district;

(B) disciplining students; and

(C) preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

(b) In this section:

(1) "Bullying" has the meaning assigned by Section 37.0832.

(2) "Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

(3) "Hit list" means a list of people targeted to be harmed, using:

(A) a firearm, as defined by Section 46.01(3), Penal Code;

(B) a knife, as defined by Section 46.01(7), Penal Code; or

(C) any other object to be used with intent to cause bodily harm.

(b-1) The methods adopted under Subsection (a)(8) must provide that a student who is enrolled in a special education program under Subchapter A, Chapter 29, may not be disciplined for conduct prohibited in accordance with Subsection (a)(7) until an admission, review, and dismissal committee meeting has been held to review the conduct.

(c) Once the student code of conduct is promulgated, any change or amendment must be approved by the board of trustees.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(d) Each school year, a school district shall provide parents notice of and information regarding the student code of conduct.

(e) Except as provided by Section 37.007(e), this subchapter does not require the student code of conduct to specify a minimum term of a removal under Section 37.006 or an expulsion under Section 37.007.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1015, Sec. 2, eff. June 19, 1997; Acts 2003, 78th Leg., ch. 1055, Sec. 4, 30, eff. June 20, 2003.

Amended by:

Acts 2005, 79th Leg., Ch. 504 (H.B. 603), Sec. 1, eff. June 17, 2005.

Acts 2005, 79th Leg., Ch. 920 (H.B. 283), Sec. 3, eff. June 18, 2005.

Acts 2009, 81st Leg., R.S., Ch. 897 (H.B. 171), Sec. 1, eff. June 19, 2009.

Acts 2011, 82nd Leg., R.S., Ch. 776 (H.B. 1942), Sec. 5, eff. June 17, 2011.

Acts 2013, 83rd Leg., R.S., Ch. 487 (S.B. 1541), Sec. 1, eff. June 14, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1409 (S.B. 1114), Sec. 3, eff. September 1, 2013.

Sec. 37.0011. USE OF CORPORAL PUNISHMENT. (a) In this section, "corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include:

(1) physical pain caused by reasonable physical activities associated with athletic training, competition, or physical education; or

(2) the use of restraint as authorized under Section 37.0021.

(b) If the board of trustees of an independent school district adopts a policy under Section 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student's parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline.

(c) To prohibit the use of corporal punishment as a method of student discipline, each school year a student's parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board of trustees of the school district in the manner established by the board.

(d) The student's parent or guardian or other person having lawful control over the student may revoke the statement provided to the board of trustees under Subsection (c) at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board.

Added by Acts 2011, 82nd Leg., R.S., Ch. 691 (H.B. 359), Sec. 1, eff. September 1, 2011.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Sec. 37.0012. DESIGNATION OF CAMPUS BEHAVIOR COORDINATOR. (a) A person at each campus must be designated to serve as the campus behavior coordinator. The person designated may be the principal of the campus or any other campus administrator selected by the principal.

(b) The campus behavior coordinator is primarily responsible for maintaining student discipline and the implementation of this subchapter.

(c) Except as provided by this chapter, the specific duties of the campus behavior coordinator may be established by campus or district policy. Unless otherwise provided by campus or district policy:

(1) a duty imposed on a campus principal or other campus administrator under this subchapter shall be performed by the campus behavior coordinator; and

(2) a power granted to a campus principal or other campus administrator under this subchapter may be exercised by the campus behavior coordinator.

(d) The campus behavior coordinator shall promptly notify a student's parent or guardian as provided by this subsection if under this subchapter the student is placed into in-school or out-of-school suspension, placed in a disciplinary alternative education program, expelled, or placed in a juvenile justice alternative education program or is taken into custody by a law enforcement officer. A campus behavior coordinator must comply with this subsection by:

(1) promptly contacting the parent or guardian by telephone or in person; and

(2) making a good faith effort to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student's parent or guardian.

(e) If a parent or guardian entitled to notice under Subsection (d) has not been reached by telephone or in person by 5 p.m. of the first business day after the day the disciplinary action is taken, a campus behavior coordinator shall mail written notice of the action to the parent or guardian at the parent's or guardian's last known address.

(f) If a campus behavior coordinator is unable or not available to promptly provide notice under Subsection (d), the principal or other designee shall provide the notice.

Added by Acts 2015, 84th Leg., R.S., Ch. 1267 (S.B. 107), Sec. 1, eff. June 20, 2015.

Sec. 37.002. REMOVAL BY TEACHER. (a) A teacher may send a student to the campus behavior coordinator's office to maintain effective discipline in the classroom. The campus behavior coordinator shall respond by employing appropriate discipline management techniques consistent with the student code of conduct adopted under Section 37.001 that can reasonably be expected to improve the student's behavior before returning the student to the classroom. If the student's behavior does not improve, the campus behavior coordinator shall employ alternative discipline management techniques, including any progressive interventions designated as the responsibility of the campus behavior coordinator in the student code of conduct.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(b) A teacher may remove from class a student:

(1) who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or

(2) whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

(c) If a teacher removes a student from class under Subsection (b), the principal may place the student into another appropriate classroom, into in-school suspension, or into a disciplinary alternative education program as provided by Section 37.008. The principal may not return the student to that teacher's class without the teacher's consent unless the committee established under Section 37.003 determines that such placement is the best or only alternative available. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activity.

(d) A teacher shall remove from class and send to the principal for placement in a disciplinary alternative education program or for expulsion, as appropriate, a student who engages in conduct described under Section 37.006 or 37.007. The student may not be returned to that teacher's class without the teacher's consent unless the committee established under Section 37.003 determines that such placement is the best or only alternative available. If the teacher removed the student from class because the student has engaged in the elements of any offense listed in Section 37.006(a)(2)(B) or Section 37.007(a)(2)(A) or (b)(2)(C) against the teacher, the student may not be returned to the teacher's class without the teacher's consent. The teacher may not be coerced to consent.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 1055, Sec. 5, eff. June 20, 2003.

Amended by:

Acts 2005, 79th Leg., Ch. 504 (H.B. 603), Sec. 2, eff. June 17, 2005.

Acts 2015, 84th Leg., R.S., Ch. 1267 (S.B. 107), Sec. 2, eff. June 20, 2015.

Sec. 37.0021. USE OF CONFINEMENT, RESTRAINT, SECLUSION, AND TIME-OUT. (a) It is the policy of this state to treat with dignity and respect all students, including students with disabilities who receive special education services under Subchapter A, Chapter 29. A student with a disability who receives special education services under Subchapter A, Chapter 29, may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.

(b) In this section:

(1) "Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

(2) "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

- (A) is designed solely to seclude a person; and
- (B) contains less than 50 square feet of space.

(3) "Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

- (A) that is not locked; and
- (B) from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

(4) "Law enforcement duties" means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.

(c) A school district employee or volunteer or an independent contractor of a district may not place a student in seclusion. This subsection does not apply to the use of seclusion in a court-ordered placement, other than a placement in an educational program of a school district, or in a placement or facility to which the following law, rules, or regulations apply:

(1) the Children's Health Act of 2000, Pub. L. No. 106-310, any subsequent amendments to that Act, any regulations adopted under that Act, or any subsequent amendments to those regulations;

(2) 40 T.A.C. Sections 720.1001-720.1013; or

(3) 25 T.A.C. Section 412.308(e).

(d) The commissioner by rule shall adopt procedures for the use of restraint and time-out by a school district employee or volunteer or an independent contractor of a district in the case of a student with a disability receiving special education services under Subchapter A, Chapter 29. A procedure adopted under this subsection must:

(1) be consistent with:

(A) professionally accepted practices and standards of student discipline and techniques for behavior management; and

(B) relevant health and safety standards; and

(2) identify any discipline management practice or behavior management technique that requires a district employee or volunteer or an independent contractor of a district to be trained before using that practice or technique.

(e) In the case of a conflict between a rule adopted under Subsection (d) and a rule adopted under Subchapter A, Chapter 29, the rule adopted under Subsection (d) controls.

(f) For purposes of this subsection, "weapon" includes any weapon described under Section 37.007(a)(1). This section does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

(1) the student possesses a weapon; and



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(2) the confinement is necessary to prevent the student from causing bodily harm to the student or another person.

(g) This section and any rules or procedures adopted under this section do not apply to:

(1) a peace officer performing law enforcement duties, except as provided by Subsection (i);

(2) juvenile probation, detention, or corrections personnel; or

(3) an educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

(h) This section and any rules or procedures adopted under this section apply to a peace officer only if the peace officer:

(1) is employed or commissioned by a school district; or

(2) provides, as a school resource officer, a regular police presence on a school district campus under a memorandum of understanding between the district and a local law enforcement agency.

(i) A school district shall report electronically to the agency, in accordance with standards provided by commissioner rule, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. A report submitted under this subsection must be consistent with the requirements adopted by commissioner rule for reporting the use of restraint involving students with disabilities.

Added by Acts 2001, 77th Leg., ch. 212, Sec. 1, eff. Sept. 1, 2001. Amended by Acts 2003, 78th Leg., ch. 1055, Sec. 6, eff. June 20, 2003.

Amended by:

Acts 2011, 82nd Leg., R.S., Ch. 691 (H.B. 359), Sec. 2, eff. September 1, 2011.

Acts 2011, 82nd Leg., R.S., Ch. 691 (H.B. 359), Sec. 3, eff. September 1, 2011.

Sec. 37.0022. REMOVAL BY SCHOOL BUS DRIVER. (a) The driver of a school bus transporting students to or from school or a school-sponsored or school-related activity may send a student to the principal's office to maintain effective discipline on the school bus. The principal shall respond by employing appropriate discipline management techniques consistent with the student code of conduct adopted under Section 37.001.

(b) Section 37.004 applies to any placement under Subsection (a) of a student with a disability who receives special education services.

Added by Acts 2013, 83rd Leg., R.S., Ch. 487 (S.B. 1541), Sec. 2, eff. June 14, 2013.

Sec. 37.003. PLACEMENT REVIEW COMMITTEE. (a) Each school shall establish a three-member committee to determine placement of a student when a teacher refuses the return



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

of a student to the teacher's class and make recommendations to the district regarding readmission of expelled students. Members shall be appointed as follows:

(1) the campus faculty shall choose two teachers to serve as members and one teacher to serve as an alternate member; and

(2) the principal shall choose one member from the professional staff of a campus.

(b) The teacher refusing to readmit the student may not serve on the committee.

(c) The committee's placement determination regarding a student with a disability who receives special education services under Subchapter A, Chapter 29, is subject to the requirements of the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) and federal regulations, state statutes, and agency requirements necessary to carry out federal law or regulations or state law relating to special education.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 1055, Sec. 7, eff. June 20, 2003.

Sec. 37.004. PLACEMENT OF STUDENTS WITH DISABILITIES. (a) The placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal committee.

(b) Any disciplinary action regarding a student with a disability who receives special education services that would constitute a change in placement under federal law may be taken only after the student's admission, review, and dismissal committee conducts a manifestation determination review under 20 U.S.C. Section 1415(k)(4) and its subsequent amendments. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations, including laws or regulations requiring the provision of:

- (1) functional behavioral assessments;
- (2) positive behavioral interventions, strategies, and supports;
- (3) behavioral intervention plans; and
- (4) the manifestation determination review.

(c) A student with a disability who receives special education services may not be placed in alternative education programs solely for educational purposes.

(d) A teacher in an alternative education program under Section 37.008 who has a special education assignment must hold an appropriate certificate or permit for that assignment.

- (e) Expired.
- (f) Expired.
- (g) Expired.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 767, Sec. 6, eff. June 13, 2001; Acts 2001, 77th Leg., ch. 1225, Sec. 1, eff. June 15,



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

2001; Acts 2003, 78th Leg., ch. 435, Sec. 1, eff. June 20, 2003; Acts 2003, 78th Leg., ch. 1276, Sec. 6.006, eff. Sept. 1, 2003.

Sec. 37.005. SUSPENSION. (a) The principal or other appropriate administrator may suspend a student who engages in conduct identified in the student code of conduct adopted under Section 37.001 as conduct for which a student may be suspended.

(b) A suspension under this section may not exceed three school days.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 1055, Sec. 8, eff. June 20, 2003.

Sec. 37.0051. PLACEMENT OF STUDENTS COMMITTING SEXUAL ASSAULT AGAINST ANOTHER STUDENT. (a) As provided by Section 25.0341(b)(2), a student shall be removed from class and placed in a disciplinary alternative education program under Section 37.008 or a juvenile justice alternative education program under Section 37.011.

(b) A limitation imposed by this subchapter on the length of a placement in a disciplinary alternative education program or a juvenile justice alternative education program does not apply to a placement under this section.

Added by Acts 2005, 79th Leg., Ch. 997 (H.B. 308), Sec. 2, eff. June 18, 2005.

Sec. 37.006. REMOVAL FOR CERTAIN CONDUCT. (a) A student shall be removed from class and placed in a disciplinary alternative education program as provided by Section 37.008 if the student:

(1) engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Section 42.06, Penal Code, or terroristic threat under Section 22.07, Penal Code; or

(2) commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property:

(A) engages in conduct punishable as a felony;

(B) engages in conduct that contains the elements of the offense of assault under Section 22.01(a)(1), Penal Code;

(C) sells, gives, or delivers to another person or possesses or uses or is under the influence of:

(i) marihuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.; or

(ii) a dangerous drug, as defined by Chapter 483, Health and Safety Code;



(D) sells, gives, or delivers to another person an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage;

(E) engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Sections 485.031 through 485.034, Health and Safety Code; or

(F) engages in conduct that contains the elements of the offense of public lewdness under Section 21.07, Penal Code, or indecent exposure under Section 21.08, Penal Code.

(b) Except as provided by Section 37.007(d), a student shall be removed from class and placed in a disciplinary alternative education program under Section 37.008 if the student engages in conduct on or off of school property that contains the elements of the offense of retaliation under Section 36.06, Penal Code, against any school employee.

(c) In addition to Subsections (a) and (b), a student shall be removed from class and placed in a disciplinary alternative education program under Section 37.008 based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

(1) the student receives deferred prosecution under Section 53.03, Family Code, for conduct defined as:

(A) a felony offense in Title 5, Penal Code; or

(B) the felony offense of aggravated robbery under Section 29.03, Penal Code;

(2) a court or jury finds that the student has engaged in delinquent conduct under Section 54.03, Family Code, for conduct defined as:

(A) a felony offense in Title 5, Penal Code; or

(B) the felony offense of aggravated robbery under Section 29.03, Penal Code; or

(3) the superintendent or the superintendent's designee has a reasonable belief that the student has engaged in a conduct defined as:

(A) a felony offense in Title 5, Penal Code; or

(B) the felony offense of aggravated robbery under Section 29.03, Penal Code.

(d) In addition to Subsections (a), (b), and (c), a student may be removed from class and placed in a disciplinary alternative education program under Section 37.008 based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

(1) the superintendent or the superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than aggravated robbery under Section 29.03, Penal Code, or those offenses defined in Title 5, Penal Code; and



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(2) the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

(e) In determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense by the Penal Code, the superintendent or the superintendent's designee may consider all available information, including the information furnished under Article 15.27, Code of Criminal Procedure.

(f) Subject to Section 37.007(e), a student who is younger than 10 years of age shall be removed from class and placed in a disciplinary alternative education program under Section 37.008 if the student engages in conduct described by Section 37.007. An elementary school student may not be placed in a disciplinary alternative education program with any other student who is not an elementary school student.

(g) The terms of a placement under this section must prohibit the student from attending or participating in a school-sponsored or school-related activity.

(h) On receipt of notice under Article 15.27(g), Code of Criminal Procedure, the superintendent or the superintendent's designee shall review the student's placement in the disciplinary alternative education program. The student may not be returned to the regular classroom pending the review. The superintendent or the superintendent's designee shall schedule a review of the student's placement with the student's parent or guardian not later than the third class day after the superintendent or superintendent's designee receives notice from the office or official designated by the court. After reviewing the notice and receiving information from the student's parent or guardian, the superintendent or the superintendent's designee may continue the student's placement in the disciplinary alternative education program if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

(i) The student or the student's parent or guardian may appeal the superintendent's decision under Subsection (h) to the board of trustees. The student may not be returned to the regular classroom pending the appeal. The board shall, at the next scheduled meeting, review the notice provided under Article 15.27(g), Code of Criminal Procedure, and receive information from the student, the student's parent or guardian, and the superintendent or superintendent's designee and confirm or reverse the decision under Subsection (h). The board shall make a record of the proceedings. If the board confirms the decision of the superintendent or superintendent's designee, the board shall inform the student and the student's parent or guardian of the right to appeal to the commissioner under Subsection (j).

(j) Notwithstanding Section 7.057(e), the decision of the board of trustees under Subsection (i) may be appealed to the commissioner as provided by Sections 7.057(b), (c), (d), and (f). The student may not be returned to the regular classroom pending the appeal.

(k) Subsections (h), (i), and (j) do not apply to placements made in accordance with Subsection (a).



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(l) Notwithstanding any other provision of this code, other than Section 37.007(e)(2), a student who is younger than six years of age may not be removed from class and placed in a disciplinary alternative education program.

(m) Removal to a disciplinary alternative education program under Subsection (a) is not required if the student is expelled under Section 37.007 for the same conduct for which removal would be required.

(n) A principal or other appropriate administrator may but is not required to remove a student to a disciplinary alternative education program for off-campus conduct for which removal is required under this section if the principal or other appropriate administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

(o) In addition to any notice required under Article 15.27, Code of Criminal Procedure, a principal or a principal's designee shall inform each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of a student who has engaged in any violation listed in this section of the student's misconduct. Each educator shall keep the information received under this subsection confidential from any person not entitled to the information under this subsection, except that the educator may share the information with the student's parent or guardian as provided for by state or federal law. The State Board for Educator Certification may revoke or suspend the certification of an educator who intentionally violates this subsection.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1015, Sec. 3, eff. June 19, 1997; Acts 1999, 76th Leg., ch. 396, Sec. 2.15, eff. Sept. 1, 1999; Acts 2001, 77th Leg., ch. 486, Sec. 1, eff. June 11, 2001; Acts 2003, 78th Leg., ch. 1055, Sec. 9, eff. June 20, 2003.

Amended by:

Acts 2005, 79th Leg., Ch. 504 (H.B. 603), Sec. 3, eff. June 17, 2005.

Acts 2011, 82nd Leg., R.S., Ch. 948 (H.B. 968), Sec. 1, eff. June 17, 2011.

Sec. 37.0061. FUNDING FOR ALTERNATIVE EDUCATION SERVICES IN JUVENILE RESIDENTIAL FACILITIES. A school district that provides education services to pre-adjudicated and post-adjudicated students who are confined by court order in a juvenile residential facility operated by a juvenile board is entitled to count such students in the district's average daily attendance for purposes of receipt of state funds under the Foundation School Program. If the district has a wealth per student greater than the guaranteed wealth level but less than the equalized wealth level, the district in which the student is enrolled on the date a court orders the student to be confined to a juvenile residential facility shall transfer to the district providing education services an amount equal to the difference between the average Foundation School Program costs per student of the district providing education services and the sum of the state aid and the money from the available school fund received by the district that is attributable



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

to the student for the portion of the school year for which the district provides education services to the student.

Added by Acts 1997, 75th Leg., ch. 1015, Sec. 4, eff. June 19, 1997.

Sec. 37.0062. INSTRUCTIONAL REQUIREMENTS FOR ALTERNATIVE EDUCATION SERVICES IN JUVENILE RESIDENTIAL FACILITIES. (a) The commissioner shall determine the instructional requirements for education services provided by a school district or open-enrollment charter school in a pre-adjudication secure detention facility or a post-adjudication secure correctional facility operated by a juvenile board or a post-adjudication secure correctional facility operated under contract with the Texas Juvenile Justice Department, including requirements relating to:

- (1) the length of the school day;
- (2) the number of days of instruction provided to students each school year;

and

- (3) the curriculum of the educational program.

(b) The commissioner shall coordinate with the Texas Juvenile Justice Department in determining the instructional requirements for education services provided under Subsection (a):

- (1) in a pre-adjudication secure detention facility or a post-adjudication secure correctional facility operated by a juvenile board; and
- (2) in a post-adjudication secure correctional facility operated under contract with the department.

(c) The commissioner shall adopt rules necessary to administer this section. The rules must ensure that:

- (1) a student who receives education services in a pre-adjudication secure detention facility described by this section is offered courses that enable the student to maintain progress toward completing high school graduation requirements; and
- (2) a student who receives education services in a post-adjudication secure correctional facility described by this section is offered, at a minimum, the courses necessary to enable the student to complete high school graduation requirements.

(d) The Texas Juvenile Justice Department shall coordinate with the commissioner in establishing standards for:

- (1) ensuring security in the provision of education services in the facilities; and
- (2) providing children in the custody of the facilities access to education services.

Added by Acts 2007, 80th Leg., R.S., Ch. 615 (H.B. 425), Sec. 1, eff. September 1, 2007.

Amended by:

Acts 2015, 84th Leg., R.S., Ch. 734 (H.B. 1549), Sec. 32, eff. September 1, 2015.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Sec. 37.007. EXPULSION FOR SERIOUS OFFENSES. (a) Except as provided by Subsection (k), a student shall be expelled from a school if the student, on school property or while attending a school-sponsored or school-related activity on or off of school property:

(1) engages in conduct that contains the elements of the offense of unlawfully carrying weapons under Section 46.02, Penal Code, or elements of an offense relating to prohibited weapons under Section 46.05, Penal Code;

(2) engages in conduct that contains the elements of the offense of:

(A) aggravated assault under Section 22.02, Penal Code, sexual assault under Section 22.011, Penal Code, or aggravated sexual assault under Section 22.021, Penal Code;

(B) arson under Section 28.02, Penal Code;

(C) murder under Section 19.02, Penal Code, capital murder under Section 19.03, Penal Code, or criminal attempt, under Section 15.01, Penal Code, to commit murder or capital murder;

(D) indecency with a child under Section 21.11, Penal Code;

(E) aggravated kidnapping under Section 20.04, Penal Code;

(F) aggravated robbery under Section 29.03, Penal Code;

(G) manslaughter under Section 19.04, Penal Code;

(H) criminally negligent homicide under Section 19.05, Penal Code; or

(I) continuous sexual abuse of young child or children under Section 21.02, Penal Code; or

(3) engages in conduct specified by Section 37.006(a)(2)(C) or (D), if the conduct is punishable as a felony.

(b) A student may be expelled if the student:

(1) engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Section 42.06, Penal Code, or terroristic threat under Section 22.07, Penal Code;

(2) while on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property:

(A) sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of:

(i) marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.;

(ii) a dangerous drug, as defined by Chapter 483, Health and Safety Code; or

(iii) an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code;



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(B) engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Sections 485.031 through 485.034, Health and Safety Code;

(C) engages in conduct that contains the elements of an offense under Section 22.01(a)(1), Penal Code, against a school district employee or a volunteer as defined by Section 22.053; or

(D) engages in conduct that contains the elements of the offense of deadly conduct under Section 22.05, Penal Code;

(3) subject to Subsection (d), while within 300 feet of school property, as measured from any point on the school's real property boundary line:

(A) engages in conduct specified by Subsection (a); or

(B) possesses a firearm, as defined by 18 U.S.C. Section 921;

(4) engages in conduct that contains the elements of any offense listed in Subsection (a)(2)(A) or (C) or the offense of aggravated robbery under Section 29.03, Penal Code, against another student, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property; or

(5) engages in conduct that contains the elements of the offense of breach of computer security under Section 33.02, Penal Code, if:

(A) the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and

(B) the student knowingly:

(i) alters, damages, or deletes school district property or information; or

(ii) commits a breach of any other computer, computer network, or computer system.

(c) A student may be expelled if the student, while placed in a disciplinary alternative education program, engages in documented serious misbehavior while on the program campus despite documented behavioral interventions. For purposes of this subsection, "serious misbehavior" means:

(1) deliberate violent behavior that poses a direct threat to the health or safety of others;

(2) extortion, meaning the gaining of money or other property by force or threat;

(3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or

(4) conduct that constitutes the offense of:

(A) public lewdness under Section 21.07, Penal Code;

(B) indecent exposure under Section 21.08, Penal Code;

(C) criminal mischief under Section 28.03, Penal Code;



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(D) personal hazing under Section 37.152; or

(E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

(d) A student shall be expelled if the student engages in conduct that contains the elements of any offense listed in Subsection (a), and may be expelled if the student engages in conduct that contains the elements of any offense listed in Subsection (b)(2)(C), against any employee or volunteer in retaliation for or as a result of the person's employment or association with a school district, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property.

(e) In accordance with 20 U.S.C. Section 7151, a local educational agency, including a school district, home-rule school district, or open-enrollment charter school, shall expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. The student must be expelled from the student's regular campus for a period of at least one year, except that:

(1) the superintendent or other chief administrative officer of the school district or of the other local educational agency, as defined by 20 U.S.C. Section 7801, may modify the length of the expulsion in the case of an individual student;

(2) the district or other local educational agency shall provide educational services to an expelled student in a disciplinary alternative education program as provided by Section 37.008 if the student is younger than 10 years of age on the date of expulsion; and

(3) the district or other local educational agency may provide educational services to an expelled student who is 10 years of age or older in a disciplinary alternative education program as provided in Section 37.008.

(f) A student who engages in conduct that contains the elements of the offense of criminal mischief under Section 28.03, Penal Code, may be expelled at the district's discretion if the conduct is punishable as a felony under that section. The student shall be referred to the authorized officer of the juvenile court regardless of whether the student is expelled.

(g) In addition to any notice required under Article 15.27, Code of Criminal Procedure, a school district shall inform each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of a student who has engaged in any violation listed in this section of the student's misconduct. Each educator shall keep the information received under this subsection confidential from any person not entitled to the information under this subsection, except that the educator may share the information with the student's parent or guardian as provided for by state or federal law. The State Board for Educator Certification may revoke or suspend the certification of an educator who intentionally violates this subsection.

(h) Subject to Subsection (e), notwithstanding any other provision of this section, a student who is younger than 10 years of age may not be expelled for engaging in conduct described by this section.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(i) A student who engages in conduct described by Subsection (a) may be expelled from school by the district in which the student attends school if the student engages in that conduct:

(1) on school property of another district in this state; or

(2) while attending a school-sponsored or school-related activity of a school in another district in this state.

(k) A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs:

(1) at an approved target range facility that is not located on a school campus;

and

(2) while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.

(l) Subsection (k) does not authorize a student to bring a firearm on school property to participate in or prepare for a school-sponsored shooting sports competition or a shooting sports educational activity described by that subsection.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1015, Sec. 5, eff. June 19, 1997; Acts 1999, 76th Leg., ch. 542, Sec. 1, eff. Aug. 30, 1999; Acts 2001, 77th Leg., ch. 486, Sec. 2, eff. June 11, 2001; Acts 2003, 78th Leg., ch. 225, Sec. 1, eff. June 18, 2003; Acts 2003, 78th Leg., ch. 443, Sec. 1, eff. June 20, 2003; Acts 2003, 78th Leg., ch. 1055, Sec. 10, eff. June 20, 2003.

Amended by:

Acts 2005, 79th Leg., Ch. 504 (H.B. 603), Sec. 4, eff. June 17, 2005.

Acts 2005, 79th Leg., Ch. 728 (H.B. 2018), Sec. 5.004, eff. September 1, 2005.

Acts 2007, 80th Leg., R.S., Ch. 593 (H.B. 8), Sec. 3.26, eff. September 1, 2007.

Acts 2009, 81st Leg., R.S., Ch. 338 (H.B. 1020), Sec. 1, eff. June 19, 2009.

Acts 2011, 82nd Leg., R.S., Ch. 948 (H.B. 968), Sec. 2, eff. June 17, 2011.

Acts 2011, 82nd Leg., R.S., Ch. 963 (H.B. 1224), Sec. 1, eff. June 17, 2011.

Acts 2015, 84th Leg., R.S., Ch. 1267 (S.B. 107), Sec. 3, eff. June 20, 2015.

Sec. 37.008. DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS. (a)

Each school district shall provide a disciplinary alternative education program that:

(1) is provided in a setting other than a student's regular classroom;

(2) is located on or off of a regular school campus;

(3) provides for the students who are assigned to the disciplinary alternative education program to be separated from students who are not assigned to the program;

(4) focuses on English language arts, mathematics, science, history, and self-discipline;



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

- (5) provides for students' educational and behavioral needs;
- (6) provides supervision and counseling;
- (7) employs only teachers who meet all certification requirements established under Subchapter B, Chapter 21; and
- (8) provides not less than the minimum amount of instructional time per day required by Section 25.082(a).

(a-1) The agency shall adopt minimum standards for the operation of disciplinary alternative education programs, including standards relating to:

- (1) student/teacher ratios;
- (2) student health and safety;
- (3) reporting of abuse, neglect, or exploitation of students;
- (4) training for teachers in behavior management and safety procedures; and
- (5) planning for a student's transition from a disciplinary alternative education

program to a regular campus.

(a-2) Expired.

(a-3) Expired.

(b) A disciplinary alternative education program may provide for a student's transfer to:

- (1) a different campus;
- (2) a school-community guidance center; or
- (3) a community-based alternative school.

(c) An off-campus disciplinary alternative education program is not subject to a requirement imposed by this title, other than a limitation on liability, a reporting requirement, or a requirement imposed by this chapter or by Chapter 39.

(d) A school district may provide a disciplinary alternative education program jointly with one or more other districts.

(e) Each school district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a disciplinary alternative education program.

(f) A student removed to a disciplinary alternative education program is counted in computing the average daily attendance of students in the district for the student's time in actual attendance in the program.

(g) A school district shall allocate to a disciplinary alternative education program the same expenditure per student attending the disciplinary alternative education program, including federal, state, and local funds, that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program.

(h) A school district may not place a student, other than a student suspended as provided under Section 37.005 or expelled as provided under Section 37.007, in an unsupervised setting as a result of conduct for which a student may be placed in a disciplinary alternative education program.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(i) On request of a school district, a regional education service center may provide to the district information on developing a disciplinary alternative education program that takes into consideration the district's size, wealth, and existing facilities in determining the program best suited to the district.

(j) If a student placed in a disciplinary alternative education program enrolls in another school district before the expiration of the period of placement, the board of trustees of the district requiring the placement shall provide to the district in which the student enrolls, at the same time other records of the student are provided, a copy of the placement order. The district in which the student enrolls shall inform each educator who will have responsibility for, or will be under the direction and supervision of an educator who will have responsibility for, the instruction of the student of the contents of the placement order. Each educator shall keep the information received under this subsection confidential from any person not entitled to the information under this subsection, except that the educator may share the information with the student's parent or guardian as provided for by state or federal law. The district in which the student enrolls may continue the disciplinary alternative education program placement under the terms of the order or may allow the student to attend regular classes without completing the period of placement. A district may take any action permitted by this subsection if:

(1) the student was placed in a disciplinary alternative education program by an open-enrollment charter school under Section 12.131 and the charter school provides to the district a copy of the placement order; or

(2) the student was placed in a disciplinary alternative education program by a school district in another state and:

(A) the out-of-state district provides to the district a copy of the placement order; and

(B) the grounds for the placement by the out-of-state district are grounds for placement in the district in which the student is enrolling.

(j-1) If a student was placed in a disciplinary alternative education program by a school district in another state for a period that exceeds one year and a school district in this state in which the student enrolls continues the placement under Subsection (j), the district shall reduce the period of the placement so that the aggregate period does not exceed one year unless, after a review, the district determines that:

(1) the student is a threat to the safety of other students or to district employees;
or

(2) extended placement is in the best interest of the student.

(k) A program of educational and support services may be provided to a student and the student's parents when the offense involves drugs or alcohol as specified under Section 37.006 or 37.007. A disciplinary alternative education program that provides chemical dependency treatment services must be licensed under Chapter 464, Health and Safety Code.

(l) A school district is required to provide in the district's disciplinary alternative education program a course necessary to fulfill a student's high school graduation requirements



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

only as provided by this subsection. A school district shall offer a student removed to a disciplinary alternative education program an opportunity to complete coursework before the beginning of the next school year. The school district may provide the student an opportunity to complete coursework through any method available, including a correspondence course, distance learning, or summer school. The district may not charge the student for a course provided under this subsection.

(l-1) A school district shall provide the parents of a student removed to a disciplinary alternative education program with written notice of the district's obligation under Subsection (l) to provide the student with an opportunity to complete coursework required for graduation. The notice must:

(1) include information regarding all methods available for completing the coursework; and

(2) state that the methods are available at no cost to the student.

(m) The commissioner shall adopt rules necessary to evaluate annually the performance of each district's disciplinary alternative education program established under this subchapter. The evaluation required by this section shall be based on indicators defined by the commissioner, but must include student performance on assessment instruments required under Sections 39.023(a) and (c). Academically, the mission of disciplinary alternative education programs shall be to enable students to perform at grade level.

(m-1) The commissioner shall develop a process for evaluating a school district disciplinary alternative education program electronically. The commissioner shall also develop a system and standards for review of the evaluation or use systems already available at the agency. The system must be designed to identify districts that are at high risk of having inaccurate disciplinary alternative education program data or of failing to comply with disciplinary alternative education program requirements. The commissioner shall notify the board of trustees of a district of any objection the commissioner has to the district's disciplinary alternative education program data or of a violation of a law or rule revealed by the data, including any violation of disciplinary alternative education program requirements, or of any recommendation by the commissioner concerning the data. If the data reflect that a penal law has been violated, the commissioner shall notify the county attorney, district attorney, or criminal district attorney, as appropriate, and the attorney general. The commissioner is entitled to access to all district records the commissioner considers necessary or appropriate for the review, analysis, or approval of disciplinary alternative education program data.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1015, Sec. 6, eff. June 19, 1997; Acts 1999, 76th Leg., ch. 396, Sec. 2.16, eff. Sept. 1, 1999; Acts 1999, 76th Leg., ch. 1112, Sec. 1, eff. June 18, 1999; Acts 2003, 78th Leg., ch. 631, Sec. 2, eff. June 20, 2003; Acts 2003, 78th Leg., ch. 1055, Sec. 11, eff. June 20, 2003.

Amended by:

Acts 2005, 79th Leg., Ch. 504 (H.B. 603), Sec. 5, eff. June 17, 2005.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Acts 2007, 80th Leg., R.S., Ch. 1171 (H.B. 426), Sec. 1, eff. June 15, 2007.
Acts 2011, 82nd Leg., R.S., Ch. 1316 (S.B. 49), Sec. 1, eff. June 17, 2011.

Sec. 37.0081. EXPULSION AND PLACEMENT OF CERTAIN STUDENTS IN ALTERNATIVE SETTINGS. (a) Subject to Subsection (h), but notwithstanding any other provision of this subchapter, the board of trustees of a school district, or the board's designee, after an opportunity for a hearing may expel a student and elect to place the student in an alternative setting as provided by Subsection (a-1) if:

(1) the student:

(A) has received deferred prosecution under Section 53.03, Family Code, for conduct defined as:

- (i) a felony offense in Title 5, Penal Code; or
- (ii) the felony offense of aggravated robbery under Section

29.03, Penal Code;

(B) has been found by a court or jury to have engaged in delinquent conduct under Section 54.03, Family Code, for conduct defined as:

- (i) a felony offense in Title 5, Penal Code; or
- (ii) the felony offense of aggravated robbery under Section

29.03, Penal Code;

(C) is charged with engaging in conduct defined as:

- (i) a felony offense in Title 5, Penal Code; or
- (ii) the felony offense of aggravated robbery under Section

29.03, Penal Code;

(D) has been referred to a juvenile court for allegedly engaging in delinquent conduct under Section 54.03, Family Code, for conduct defined as:

- (i) a felony offense in Title 5, Penal Code; or
- (ii) the felony offense of aggravated robbery under Section

29.03, Penal Code;

(E) has received probation or deferred adjudication for a felony offense under Title 5, Penal Code, or the felony offense of aggravated robbery under Section 29.03, Penal Code;

(F) has been convicted of a felony offense under Title 5, Penal Code, or the felony offense of aggravated robbery under Section 29.03, Penal Code; or

(G) has been arrested for or charged with a felony offense under Title 5, Penal Code, or the felony offense of aggravated robbery under Section 29.03, Penal Code; and

(2) the board or the board's designee determines that the student's presence in the regular classroom:

- (A) threatens the safety of other students or teachers;
- (B) will be detrimental to the educational process; or
- (C) is not in the best interests of the district's students.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(a-1) The student must be placed in:

(1) a juvenile justice alternative education program, if the school district is located in a county that operates a juvenile justice alternative education program or the school district contracts with the juvenile board of another county for the provision of a juvenile justice alternative education program; or

(2) a disciplinary alternative education program.

(b) Any decision of the board of trustees or the board's designee under this section is final and may not be appealed.

(c) The board of trustees or the board's designee may expel the student and order placement in accordance with this section regardless of:

(1) the date on which the student's conduct occurred;

(2) the location at which the conduct occurred;

(3) whether the conduct occurred while the student was enrolled in the district;

or

(4) whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

(d) Notwithstanding Section 37.009(c) or (d) or any other provision of this subchapter, a student expelled and ordered placed in an alternative setting by the board of trustees or the board's designee is subject to that placement until:

(1) the student graduates from high school;

(2) the charges described by Subsection (a)(1) are dismissed or reduced to a misdemeanor offense; or

(3) the student completes the term of the placement or is assigned to another program.

(e) A student placed in an alternative setting in accordance with this section is entitled to the periodic review prescribed by Section 37.009(e).

(f) Subsection (d) continues to apply to the student if the student transfers to another school district in the state.

(g) The board of trustees shall reimburse a juvenile justice alternative education program in which a student is placed under this section for the actual cost incurred each day for the student while the student is enrolled in the program. For purposes of this subsection:

(1) the actual cost incurred each day for the student is determined by the juvenile board of the county operating the program; and

(2) the juvenile board shall determine the actual cost each day of the program based on the board's annual audit.

(h) To the extent of a conflict between this section and Section 37.007, Section 37.007 prevails.

Added by Acts 2003, 78th Leg., ch. 1055, Sec. 12, eff. June 20, 2003.

Amended by:



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 1, eff. June 15, 2007.

Acts 2011, 82nd Leg., R.S., Ch. 948 (H.B. 968), Sec. 3, eff. June 17, 2011.

Sec. 37.0082. ASSESSMENT OF ACADEMIC GROWTH OF STUDENTS IN DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS. (a) To assess a student's academic growth during placement in a disciplinary alternative education program, a school district shall administer to a student placed in a program for a period of 90 school days or longer an assessment instrument approved by the commissioner for that purpose. The instrument shall be administered:

- (1) initially on placement of the student in the program; and
- (2) subsequently on the date of the student's departure from the program, or as near that date as possible.

(b) The assessment instrument required by this section:

- (1) must be designed to assess at least a student's basic skills in reading and mathematics;
- (2) may be:
 - (A) comparable to any assessment instrument generally administered to students placed in juvenile justice alternative education programs for a similar purpose; or
 - (B) based on an appropriate alternative assessment instrument developed by the agency to measure student academic growth; and
- (3) is in addition to the assessment instruments required to be administered under Chapter 39.

(c) The commissioner shall adopt rules necessary to implement this section.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 2, eff. June 15, 2007.

Sec. 37.009. CONFERENCE; HEARING; REVIEW. (a) Not later than the third class day after the day on which a student is removed from class by the teacher under Section 37.002(b) or (d) or by the school principal or other appropriate administrator under Section 37.001(a)(2) or 37.006, the campus behavior coordinator or other appropriate administrator shall schedule a conference among the campus behavior coordinator or other appropriate administrator, a parent or guardian of the student, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular classroom pending the conference. Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the campus behavior coordinator, after consideration of the factors under Section 37.001(a)(4), shall order the placement of the student for a period consistent with the student code of conduct. Before ordering the suspension, expulsion, removal to a disciplinary alternative education program, or placement in a juvenile



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

justice alternative education program of a student, the behavior coordinator must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the behavior coordinator concerns a mandatory or discretionary action. If school district policy allows a student to appeal to the board of trustees or the board's designee a decision of the campus behavior coordinator or other appropriate administrator, other than an expulsion under Section 37.007, the decision of the board or the board's designee is final and may not be appealed. If the period of the placement is inconsistent with the guidelines included in the student code of conduct under Section 37.001(a)(5), the order must give notice of the inconsistency. The period of the placement may not exceed one year unless, after a review, the district determines that the student is a threat to the safety of other students or to district employees.

(b) If a student's placement in a disciplinary alternative education program is to extend beyond 60 days or the end of the next grading period, whichever is earlier, a student's parent or guardian is entitled to notice of and an opportunity to participate in a proceeding before the board of trustees of the school district or the board's designee, as provided by policy of the board of trustees of the district. Any decision of the board or the board's designee under this subsection is final and may not be appealed.

(c) Before it may place a student in a disciplinary alternative education program for a period that extends beyond the end of the school year, the board or the board's designee must determine that:

- (1) the student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or to another individual; or
- (2) the student has engaged in serious or persistent misbehavior that violates the district's student code of conduct.

(d) The board or the board's designee shall set a term for a student's placement in a disciplinary alternative education program. If the period of the placement is inconsistent with the guidelines included in the student code of conduct under Section 37.001(a)(5), the order must give notice of the inconsistency. The period of the placement may not exceed one year unless, after a review, the district determines that:

- (1) the student is a threat to the safety of other students or to district employees;
- or
- (2) extended placement is in the best interest of the student.

(e) A student placed in a disciplinary alternative education program shall be provided a review of the student's status, including a review of the student's academic status, by the board's designee at intervals not to exceed 120 days. In the case of a high school student, the board's designee, with the student's parent or guardian, shall review the student's progress towards meeting high school graduation requirements and shall establish a specific graduation plan for the student. The district is not required under this subsection to provide a course in the district's



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

disciplinary alternative education program except as required by Section 37.008(1). At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent.

(f) Before a student may be expelled under Section 37.007, the board or the board's designee must provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution and which the student's parent or guardian is invited, in writing, to attend. At the hearing, the student is entitled to be represented by the student's parent or guardian or another adult who can provide guidance to the student and who is not an employee of the school district. If the school district makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the district may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends. Before ordering the expulsion of a student, the board of trustees must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the board concerns a mandatory or discretionary action. If the decision to expel a student is made by the board's designee, the decision may be appealed to the board. The decision of the board may be appealed by trial de novo to a district court of the county in which the school district's central administrative office is located.

(g) The board or the board's designee shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a disciplinary alternative education program under Section 37.001, 37.002, or 37.006 or expelling the student under Section 37.007.

(h) If the period of an expulsion is inconsistent with the guidelines included in the student code of conduct under Section 37.001(a)(5), the order must give notice of the inconsistency. The period of an expulsion may not exceed one year unless, after a review, the district determines that:

(1) the student is a threat to the safety of other students or to district employees;

or

(2) extended placement is in the best interest of the student. After a school district notifies the parents or guardians of a student that the student has been expelled, the parent or guardian shall provide adequate supervision of the student during the period of expulsion.

(i) If a student withdraws from the district before an order for placement in a disciplinary alternative education program or expulsion is entered under this section, the principal or board, as appropriate, may complete the proceedings and enter an order. If the student subsequently enrolls in the district during the same or subsequent school year, the district may enforce the order at that time except for any period of the placement or expulsion that has been served by the student on enrollment in another district that honored the order. If the principal or



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order.

(j) If, during the term of a placement or expulsion ordered under this section, a student engages in additional conduct for which placement in a disciplinary alternative education program or expulsion is required or permitted, additional proceedings may be conducted under this section regarding that conduct and the principal or board, as appropriate, may enter an additional order as a result of those proceedings.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1015, Sec. 7, eff. June 19, 1997; Acts 2003, 78th Leg., ch. 1055, Sec. 13, eff. June 20, 2003.

Amended by:

Acts 2015, 84th Leg., R.S., Ch. 1267 (S.B. 107), Sec. 4, eff. June 20, 2015.

Sec. 37.0091. NOTICE TO NONCUSTODIAL PARENT. (a) A noncustodial parent may request in writing that a school district or school, for the remainder of the school year in which the request is received, provide that parent with a copy of any written notification relating to student misconduct under Section 37.006 or 37.007 that is generally provided by the district or school to a student's parent or guardian.

(b) A school district or school may not unreasonably deny a request authorized by Subsection (a).

(c) Notwithstanding any other provision of this section, a school district or school shall comply with any applicable court order of which the district or school has knowledge.

Added by Acts 2003, 78th Leg., ch. 1055, Sec. 14, eff. June 20, 2003.

Sec. 37.010. COURT INVOLVEMENT. (a) Not later than the second business day after the date a hearing is held under Section 37.009, the board of trustees of a school district or the board's designee shall deliver a copy of the order placing a student in a disciplinary alternative education program under Section 37.006 or expelling a student under Section 37.007 and any information required under Section 52.04, Family Code, to the authorized officer of the juvenile court in the county in which the student resides. In a county that operates a program under Section 37.011, an expelled student shall to the extent provided by law or by the memorandum of understanding immediately attend the educational program from the date of expulsion, except that in a county with a population greater than 125,000, every expelled student who is not detained or receiving treatment under an order of the juvenile court must be enrolled in an educational program.

(b) If a student is expelled under Section 37.007(c), the board or its designee shall refer the student to the authorized officer of the juvenile court for appropriate proceedings under Title 3, Family Code.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(c) Unless the juvenile board for the county in which the district's central administrative office is located has entered into a memorandum of understanding with the district's board of trustees concerning the juvenile probation department's role in supervising and providing other support services for students in disciplinary alternative education programs, a court may not order a student expelled under Section 37.007 to attend a regular classroom, a regular campus, or a school district disciplinary alternative education program as a condition of probation.

(d) Unless the juvenile board for the county in which the district's central administrative office is located has entered into a memorandum of understanding as described by Subsection (c), if a court orders a student to attend a disciplinary alternative education program as a condition of probation once during a school year and the student is referred to juvenile court again during that school year, the juvenile court may not order the student to attend a disciplinary alternative education program in a district without the district's consent until the student has successfully completed any sentencing requirements the court imposes.

(e) Any placement in a disciplinary alternative education program by a court under this section must prohibit the student from attending or participating in school-sponsored or school-related activities.

(f) If a student is expelled under Section 37.007, on the recommendation of the committee established under Section 37.003 or on its own initiative, a district may readmit the student while the student is completing any court disposition requirements the court imposes. After the student has successfully completed any court disposition requirements the court imposes, including conditions of a deferred prosecution ordered by the court, or such conditions required by the prosecutor or probation department, if the student meets the requirements for admission into the public schools established by this title, a district may not refuse to admit the student, but the district may place the student in the disciplinary alternative education program. Notwithstanding Section 37.002(d), the student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

(g) If an expelled student enrolls in another school district, the board of trustees of the district that expelled the student shall provide to the district in which the student enrolls, at the same time other records of the student are provided, a copy of the expulsion order and the referral to the authorized officer of the juvenile court. The district in which the student enrolls may continue the expulsion under the terms of the order, may place the student in a disciplinary alternative education program for the period specified by the expulsion order, or may allow the student to attend regular classes without completing the period of expulsion. A district may take any action permitted by this subsection if the student was expelled by a school district in another state if:

(1) the out-of-state district provides to the district a copy of the expulsion order; and

(2) the grounds for the expulsion are also grounds for expulsion in the district in which the student is enrolling.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(g-1) If a student was expelled by a school district in another state for a period that exceeds one year and a school district in this state continues the expulsion or places the student in a disciplinary alternative education program under Subsection (g), the district shall reduce the period of the expulsion or placement so that the aggregate period does not exceed one year unless, after a review, the district determines that:

(1) the student is a threat to the safety of other students or to district employees;

or

(2) extended placement is in the best interest of the student.

(h) A person is not liable in civil damages for a referral to juvenile court as required by this section.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1015, Sec. 8, eff. June 19, 1997; Acts 2003, 78th Leg., ch. 1055, Sec. 15, eff. June 20, 2003.

Sec. 37.011. JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM. (a)

The juvenile board of a county with a population greater than 125,000 shall develop a juvenile justice alternative education program, subject to the approval of the Texas Juvenile Justice Department. The juvenile board of a county with a population of 125,000 or less may develop a juvenile justice alternative education program. For the purposes of this subchapter, only a disciplinary alternative education program operated under the authority of a juvenile board of a county is considered a juvenile justice alternative education program. A juvenile justice alternative education program in a county with a population of 125,000 or less:

(1) is not required to be approved by the department; and

(2) is not subject to Subsection (c), (d), (f), or (g).

(a-1) For purposes of this section and Section 37.010(a), a county with a population greater than 125,000 is considered to be a county with a population of 125,000 or less if:

(1) the county had a population of 125,000 or less according to the 2000 federal census; and

(2) the juvenile board of the county enters into, with the approval of the Texas Juvenile Justice Department, a memorandum of understanding with each school district within the county that:

(A) outlines the responsibilities of the board and school districts in minimizing the number of students expelled without receiving alternative educational services; and

(B) includes the coordination procedures required by Section 37.013.

(a-2) For purposes of this section and Section 37.010(a), a county with a population greater than 125,000 is considered to be a county with a population of 125,000 or less if the county:

(1) has a population of 180,000 or less;



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(2) is adjacent to two counties, each of which has a population of more than 1.7 million; and

(3) has seven or more school districts located wholly within the county's boundaries.

(a-3) For purposes of this section and Section 37.010(a), a county with a population greater than 125,000 is considered to be a county with a population of 125,000 or less if the county:

(1) has a population of more than 200,000 and less than 220,000;

(2) has five or more school districts located wholly within the county's boundaries; and

(3) has located in the county a juvenile justice alternative education program that, on May 1, 2011, served fewer than 15 students.

(a-4) A school district located in a county considered to be a county with a population of 125,000 or less under Subsection (a-3) shall provide educational services to a student who is expelled from school under this chapter. The district is entitled to count the student in the district's average daily attendance for purposes of receipt of state funds under the Foundation School Program. An educational placement under this section may include:

(1) the district's disciplinary alternative education program; or

(2) a contracted placement with:

(A) another school district;

(B) an open-enrollment charter school;

(C) an institution of higher education;

(D) an adult literacy council; or

(E) a community organization that can provide an educational program that allows the student to complete the credits required for high school graduation.

(a-5) For purposes of Subsection (a-4), an educational placement other than a school district's disciplinary alternative education program is subject to the educational and certification requirements applicable to an open-enrollment charter school under Subchapter D, Chapter 12.

(b) If a student admitted into the public schools of a school district under Section 25.001(b) is expelled from school for conduct for which expulsion is required under Section 37.007(a), (d), or (e), the juvenile court, the juvenile board, or the juvenile board's designee, as appropriate, shall:

(1) if the student is placed on probation under Section 54.04, Family Code, order the student to attend the juvenile justice alternative education program in the county in which the student resides from the date of disposition as a condition of probation, unless the child is placed in a post-adjudication treatment facility;

(2) if the student is placed on deferred prosecution under Section 53.03, Family Code, by the court, prosecutor, or probation department, require the student to immediately attend the juvenile justice alternative education program in the county in which the student resides for a period not to exceed six months as a condition of the deferred prosecution;



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(3) in determining the conditions of the deferred prosecution or court-ordered probation, consider the length of the school district's expulsion order for the student; and

(4) provide timely educational services to the student in the juvenile justice alternative education program in the county in which the student resides, regardless of the student's age or whether the juvenile court has jurisdiction over the student.

(b-1) Subsection (b)(4) does not require that educational services be provided to a student who is not entitled to admission into the public schools of a school district under Section 25.001(b).

(c) A juvenile justice alternative education program shall adopt a student code of conduct in accordance with Section 37.001.

(d) A juvenile justice alternative education program must focus on English language arts, mathematics, science, social studies, and self-discipline. Each school district shall consider course credit earned by a student while in a juvenile justice alternative education program as credit earned in a district school. Each program shall administer assessment instruments under Subchapter B, Chapter 39, and shall offer a high school equivalency program. The juvenile board or the board's designee, with the parent or guardian of each student, shall regularly review the student's academic progress. In the case of a high school student, the board or the board's designee, with the student's parent or guardian, shall review the student's progress towards meeting high school graduation requirements and shall establish a specific graduation plan for the student. The program is not required to provide a course necessary to fulfill a student's high school graduation requirements other than a course specified by this subsection.

(e) A juvenile justice alternative education program may be provided in a facility owned by a school district. A school district may provide personnel and services for a juvenile justice alternative education program under a contract with the juvenile board.

(f) A juvenile justice alternative education program must operate at least seven hours per day and 180 days per year, except that a program may apply to the Texas Juvenile Justice Department for a waiver of the 180-day requirement. The department may not grant a waiver to a program under this subsection for a number of days that exceeds the highest number of instructional days waived by the commissioner during the same school year for a school district served by the program.

(g) A juvenile justice alternative education program shall be subject to a written operating policy developed by the local juvenile justice board and submitted to the Texas Juvenile Justice Department for review and comment. A juvenile justice alternative education program is not subject to a requirement imposed by this title, other than a reporting requirement or a requirement imposed by this chapter or by Chapter 39.

(h) Academically, the mission of juvenile justice alternative education programs shall be to enable students to perform at grade level. For purposes of accountability under Chapter 39, a student enrolled in a juvenile justice alternative education program is reported as if the student were enrolled at the student's assigned campus in the student's regularly assigned education program, including a special education program. Annually the Texas Juvenile Justice



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Department, with the agreement of the commissioner, shall develop and implement a system of accountability consistent with Chapter 39, where appropriate, to assure that students make progress toward grade level while attending a juvenile justice alternative education program. The department shall adopt rules for the distribution of funds appropriated under this section to juvenile boards in counties required to establish juvenile justice alternative education programs. Except as determined by the commissioner, a student served by a juvenile justice alternative education program on the basis of an expulsion required under Section 37.007(a), (d), or (e) is not eligible for Foundation School Program funding under Chapter 42 or 31 if the juvenile justice alternative education program receives funding from the department under this subchapter.

(i) A student transferred to a juvenile justice alternative education program must participate in the program for the full period ordered by the juvenile court unless the student's school district agrees to accept the student before the date ordered by the juvenile court. The juvenile court may not order a period of transfer under this section that exceeds the term of any probation ordered by the juvenile court.

(j) In relation to the development and operation of a juvenile justice alternative education program, a juvenile board and a county and a commissioners court are immune from liability to the same extent as a school district, and the juvenile board's or county's professional employees and volunteers are immune from liability to the same extent as a school district's professional employees and volunteers.

(k) Each school district in a county with a population greater than 125,000 and the county juvenile board shall annually enter into a joint memorandum of understanding that:

(1) outlines the responsibilities of the juvenile board concerning the establishment and operation of a juvenile justice alternative education program under this section;

(2) defines the amount and conditions on payments from the school district to the juvenile board for students of the school district served in the juvenile justice alternative education program whose placement was not made on the basis of an expulsion required under Section 37.007(a), (d), or (e);

(3) establishes that a student may be placed in the juvenile justice alternative education program if the student engages in serious misbehavior, as defined by Section 37.007(c);

(4) identifies and requires a timely placement and specifies a term of placement for expelled students for whom the school district has received a notice under Section 52.041(d), Family Code;

(5) establishes services for the transitioning of expelled students to the school district prior to the completion of the student's placement in the juvenile justice alternative education program;

(6) establishes a plan that provides transportation services for students placed in the juvenile justice alternative education program;

(7) establishes the circumstances and conditions under which a juvenile may be allowed to remain in the juvenile justice alternative education program setting once the juvenile is no longer under juvenile court jurisdiction; and



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(8) establishes a plan to address special education services required by law.

(l) The school district shall be responsible for providing an immediate educational program to students who engage in behavior resulting in expulsion under Section 37.007(b) and (f) but who are not eligible for admission into the juvenile justice alternative education program in accordance with the memorandum of understanding required under this section. The school district may provide the program or the school district may contract with a county juvenile board, a private provider, or one or more other school districts to provide the program. The memorandum of understanding shall address the circumstances under which such students who continue to engage in serious misbehavior, as defined by Section 37.007(c), shall be admitted into the juvenile justice alternative education program.

(m) Each school district in a county with a population greater than 125,000 and the county juvenile board shall adopt a joint memorandum of understanding as required by this section not later than September 1 of each school year.

(n) If a student who is ordered to attend a juvenile justice alternative education program moves from one county to another, the juvenile court may request the juvenile justice alternative education program in the county to which the student moves to provide educational services to the student in accordance with the local memorandum of understanding between the school district and juvenile board in the receiving county.

(o) In relation to the development and operation of a juvenile justice alternative education program, a juvenile board and a county and a commissioners court are immune from liability to the same extent as a school district, and the juvenile board's or county's employees and volunteers are immune from liability to the same extent as a school district's employees and volunteers.

(p) If a district elects to contract with the juvenile board for placement in the juvenile justice alternative education program of students expelled under Section 37.007(b), (c), and (f) and the juvenile board and district are unable to reach an agreement in the memorandum of understanding, either party may request that the issues of dispute be referred to a binding arbitration process that uses a qualified alternative dispute resolution arbitrator in which each party will pay its pro rata share of the arbitration costs. Each party must submit its final proposal to the arbitrator. If the parties cannot agree on an arbitrator, the juvenile board shall select an arbitrator, the school districts shall select an arbitrator, and those two arbitrators shall select an arbitrator who will decide the issues in dispute. An arbitration decision issued under this subsection is enforceable in a court in the county in which the juvenile justice alternative education program is located. Any decision by an arbitrator concerning the amount of the funding for a student who is expelled and attending a juvenile justice alternative education program must provide an amount sufficient based on operation of the juvenile justice alternative education program in accordance with this chapter. In determining the amount to be paid by a school district for an expelled student enrolled in a juvenile justice alternative education program, the arbitrator shall consider the relevant factors, including evidence of:



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(1) the actual average total per student expenditure in the district's alternative education setting;

(2) the expected per student cost in the juvenile justice alternative education program as described and agreed on in the memorandum of understanding and in compliance with this chapter; and

(3) the costs necessary to achieve the accountability goals under this chapter.

(q) In accordance with rules adopted by the board of trustees for the Teacher Retirement System of Texas, a certified educator employed by a juvenile board in a juvenile justice alternative education program shall be eligible for membership and participation in the system to the same extent that an employee of a public school district is eligible. The juvenile board shall make any contribution that otherwise would be the responsibility of the school district if the person were employed by the school district, and the state shall make any contribution to the same extent as if the person were employed by a school district.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1015, Sec. 9, eff. June 19, 1997; Acts 1997, 75th Leg., ch. 1282, Sec. 1, eff. June 20, 1997; Acts 1999, 76th Leg., ch. 396, Sec. 2.17, eff. Sept. 1, 1999; Acts 2001, 77th Leg., ch. 1225, Sec. 2, eff. June 15, 2001; Acts 2003, 78th Leg., ch. 1055, Sec. 16, eff. June 20, 2003.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 376 (H.B. 1425), Sec. 1, eff. June 19, 2009.

Acts 2011, 82nd Leg., R.S., Ch. 235 (H.B. 592), Sec. 1, eff. June 17, 2011.

Acts 2011, 82nd Leg., R.S., Ch. 948 (H.B. 968), Sec. 4, eff. June 17, 2011.

Acts 2011, 82nd Leg., 1st C.S., Ch. 4 (S.B. 1), Sec. 70.01, eff. September 28, 2011.

Acts 2015, 84th Leg., R.S., Ch. 734 (H.B. 1549), Sec. 33, eff. September 1, 2015.

Sec. 37.012. FUNDING OF JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS. (a) Subject to Section 37.011(n), the school district in which a student is enrolled on the date the student is expelled for conduct for which expulsion is permitted but not required under Section 37.007 shall, if the student is served by the juvenile justice alternative education program, provide funding to the juvenile board for the portion of the school year for which the juvenile justice alternative education program provides educational services in an amount determined by the memorandum of understanding under Section 37.011(k)(2).

(b) Funds received under this section must be expended on juvenile justice alternative education programs.

(c) The Office of State-Federal Relations shall assist a local juvenile probation department in identifying additional state or federal funds to assist local juvenile probation departments conducting educational or job training programs within juvenile justice alternative education programs.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(d) A school district is not required to provide funding to a juvenile board for a student who is assigned by a court to a juvenile justice alternative education program but who has not been expelled.

(e) Except as otherwise authorized by law, a juvenile justice alternative education program may not require a student or the parent or guardian of a student to pay any fee, including an entrance fee or supply fee, for participating in the program.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1015, Sec. 10, eff. June 19, 1997; Acts 2003, 78th Leg., ch. 1055, Sec. 17, eff. June 20, 2003.

Amended by:

Acts 2005, 79th Leg., Ch. 964 (H.B. 1687), Sec. 1, eff. June 18, 2005.

Sec. 37.013. COORDINATION BETWEEN SCHOOL DISTRICTS AND JUVENILE BOARDS. The board of trustees of the school district or the board's designee shall at the call of the president of the board of trustees regularly meet with the juvenile board for the county in which the district's central administrative office is located or the juvenile board's designee concerning supervision and rehabilitative services appropriate for expelled students and students assigned to disciplinary alternative education programs. Matters for discussion shall include service by probation officers at the disciplinary alternative education program site, recruitment of volunteers to serve as mentors and provide tutoring services, and coordination with other social service agencies.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 1055, Sec. 18, eff. June 20, 2003.

Sec. 37.014. COURT-RELATED CHILDREN--LIAISON OFFICERS. Each school district shall appoint at least one educator to act as liaison officer for court-related children who are enrolled in the district. The liaison officer shall provide counselling and services for each court-related child and the child's parents to establish or reestablish normal attendance and progress of the child in the school.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.015. REPORTS TO LOCAL LAW ENFORCEMENT; LIABILITY. (a) The principal of a public or private primary or secondary school, or a person designated by the principal under Subsection (d), shall notify any school district police department and the police department of the municipality in which the school is located or, if the school is not in a municipality, the sheriff of the county in which the school is located if the principal has reasonable grounds to believe that any of the following activities occur in school, on school



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

property, or at a school-sponsored or school-related activity on or off school property, whether or not the activity is investigated by school security officers:

- (1) conduct that may constitute an offense listed under Section 508.149, Government Code;
- (2) deadly conduct under Section 22.05, Penal Code;
- (3) a terroristic threat under Section 22.07, Penal Code;
- (4) the use, sale, or possession of a controlled substance, drug paraphernalia, or marihuana under Chapter 481, Health and Safety Code;
- (5) the possession of any of the weapons or devices listed under Sections 46.01(1)-(14) or Section 46.01(16), Penal Code;
- (6) conduct that may constitute a criminal offense under Section 71.02, Penal Code; or
- (7) conduct that may constitute a criminal offense for which a student may be expelled under Section 37.007(a), (d), or (e).

(b) A person who makes a notification under this section shall include the name and address of each student the person believes may have participated in the activity.

(c) A notification is not required under Subsection (a) if the person reasonably believes that the activity does not constitute a criminal offense.

(d) The principal of a public or private primary or secondary school may designate a school employee who is under the supervision of the principal to make the reports required by this section.

(e) The person who makes the notification required under Subsection (a) shall also notify each instructional or support employee of the school who has regular contact with a student whose conduct is the subject of the notice.

(f) A person is not liable in civil damages for reporting in good faith as required by this section.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 165, Sec. 12.05, eff. Sept. 1, 1997; Acts 2003, 78th Leg., ch. 1055, Sec. 19, eff. June 20, 2003.

Sec. 37.016. REPORT OF DRUG OFFENSES; LIABILITY. A teacher, school administrator, or school employee is not liable in civil damages for reporting to a school administrator or governmental authority, in the exercise of professional judgment within the scope of the teacher's, administrator's, or employee's duties, a student whom the teacher suspects of using, passing, or selling, on school property:

- (1) marihuana or a controlled substance, as defined by Chapter 481, Health and Safety Code;
- (2) a dangerous drug, as defined by Chapter 483, Health and Safety Code;



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(3) an abusable glue or aerosol paint, as defined by Chapter 485, Health and Safety Code, or a volatile chemical, as listed in Chapter 484, Health and Safety Code, if the substance is used or sold for the purpose of inhaling its fumes or vapors; or

(4) an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.017. DESTRUCTION OF CERTAIN RECORDS. Information received by a school district under Article 15.27, Code of Criminal Procedure, may not be attached to the permanent academic file of the student who is the subject of the report. The school district shall destroy the information at the end of the school year in which the report was filed.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.018. INFORMATION FOR EDUCATORS. Each school district shall provide each teacher and administrator with a copy of this subchapter and with a copy of the local policy relating to this subchapter.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.0181. PROFESSIONAL DEVELOPMENT REGARDING DISCIPLINARY PROCEDURES. (a) Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding this subchapter, including training relating to the distinction between a discipline management technique used at the principal's discretion under Section 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Section 37.002(b).

(b) Professional development training under this section may be provided in coordination with regional education service centers through the use of distance learning methods, such as telecommunications networks, and using available agency resources.

Added by Acts 2013, 83rd Leg., R.S., Ch. 329 (H.B. 1952), Sec. 1, eff. June 14, 2013.

Sec. 37.019. EMERGENCY PLACEMENT OR EXPULSION. (a) This subchapter does not prevent the principal or the principal's designee from ordering the immediate placement of a student in a disciplinary alternative education program if the principal or the principal's designee reasonably believes the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(b) This subchapter does not prevent the principal or the principal's designee from ordering the immediate expulsion of a student if the principal or the principal's designee reasonably believes that action is necessary to protect persons or property from imminent harm.

(c) At the time of an emergency placement or expulsion, the student shall be given oral notice of the reason for the action. The reason must be a reason for which placement in a disciplinary alternative education program or expulsion may be made on a nonemergency basis. Within a reasonable time after the emergency placement or expulsion, but not later than the 10th day after the date of the placement or expulsion, the student shall be accorded the appropriate due process as required under Section 37.009. If the student subject to the emergency placement or expulsion is a student with disabilities who receives special education services, the emergency placement or expulsion is subject to federal law and regulations and must be consistent with the consequences that would apply under this subchapter to a student without a disability.

(d) A principal or principal's designee is not liable in civil damages for an emergency placement under this section.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 767, Sec. 7, eff. June 13, 2001; Acts 2003, 78th Leg., ch. 1055, Sec. 20, eff. June 20, 2003.

Sec. 37.020. REPORTS RELATING TO EXPULSIONS AND DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM PLACEMENTS. (a) In the manner required by the commissioner, each school district shall annually report to the commissioner the information required by this section.

(b) For each placement in a disciplinary alternative education program established under Section 37.008, the district shall report:

(1) information identifying the student, including the student's race, sex, and date of birth, that will enable the agency to compare placement data with information collected through other reports;

(2) information indicating whether the placement was based on:

(A) conduct violating the student code of conduct adopted under Section 37.001;

(B) conduct for which a student may be removed from class under Section 37.002(b);

(C) conduct for which placement in a disciplinary alternative education program is required by Section 37.006; or

(D) conduct occurring while a student was enrolled in another district and for which placement in a disciplinary alternative education program is permitted by Section 37.008(j);

(3) the number of full or partial days the student was assigned to the program and the number of full or partial days the student attended the program; and



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

- (4) the number of placements that were inconsistent with the guidelines included in the student code of conduct under Section 37.001(a)(5).
- (c) For each expulsion under Section 37.007, the district shall report:
 - (1) information identifying the student, including the student's race, sex, and date of birth, that will enable the agency to compare placement data with information collected through other reports;
 - (2) information indicating whether the expulsion was based on:
 - (A) conduct for which expulsion is required under Section 37.007, including information specifically indicating whether a student was expelled on the basis of Section 37.007(e); or
 - (B) conduct for which expulsion is permitted under Section 37.007;
 - (3) the number of full or partial days the student was expelled;
 - (4) information indicating whether:
 - (A) the student was placed in a juvenile justice alternative education program under Section 37.011;
 - (B) the student was placed in a disciplinary alternative education program; or
 - (C) the student was not placed in a juvenile justice or other disciplinary alternative education program; and
 - (5) the number of expulsions that were inconsistent with the guidelines included in the student code of conduct under Section 37.001(a)(5).

Added by Acts 1997, 75th Leg., ch. 1015, Sec. 11, eff. June 19, 1997. Amended by Acts 2003, 78th Leg., ch. 1055, Sec. 21, eff. June 20, 2003.

Sec. 37.021. OPPORTUNITY TO COMPLETE COURSES DURING IN-SCHOOL AND CERTAIN OTHER PLACEMENTS. (a) If a school district removes a student from the regular classroom and places the student in in-school suspension or another setting other than a disciplinary alternative education program, the district shall offer the student the opportunity to complete before the beginning of the next school year each course in which the student was enrolled at the time of the removal.

(b) The district may provide the opportunity to complete courses by any method available, including a correspondence course, distance learning, or summer school.

Added by Acts 2003, 78th Leg., ch. 1055, Sec. 22, eff. June 20, 2003.

Sec. 37.022. NOTICE OF DISCIPLINARY ACTION. (a) In this section:

(1) "Disciplinary action" means a suspension, expulsion, placement in an alternative education program, or other limitation in enrollment eligibility of a student by a district or school.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(2) "District or school" includes an independent school district, a home-rule school district, a campus or campus program charter holder, or an open-enrollment charter school.

(b) If a district or school takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the governing body of the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action.

(c) Subject to Section 37.007(e), the district or school in which the student enrolls may continue the disciplinary action under the terms of the order or may allow the student to attend regular classes without completing the period of disciplinary action.

Added by Acts 2003, 78th Leg., ch. 631, Sec. 1, eff. June 20, 2003.

Renumbered from Education Code, Section 37.021 by Acts 2005, 79th Leg., Ch. 728 (H.B. 2018), Sec. 23.001(16), eff. September 1, 2005.

SUBCHAPTER B. SCHOOL-COMMUNITY GUIDANCE CENTERS

Sec. 37.051. ESTABLISHMENT. Each school district may establish a school-community guidance center designed to locate and assist children with problems that interfere with education, including juvenile offenders and children with severe behavioral problems or character disorders. Each center shall coordinate the efforts of school district personnel, local police departments, school attendance officers, and probation officers in working with students, dropouts, and parents in identifying and correcting factors that adversely affect the education of the children.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.052. COOPERATIVE PROGRAMS. The board of trustees of a school district may develop cooperative programs with state youth agencies for children found to have engaged in delinquent conduct.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.053. COOPERATION OF GOVERNMENTAL AGENCIES. (a) Each governmental agency that is concerned with children and that has jurisdiction in the school district shall cooperate with the school-community guidance centers on the request of the superintendent of the district and shall designate a liaison to work with the centers in identifying and correcting problems affecting school-age children in the district.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(b) The governmental agency may establish or finance a school-community guidance center jointly with the school district according to terms approved by the governing body of each entity participating in the joint establishment or financing of the center.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.054. PARENTAL NOTICE, CONSENT, AND ACCESS TO INFORMATION. (a) Before a student is admitted to a school-community guidance center, the administrator of the center must notify the student's parent or guardian that the student has been assigned to attend the center.

(b) The notification must include:

- (1) the reason that the student has been assigned to the center;
- (2) a statement that on request the parent or guardian is entitled to be fully informed in writing of any treatment method or testing program involving the student; and
- (3) a statement that the parent or guardian may request to be advised and to give written, signed consent for any psychological testing or treatment involving the student.

(c) If, after notification, a parent refuses to consent to testing or treatment of the student, the center may not provide any further psychological treatment or testing.

(d) A parent or guardian of a student attending a center is entitled to inspect:

- (1) any instructional or guidance material to be used by the student, including teachers' manuals, tapes, and films; and
- (2) the results of any treatment, testing, or guidance method involving the student.

(e) The administrator of the center may set a schedule for inspection of materials that allows reasonable access but does not interfere with the conduct of classes or business activities of the school.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.055. PARENTAL INVOLVEMENT. (a) On admitting a student to a school-community guidance center, a representative of the school district, the student, and the student's parent shall develop an agreement that specifies the responsibilities of the parent and the student. The agreement must include:

- (1) a statement of the student's behavioral and learning objectives;
- (2) a requirement that the parent attend specified meetings and conferences for teacher review of the student's progress; and
- (3) the parent's acknowledgement that the parent understands and accepts the responsibilities imposed by the agreement regarding attendance at meetings and conferences and assistance in meeting other objectives, defined by the district, to aid student remediation.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(b) The superintendent of the school district may obtain a court order from a district court in the school district requiring a parent to comply with an agreement made under this section. A parent who violates a court order issued under this subsection may be punished for contempt of court.

(c) In this section, "parent" includes a legal guardian.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.056. COURT SUPERVISION. (a) In this section, "court" means a juvenile court or alternate juvenile court designated under Chapter 51, Family Code. The court may delegate responsibility under this section to a referee appointed under Section 51.04, Family Code.

(b) If a representative of the school district, the student, and the parent or guardian for any reason fail to reach an agreement under Section 37.055, the court may, on the request of any party and after a hearing, enter an order establishing the responsibilities and duties of each of the parties as the court considers appropriate.

(c) The court may compel attendance at any hearing held under this section through any legal process, including subpoena and habeas corpus.

(d) If the parties reach an agreement under Section 37.055, and if the written agreement so provides, the court may enter an order that incorporates the terms of the agreement.

(e) Any party who violates an order issued under this section may be punished for contempt of court.

(f) A school district may enter into an agreement to share the costs incurred by a county under this section.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

SUBCHAPTER C. LAW AND ORDER

Sec. 37.081. SCHOOL DISTRICT PEACE OFFICERS AND SECURITY PERSONNEL. (a) The board of trustees of any school district may employ security personnel and may commission peace officers to carry out this subchapter. If a board of trustees authorizes a person employed as security personnel to carry a weapon, the person must be a commissioned peace officer. The jurisdiction of a peace officer or security personnel under this section shall be determined by the board of trustees and may include all territory in the boundaries of the school district and all property outside the boundaries of the district that is owned, leased, or rented by or otherwise under the control of the school district and the board of trustees that employ the peace officer or security personnel.

(b) In a peace officer's jurisdiction, a peace officer commissioned under this section:

(1) has the powers, privileges, and immunities of peace officers;



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(2) may enforce all laws, including municipal ordinances, county ordinances, and state laws;

(3) may, in accordance with Chapter 52, Family Code, or Article 45.058, Code of Criminal Procedure, take a child into custody; and

(4) may dispose of cases in accordance with Section 52.03 or 52.031, Family Code.

(c) A school district peace officer may provide assistance to another law enforcement agency. A school district may contract with a political subdivision for the jurisdiction of a school district peace officer to include all territory in the jurisdiction of the political subdivision.

(d) A school district peace officer shall perform law enforcement duties for the school district as determined by the board of trustees of the school district. Those duties must include protecting:

(1) the safety and welfare of any person in the jurisdiction of the peace officer; and

(2) the property of the school district.

(e) The board of trustees of the district shall determine the scope of the on-duty and off-duty law enforcement activities of school district peace officers. A school district must authorize in writing any off-duty law enforcement activities performed by a school district peace officer.

(f) The chief of police of the school district police department shall be accountable to the superintendent and shall report to the superintendent. School district police officers shall be supervised by the chief of police of the school district or the chief of police's designee and shall be licensed by the Texas Commission on Law Enforcement.

(g) A school district police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts between the department and the agencies.

(h) A peace officer assigned to duty and commissioned under this section shall take and file the oath required of peace officers and shall execute and file a bond in the sum of \$1,000, payable to the board of trustees, with two or more sureties, conditioned that the peace officer will fairly, impartially, and faithfully perform all the duties that may be required of the peace officer by law. The bond may be sued on in the name of any person injured until the whole amount of the bond is recovered. Any peace officer commissioned under this section must meet all minimum standards for peace officers established by the Texas Commission on Law Enforcement.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2013, 83rd Leg., R.S., Ch. 93 (S.B. 686), Sec. 2.11, eff. May 18, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. 393), Sec. 9, eff. September 1, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1409 (S.B. 1114), Sec. 4, eff. September 1, 2013.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Sec. 37.0811. SCHOOL MARSHALS. (a) The board of trustees of a school district or the governing body of an open-enrollment charter school may appoint not more than one school marshal per 400 students in average daily attendance per campus.

(b) The board of trustees of a school district or the governing body of an open-enrollment charter school may select for appointment as a school marshal under this section an applicant who is an employee of the school district or open-enrollment charter school and certified as eligible for appointment under Section 1701.260, Occupations Code. The board of trustees or governing body may, but shall not be required to, reimburse the amount paid by the applicant to participate in the training program under that section.

(c) A school marshal appointed by the board of trustees of a school district or the governing body of an open-enrollment charter school may carry or possess a handgun on the physical premises of a school, but only:

- (1) in the manner provided by written regulations adopted by the board of trustees or the governing body; and
- (2) at a specific school as specified by the board of trustees or governing body, as applicable.

(d) Any written regulations adopted for purposes of Subsection (c) must provide that a school marshal may carry a concealed handgun as described by Subsection (c), except that if the primary duty of the school marshal involves regular, direct contact with students, the marshal may not carry a concealed handgun but may possess a handgun on the physical premises of a school in a locked and secured safe within the marshal's immediate reach when conducting the marshal's primary duty. The written regulations must also require that a handgun carried by or within access of a school marshal may be loaded only with frangible ammunition designed to disintegrate on impact for maximum safety and minimal danger to others.

(e) A school marshal may access a handgun under this section only under circumstances that would justify the use of deadly force under Section 9.32 or 9.33, Penal Code.

(f) A school district or charter school employee's status as a school marshal becomes inactive on:

- (1) expiration of the employee's school marshal license under Section 1701.260, Occupations Code;
- (2) suspension or revocation of the employee's license to carry a handgun issued under Subchapter H, Chapter 411, Government Code;
- (3) termination of the employee's employment with the district or charter school; or
- (4) notice from the board of trustees of the district or the governing body of the charter school that the employee's services as school marshal are no longer required.

(g) The identity of a school marshal appointed under this section is confidential, except as provided by Section 1701.260(j), Occupations Code, and is not subject to a request under Chapter 552, Government Code.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(h) If a parent or guardian of a student enrolled at a school inquires in writing, the school district or open-enrollment charter school shall provide the parent or guardian written notice indicating whether any employee of the school is currently appointed a school marshal. The notice may not disclose information that is confidential under Subsection (g).

Added by Acts 2013, 83rd Leg., R.S., Ch. 655 (H.B. 1009), Sec. 3, eff. June 14, 2013.

Amended by:

Acts 2015, 84th Leg., R.S., Ch. 437 (H.B. 910), Sec. 8, eff. January 1, 2016.

Acts 2015, 84th Leg., R.S., Ch. 1176 (S.B. 996), Sec. 1, eff. June 19, 2015.

Sec. 37.0812. TRAINING POLICY: SCHOOL DISTRICT PEACE OFFICERS AND SCHOOL RESOURCE OFFICERS. A school district with an enrollment of 30,000 or more students that commissions a school district peace officer or at which a school resource officer provides law enforcement shall adopt a policy requiring the officer to complete the education and training program required by Section 1701.263, Occupations Code.

Added by Acts 2015, 84th Leg., R.S., Ch. 1258 (H.B. 2684), Sec. 1, eff. June 20, 2015.

Sec. 37.082. POSSESSION OF PAGING DEVICES. (a) The board of trustees of a school district may adopt a policy prohibiting a student from possessing a paging device while on school property or while attending a school-sponsored or school-related activity on or off school property. The policy may establish disciplinary measures to be imposed for violation of the prohibition and may provide for confiscation of the paging device.

(b) The policy may provide for the district to:

(1) dispose of a confiscated paging device in any reasonable manner after having provided the student's parent and the company whose name and address or telephone number appear on the device 30 days' prior notice of its intent to dispose of that device. The notice shall include the serial number of the device and may be made by telephone, telegraph, or in writing; and

(2) charge the owner of the device or the student's parent an administrative fee not to exceed \$15 before it releases the device.

(c) In this section, "paging device" means a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The term does not include an amateur radio under the control of an operator who holds an amateur radio station license issued by the Federal Communications Commission.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 258 (S.B. 11), Sec. 2.02, eff. September 1, 2007.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(c) This section does not require or authorize release of student-level information except in conformity with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), as amended.

Added by Acts 1999, 76th Leg., ch. 217, Sec. 2, eff. May 24, 1999.

Amended by:

Acts 2011, 82nd Leg., R.S., Ch. 653 (S.B. 1106), Sec. 1, eff. June 17, 2011.

Acts 2015, 84th Leg., R.S., Ch. 734 (H.B. 1549), Sec. 34, eff. September 1, 2015.

Sec. 37.085. ARRESTS PROHIBITED FOR CERTAIN CLASS C MISDEMEANORS. Notwithstanding any other provision of law, a warrant may not be issued for the arrest of a person for a Class C misdemeanor under this code committed when the person was younger than 17 years of age.

Added by Acts 2013, 83rd Leg., R.S., Ch. 1409 (S.B. 1114), Sec. 5, eff. September 1, 2013.

SUBCHAPTER D. PROTECTION OF BUILDINGS AND GROUNDS

Sec. 37.101. APPLICABILITY OF CRIMINAL LAWS. The criminal laws of the state apply in the areas under the control and jurisdiction of the board of trustees of any school district in this state.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.102. RULES; PENALTY. (a) The board of trustees of a school district may adopt rules for the safety and welfare of students, employees, and property and other rules it considers necessary to carry out this subchapter and the governance of the district, including rules providing for the operation and parking of vehicles on school property. The board may adopt and charge a reasonable fee for parking and for providing traffic control.

(b) A law or ordinance regulating traffic on a public highway or street applies to the operation of a vehicle on school property, except as modified by this subchapter.

(c) A person who violates any rule adopted under this subchapter providing for the operation and parking of vehicles on school property commits an offense. An offense under this section is a Class C misdemeanor.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 1167 (H.B. 278), Sec. 1, eff. September 1, 2007.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Sec. 37.103. ENFORCEMENT OF RULES. Notwithstanding any other provision of this subchapter, the board of trustees of a school district may authorize any officer commissioned by the board to enforce rules adopted by the board. This subchapter is not intended to restrict the authority of each district to adopt and enforce appropriate rules for the orderly conduct of the district in carrying out its purposes and objectives or the right of separate jurisdiction relating to the conduct of its students and personnel.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.104. COURTS HAVING JURISDICTION. The judge of a municipal court of a municipality in which, or any justice of the peace of a county in which, property under the control and jurisdiction of a school district is located may hear and determine criminal cases involving violations of this subchapter or rules adopted under this subchapter.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.105. UNAUTHORIZED PERSONS: REFUSAL OF ENTRY, EJECTION, IDENTIFICATION. The board of trustees of a school district or its authorized representative may refuse to allow a person without legitimate business to enter on property under the board's control and may eject any undesirable person from the property on the person's refusal to leave peaceably on request. Identification may be required of any person on the property.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.106. VEHICLE IDENTIFICATION INSIGNIA. The board of trustees of a school district may provide for the issuance and use of suitable vehicle identification insignia. The board may bar or suspend a person from driving or parking a vehicle on any school property as a result of the person's violation of any rule adopted by the board or of this subchapter. Reinstatement of the privileges may be permitted and a reasonable fee assessed.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.107. TRESPASS ON SCHOOL GROUNDS. An unauthorized person who trespasses on the grounds of any school district of this state commits an offense. An offense under this section is a Class C misdemeanor.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.108. MULTHAZARD EMERGENCY OPERATIONS PLAN; SAFETY AND SECURITY AUDIT. (a) Each school district or public junior college district shall adopt and



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

implement a multihazard emergency operations plan for use in the district's facilities. The plan must address mitigation, preparedness, response, and recovery as defined by the commissioner of education or commissioner of higher education in conjunction with the governor's office of homeland security. The plan must provide for:

- (1) district employee training in responding to an emergency;
- (2) if the plan applies to a school district, mandatory school drills and exercises to prepare district students and employees for responding to an emergency;
- (3) measures to ensure coordination with the Department of State Health Services and local emergency management agencies, law enforcement, health departments, and fire departments in the event of an emergency; and
- (4) the implementation of a safety and security audit as required by Subsection (b).

(b) At least once every three years, each school district or public junior college district shall conduct a safety and security audit of the district's facilities. To the extent possible, a district shall follow safety and security audit procedures developed by the Texas School Safety Center or a comparable public or private entity.

(c) A school district or public junior college district shall report the results of the safety and security audit conducted under Subsection (b) to the district's board of trustees and, in the manner required by the Texas School Safety Center, to the Texas School Safety Center.

(c-1) Except as provided by Subsection (c-2), any document or information collected, developed, or produced during a safety and security audit conducted under Subsection (b) is not subject to disclosure under Chapter 552, Government Code.

(c-2) A document relating to a school district's or public junior college district's multihazard emergency operations plan is subject to disclosure if the document enables a person to:

- (1) verify that the district has established a plan and determine the agencies involved in the development of the plan and the agencies coordinating with the district to respond to an emergency, including the Department of State Health Services, local emergency services agencies, law enforcement agencies, health departments, and fire departments;
- (2) verify that the district's plan was reviewed within the last 12 months and determine the specific review dates;
- (3) verify that the plan addresses the four phases of emergency management under Subsection (a);
- (4) verify that district employees have been trained to respond to an emergency and determine the types of training, the number of employees trained, and the person conducting the training;
- (5) verify that each campus in the district has conducted mandatory emergency drills and exercises in accordance with the plan and determine the frequency of the drills;
- (6) if the district is a school district, verify that the district has established a plan for responding to a train derailment if required under Subsection (d);



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(7) verify that the district has completed a safety and security audit under Subsection (b) and determine the date the audit was conducted, the person conducting the audit, and the date the district presented the results of the audit to the district's board of trustees;

(8) verify that the district has addressed any recommendations by the district's board of trustees for improvement of the plan and determine the district's progress within the last 12 months; and

(9) if the district is a school district, verify that the district has established a visitor policy and identify the provisions governing access to a district building or other district property.

(d) A school district shall include in its multihazard emergency operations plan a policy for responding to a train derailment near a district school. A school district is only required to adopt the policy described by this subsection if a district school is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line. The school district may use any available community resources in developing the policy described by this subsection.

Added by Acts 2005, 79th Leg., Ch. 780 (S.B. 11), Sec. 1, eff. September 1, 2005.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 258 (S.B. 11), Sec. 3.02, eff. September 1, 2007.

Acts 2007, 80th Leg., R.S., Ch. 1326 (S.B. 1504), Sec. 2, eff. September 1, 2007.

Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.01, eff. September 1, 2009.

Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.02, eff. September 1, 2009.

For expiration of this section, see Subsection (c).

Sec. 37.1081. SCHOOL SAFETY CERTIFICATION PROGRAM. (a) The Texas School Safety Center, in consultation with the School Safety Task Force established under Section 37.1082, shall develop a school safety certification program.

(b) The Texas School Safety Center shall award a school safety certificate to a school district that:

(1) has adopted and implemented a multihazard emergency operations plan as required under Section 37.108 and that includes in that plan:

(A) measures for security of facilities and grounds;

(B) measures for communication with parents and the media in the event of an emergency; and

(C) an outline of safety training for school employees;

(2) demonstrates to the center with current written self-audit processes that the district conducts at least one drill per year for each of the following types of drills:

(A) a school lockdown drill;

(B) an evacuation drill;



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

- (C) a weather-related emergency drill;
 - (D) a reverse evacuation drill; and
 - (E) a shelter-in-place drill;
- (3) is in compliance with Sections 37.108(b) and (c); and
- (4) meets any other eligibility criteria as recommended by the School Safety Task Force.

(c) The certification program is abolished and this section expires September 1, 2017.

Added by Acts 2013, 83rd Leg., R.S., Ch. 620 (S.B. 1556), Sec. 1, eff. June 14, 2013.

For expiration of this section, see Subsection (g).

Sec. 37.1082. SCHOOL SAFETY TASK FORCE. (a) The School Safety Task Force is established to:

- (1) study, on an ongoing basis, best practices for school multihazard emergency operations planning; and
- (2) based on those studies, make recommendations to the legislature, the Texas School Safety Center, and the governor's office of homeland security.

(b) The task force is composed of:

- (1) the chief of the Texas Division of Emergency Management, or the chief's designee;
- (2) the training director of the Advanced Law Enforcement Rapid Response Training Center at Texas State University--San Marcos, or the training director's designee;
- (3) the chairperson of the Texas School Safety Center, or the chairperson's designee; and
- (4) the agency director of the Texas A&M Engineering Extension Service, or the agency director's designee.

(c) The chief of the Texas Division of Emergency Management, or the chief's designee, shall serve as the presiding officer of the task force.

(d) A member of the task force is not entitled to compensation for service on the task force but is entitled to reimbursement for actual and necessary expenses incurred in performing task force duties.

(e) In performing the task force's duties under this section for schools, the task force shall consult with and consider recommendations from school district and school personnel, including school safety personnel and educators, and from first responders, emergency managers, local officials, representatives of appropriate nonprofit organizations, and other interested parties with knowledge and experience concerning school emergency operations planning.

(f) Not later than September 1 of each even-numbered year, the task force shall prepare and submit to the legislature a report concerning the results of the task force's most recent study,



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

including any recommendations for statutory changes the task force considers necessary or appropriate to improve school multihazard emergency operations.

(g) The task force is abolished and this section expires September 1, 2017.

Added by Acts 2013, 83rd Leg., R.S., Ch. 620 (S.B. 1556), Sec. 1, eff. June 14, 2013.

Sec. 37.109. SCHOOL SAFETY AND SECURITY COMMITTEE. (a) In accordance with guidelines established by the Texas School Safety Center, each school district shall establish a school safety and security committee.

(b) The committee shall:

(1) participate on behalf of the district in developing and implementing emergency plans consistent with the district multihazard emergency operations plan required by Section 37.108(a) to ensure that the plans reflect specific campus, facility, or support services needs;

(2) provide the district with any campus, facility, or support services information required in connection with a safety and security audit required by Section 37.108(b), a safety and security audit report required by Section 37.108(c), or another report required to be submitted by the district to the Texas School Safety Center; and

(3) review each report required to be submitted by the district to the Texas School Safety Center to ensure that the report contains accurate and complete information regarding each campus, facility, or support service in accordance with criteria established by the center.

Added by Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.03, eff. September 1, 2009.

Sec. 37.110. INFORMATION REGARDING GANG-FREE ZONES. The superintendent of each public school district and the administrator of each private elementary or secondary school located in the public school district shall ensure that the student handbook for each campus in the public school district includes information on gang-free zones and the consequences of engaging in organized criminal activity within those zones.

Added by Acts 2009, 81st Leg., R.S., Ch. 1130 (H.B. 2086), Sec. 4, eff. June 19, 2009.

SUBCHAPTER E. PENAL PROVISIONS

Sec. 37.121. FRATERNITIES, SORORITIES, SECRET SOCIETIES, AND GANGS.

(a) A person commits an offense if the person:

(1) is a member of, pledges to become a member of, joins, or solicits another person to join or pledge to become a member of a public school fraternity, sorority, secret society, or gang; or



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(2) is not enrolled in a public school and solicits another person to attend a meeting of a public school fraternity, sorority, secret society, or gang or a meeting at which membership in one of those groups is encouraged.

(b) A school district board of trustees or an educator shall recommend placing in a disciplinary alternative education program any student under the person's control who violates Subsection (a).

(c) An offense under this section is a Class C misdemeanor.

(d) In this section, "public school fraternity, sorority, secret society, or gang" means an organization composed wholly or in part of students of public primary or secondary schools that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization. The term does not include an agency for public welfare, including Boy Scouts, Hi-Y, Girl Reserves, DeMolay, Rainbow Girls, Pan-American Clubs, scholarship societies, or other similar educational organizations sponsored by state or national education authorities.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 1055, Sec. 23, eff. June 20, 2003.

Sec. 37.122. POSSESSION OF INTOXICANTS ON PUBLIC SCHOOL GROUNDS.

(a) A person commits an offense if the person possesses an intoxicating beverage for consumption, sale, or distribution while:

(1) on the grounds or in a building of a public school; or

(2) entering or inside any enclosure, field, or stadium where an athletic event sponsored or participated in by a public school of this state is being held.

(b) An officer of this state who sees a person violating this section shall immediately seize the intoxicating beverage and, within a reasonable time, deliver it to the county or district attorney to be held as evidence until the trial of the accused possessor.

(c) An offense under this section is a Class C misdemeanor.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.123. DISRUPTIVE ACTIVITIES. (a) A person commits an offense if the person, alone or in concert with others, intentionally engages in disruptive activity on the campus or property of any private or public school.

(b) For purposes of this section, disruptive activity is:

(1) obstructing or restraining the passage of persons in an exit, entrance, or hallway of a building without the authorization of the administration of the school;

(2) seizing control of a building or portion of a building to interfere with an administrative, educational, research, or other authorized activity;



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(3) preventing or attempting to prevent by force or violence or the threat of force or violence a lawful assembly authorized by the school administration so that a person attempting to participate in the assembly is unable to participate due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur;

(4) disrupting by force or violence or the threat of force or violence a lawful assembly in progress; or

(5) obstructing or restraining the passage of a person at an exit or entrance to the campus or property or preventing or attempting to prevent by force or violence or by threats of force or violence the ingress or egress of a person to or from the property or campus without the authorization of the administration of the school.

(c) An offense under this section is a Class B misdemeanor.

(d) Any person who is convicted the third time of violating this section is ineligible to attend any institution of higher education receiving funds from this state before the second anniversary of the third conviction.

(e) This section may not be construed to infringe on any right of free speech or expression guaranteed by the constitution of the United States or of this state.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.124. DISRUPTION OF CLASSES. (a) A person other than a primary or secondary grade student enrolled in the school commits an offense if the person, on school property or on public property within 500 feet of school property, alone or in concert with others, intentionally disrupts the conduct of classes or other school activities.

(b) An offense under this section is a Class C misdemeanor.

(c) In this section:

(1) "Disrupting the conduct of classes or other school activities" includes:

(A) emitting noise of an intensity that prevents or hinders classroom instruction;

(B) enticing or attempting to entice a student away from a class or other school activity that the student is required to attend;

(C) preventing or attempting to prevent a student from attending a class or other school activity that the student is required to attend; and

(D) entering a classroom without the consent of either the principal or the teacher and, through either acts of misconduct or the use of loud or profane language, disrupting class activities.

(2) "Public property" includes a street, highway, alley, public park, or sidewalk.

(3) "School property" includes a public school campus or school grounds on which a public school is located and any grounds or buildings used by a school for an assembly or other school-sponsored activity.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(d) It is an exception to the application of Subsection (a) that, at the time the person engaged in conduct prohibited under that subsection, the person was younger than 12 years of age.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2011, 82nd Leg., R.S., Ch. 691 (H.B. 359), Sec. 4, eff. September 1, 2011.

Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. 393), Sec. 10, eff. September 1, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1409 (S.B. 1114), Sec. 6, eff. September 1, 2013.

Sec. 37.125. EXHIBITION OF FIREARMS. (a) A person commits an offense if, in a manner intended to cause alarm or personal injury to another person or to damage school property, the person intentionally exhibits, uses, or threatens to exhibit or use a firearm:

(1) in or on any property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school; or

(2) on a school bus being used to transport children to or from school-sponsored activities of a private or public school.

(b) An offense under this section is a third degree felony.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 704 (H.B. 2112), Sec. 1, eff. September 1, 2007.

Sec. 37.126. DISRUPTION OF TRANSPORTATION. (a) Except as provided by Section 37.125, a person other than a primary or secondary grade student commits an offense if the person intentionally disrupts, prevents, or interferes with the lawful transportation of children:

(1) to or from school on a vehicle owned or operated by a county or independent school district; or

(2) to or from an activity sponsored by a school on a vehicle owned or operated by a county or independent school district.

(b) An offense under this section is a Class C misdemeanor.

(c) It is an exception to the application of Subsection (a)(1) that, at the time the person engaged in conduct prohibited under that subdivision, the person was younger than 12 years of age.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2011, 82nd Leg., R.S., Ch. 691 (H.B. 359), Sec. 5, eff. September 1, 2011.

Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. 393), Sec. 11, eff. September 1, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1409 (S.B. 1114), Sec. 7, eff. September 1, 2013.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

SUBCHAPTER E-1. CRIMINAL PROCEDURE

Sec. 37.141. DEFINITIONS. In this subchapter:

(1) "Child" means a person who is:

(A) a student; and

(B) at least 10 years of age and younger than 18 years of age.

(2) "School offense" means an offense committed by a child enrolled in a public school that is a Class C misdemeanor other than a traffic offense and that is committed on property under the control and jurisdiction of a school district.

Added by Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. 393), Sec. 12, eff. September 1, 2013.

Amended by:

Acts 2015, 84th Leg., R.S., Ch. 1132 (S.B. 108), Sec. 4, eff. September 1, 2015.

Sec. 37.142. CONFLICT OF LAW. To the extent of any conflict, this subchapter controls over any other law applied to a school offense alleged to have been committed by a child.

Added by Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. 393), Sec. 12, eff. September 1, 2013.

Sec. 37.143. CITATION PROHIBITED; CUSTODY OF CHILD. (a) A peace officer, law enforcement officer, or school resource officer may not issue a citation to a child who is alleged to have committed a school offense.

(b) This subchapter does not prohibit a child from being taken into custody under Section 52.01, Family Code.

Added by Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. 393), Sec. 12, eff. September 1, 2013.

Amended by:

Acts 2015, 84th Leg., R.S., Ch. 1132 (S.B. 108), Sec. 5, eff. September 1, 2015.

Sec. 37.144. GRADUATED SANCTIONS FOR CERTAIN SCHOOL OFFENSES.

(a) A school district that commissions peace officers under Section 37.081 may develop a system of graduated sanctions that the school district may require to be imposed on a child before a complaint is filed under Section 37.145 against the child for a school offense that is an offense under Section 37.124 or 37.126 or under Section 42.01(a)(1), (2), (3), (4), or (5), Penal Code. A system adopted under this section must include multiple graduated sanctions. The system may require:



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(1) a warning letter to be issued to the child and the child's parent or guardian that specifically states the child's alleged school offense and explains the consequences if the child engages in additional misconduct;

(2) a behavior contract with the child that must be signed by the child, the child's parent or guardian, and an employee of the school and that includes a specific description of the behavior that is required or prohibited for the child and the penalties for additional alleged school offenses, including additional disciplinary action or the filing of a complaint in a criminal court;

(3) the performance of school-based community service by the child; and

(4) the referral of the child to counseling, community-based services, or other in-school or out-of-school services aimed at addressing the child's behavioral problems.

(b) A referral made under Subsection (a)(4) may include participation by the child's parent or guardian if necessary.

Added by Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. 393), Sec. 12, eff. September 1, 2013.

Sec. 37.145. COMPLAINT. If a child fails to comply with or complete graduated sanctions under Section 37.144, or if the school district has not elected to adopt a system of graduated sanctions under that section, the school may file a complaint against the child with a criminal court in accordance with Section 37.146.

Added by Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. 393), Sec. 12, eff. September 1, 2013.

Sec. 37.146. REQUISITES OF COMPLAINT. (a) A complaint alleging the commission of a school offense must, in addition to the requirements imposed by Article 45.019, Code of Criminal Procedure:

(1) be sworn to by a person who has personal knowledge of the underlying facts giving rise to probable cause to believe that an offense has been committed; and

(2) be accompanied by a statement from a school employee stating:

(A) whether the child is eligible for or receives special services under Subchapter A, Chapter 29; and

(B) the graduated sanctions, if required under Section 37.144, that were imposed on the child before the complaint was filed.

(b) After a complaint has been filed under this subchapter, a summons may be issued under Articles 23.04 and 45.057(e), Code of Criminal Procedure.

(c) A complaint under this subchapter may include a recommendation by a school employee that the child attend a teen court program under Article 45.052, Code of Criminal Procedure, if the school employee believes attending a teen court program is in the best interest of the child.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Added by Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. 393), Sec. 12, eff. September 1, 2013.

Amended by:

Acts 2015, 84th Leg., R.S., Ch. 1132 (S.B. 108), Sec. 6, eff. September 1, 2015.

Sec. 37.147. PROSECUTING ATTORNEYS. An attorney representing the state in a court with jurisdiction may adopt rules pertaining to the filing of a complaint under this subchapter that the state considers necessary in order to:

- (1) determine whether there is probable cause to believe that the child committed the alleged offense;
- (2) review the circumstances and allegations in the complaint for legal sufficiency; and
- (3) see that justice is done.

Added by Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. 393), Sec. 12, eff. September 1, 2013.

Sec. 37.148. RIGHT TO REPORT CRIME. (a) An employee of a school district or open-enrollment charter school may report a crime witnessed at the school to any peace officer with authority to investigate the crime.

(b) A school district or open-enrollment charter school may not adopt a policy requiring a school employee to:

- (1) refrain from reporting a crime witnessed at the school; or
- (2) report a crime witnessed at the school only to certain persons or peace officers.

Added by Acts 2015, 84th Leg., R.S., Ch. 1043 (H.B. 1783), Sec. 4, eff. September 1, 2015.

SUBCHAPTER F. HAZING

Sec. 37.151. DEFINITIONS. In this subchapter:

- (1) "Educational institution" includes a public or private high school.
- (2) "Pledge" means any person who has been accepted by, is considering an offer of membership from, or is in the process of qualifying for membership in an organization.
- (3) "Pledging" means any action or activity related to becoming a member of an organization.
- (4) "Student" means any person who:
 - (A) is registered in or in attendance at an educational institution;
 - (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
 - (C) intends to attend an educational institution during any of its regular sessions after a period of scheduled vacation.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(5) "Organization" means a fraternity, sorority, association, corporation, order, society, corps, club, or service, social, or similar group, whose members are primarily students.

(6) "Hazing" means any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization. The term includes:

(A) any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;

(B) any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;

(C) any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;

(D) any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subdivision; and

(E) any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.152. PERSONAL HAZING OFFENSE. (a) A person commits an offense if the person:

(1) engages in hazing;

(2) solicits, encourages, directs, aids, or attempts to aid another in engaging in hazing;

(3) recklessly permits hazing to occur; or

(4) has firsthand knowledge of the planning of a specific hazing incident involving a student in an educational institution, or has firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report that knowledge in writing to the dean of students or other appropriate official of the institution.

(b) The offense of failing to report is a Class B misdemeanor.

(c) Any other offense under this section that does not cause serious bodily injury to another is a Class B misdemeanor.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(d) Any other offense under this section that causes serious bodily injury to another is a Class A misdemeanor.

(e) Any other offense under this section that causes the death of another is a state jail felony.

Text of subsection effective until January 01, 2017

(f) Except if an offense causes the death of a student, in sentencing a person convicted of an offense under this section, the court may require the person to perform community service, subject to the same conditions imposed on a person placed on community supervision under Section 11, Article 42.12, Code of Criminal Procedure, for an appropriate period of time in lieu of confinement in county jail or in lieu of a part of the time the person is sentenced to confinement in county jail.

Text of subsection effective on January 01, 2017

(f) Except if an offense causes the death of a student, in sentencing a person convicted of an offense under this section, the court may require the person to perform community service, subject to the same conditions imposed on a person placed on community supervision under Chapter 42A, Code of Criminal Procedure, for an appropriate period of time in lieu of confinement in county jail or in lieu of a part of the time the person is sentenced to confinement in county jail.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2015, 84th Leg., R.S., Ch. 770 (H.B. 2299), Sec. 2.30, eff. January 1, 2017.

Sec. 37.153. ORGANIZATION HAZING OFFENSE. (a) An organization commits an offense if the organization condones or encourages hazing or if an officer or any combination of members, pledges, or alumni of the organization commits or assists in the commission of hazing.

(b) An offense under this section is a misdemeanor punishable by:

(1) a fine of not less than \$5,000 nor more than \$10,000; or

(2) if the court finds that the offense caused personal injury, property damage, or other loss, a fine of not less than \$5,000 nor more than double the amount lost or expenses incurred because of the injury, damage, or loss.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Sec. 37.154. CONSENT NOT A DEFENSE. It is not a defense to prosecution of an offense under this subchapter that the person against whom the hazing was directed consented to or acquiesced in the hazing activity.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.155. IMMUNITY FROM PROSECUTION AVAILABLE. In the prosecution of an offense under this subchapter, the court may grant immunity from prosecution for the offense to each person who is subpoenaed to testify for the prosecution and who does testify for the prosecution. Any person reporting a specific hazing incident involving a student in an educational institution to the dean of students or other appropriate official of the institution is immune from civil or criminal liability that might otherwise be incurred or imposed as a result of the report. Immunity extends to participation in any judicial proceeding resulting from the report. A person reporting in bad faith or with malice is not protected by this section.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.156. OFFENSES IN ADDITION TO OTHER PENAL PROVISIONS. This subchapter does not affect or repeal any penal law of this state. This subchapter does not limit or affect the right of an educational institution to enforce its own penalties against hazing.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 37.157. REPORTING BY MEDICAL AUTHORITIES. A doctor or other medical practitioner who treats a student who may have been subjected to hazing activities:

- (1) may report the suspected hazing activities to police or other law enforcement officials; and
- (2) is immune from civil or other liability that might otherwise be imposed or incurred as a result of the report, unless the report is made in bad faith or with malice.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

SUBCHAPTER G. TEXAS SCHOOL SAFETY CENTER

Sec. 37.201. DEFINITION. In this subchapter, "center" means the Texas School Safety Center.

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Sec. 37.202. PURPOSE. The purpose of the center is to serve as:



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

- (1) a central location for school safety and security information, including research, training, and technical assistance related to successful school safety and security programs;
- (2) a central registry of persons providing school safety and security consulting services in the state; and
- (3) a resource for the prevention of youth violence and the promotion of safety in the state.

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.04, eff. September 1, 2009.

Sec. 37.203. BOARD.

- (a) The center is advised by a board of directors composed of:
 - (1) the attorney general, or the attorney general's designee;
 - (2) the commissioner, or the commissioner's designee;
 - (3) the executive director of the Texas Juvenile Justice Department, or the executive director's designee;
 - (4) the commissioner of the Department of State Health Services, or the commissioner's designee;
 - (5) the commissioner of higher education, or the commissioner's designee; and
 - (6) the following members appointed by the governor with the advice and consent of the senate:
 - (A) a juvenile court judge;
 - (B) a member of a school district's board of trustees;
 - (C) an administrator of a public primary school;
 - (D) an administrator of a public secondary school;
 - (E) a member of the state parent-teacher association;
 - (F) a teacher from a public primary or secondary school;
 - (G) a public school superintendent who is a member of the Texas Association of School Administrators;
 - (H) a school district police officer or a peace officer whose primary duty consists of working in a public school; and
 - (I) two members of the public.
- (b) Members of the board appointed under Subsection (a)(6) serve staggered two-year terms, with the terms of the members described by Subsections (a)(6)(A)-(E) expiring on February 1 of each odd-numbered year and the terms of the members described by Subsections (a)(6)(F)-(I) expiring on February 1 of each even-numbered year. A member may serve more than one term.
- (c) The board may form committees as necessary.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Amended by:

Acts 2005, 79th Leg., Ch. 780 (S.B. 11), Sec. 2, eff. September 1, 2005.

Acts 2007, 80th Leg., R.S., Ch. 258 (S.B. 11), Sec. 3.03, eff. September 1, 2007.

Acts 2007, 80th Leg., R.S., Ch. 263 (S.B. 103), Sec. 4, eff. June 8, 2007.

Acts 2009, 81st Leg., R.S., Ch. 87 (S.B. 1969), Sec. 7.005, eff. September 1, 2009.

Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.05, eff. September 1, 2009.

Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.06, eff. September 1, 2009.

Acts 2015, 84th Leg., R.S., Ch. 734 (H.B. 1549), Sec. 35, eff. September 1, 2015.

Sec. 37.204. OFFICERS; MEETINGS; COMPENSATION. (a) The board shall annually elect from among its members a chairperson and a vice chairperson.

(b) The board shall meet at least four times each year.

(c) A member of the board may not receive compensation but is entitled to reimbursement of the travel expenses incurred by the member while conducting the business of the board as provided by the General Appropriations Act.

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Sec. 37.205. SAFETY TRAINING PROGRAMS. The center shall conduct for school districts a safety training program that includes:

(1) development of a positive school environment and proactive safety measures designed to address local concerns;

(2) school safety courses for law enforcement officials, with a focus on school district police officers and school resource officers;

(3) discussion of school safety issues with parents and community members;

and

(4) assistance in developing a multihazard emergency operations plan for adoption under Section 37.108.

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Amended by:

Acts 2005, 79th Leg., Ch. 780 (S.B. 11), Sec. 3, eff. September 1, 2005.

Sec. 37.207. MODEL SAFETY AND SECURITY AUDIT PROCEDURE. (a) The center shall develop a model safety and security audit procedure for use by school districts and public junior college districts that includes:

(1) providing each district with guidelines showing proper audit procedures;



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(2) reviewing elements of each district audit and making recommendations for improvements in the state based on that review; and

(3) incorporating the findings of district audits in a statewide report on school safety and security made available by the center to the public.

(b) Each school district shall report the results of its audits to the center in the manner required by the center.

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 258 (S.B. 11), Sec. 3.04, eff. September 1, 2007.

Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.07, eff. September 1, 2009.

Sec. 37.208. ON-SITE ASSISTANCE. On request of a school district, the center may provide on-site technical assistance to the district for:

(1) school safety and security audits; and

(2) school safety and security information and presentations.

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Amended by:

Acts 2005, 79th Leg., Ch. 780 (S.B. 11), Sec. 5, eff. September 1, 2005.

Sec. 37.209. CENTER WEBSITE. The center shall develop and maintain an interactive Internet website that includes:

(1) quarterly news updates related to school safety and security and violence prevention;

(2) school crime data;

(3) a schedule of training and special events; and

(4) a list of persons who provide school safety or security consulting services in this state and are registered in accordance with Section 37.2091.

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.08, eff. September 1, 2009.

Sec. 37.2091. REGISTRY OF PERSONS PROVIDING SCHOOL SAFETY OR SECURITY CONSULTING SERVICES. (a) In this section, "school safety or security consulting services" includes any service provided to a school district, institution of higher education, district facility, or campus by a person consisting of advice, information, recommendations, data collection, or safety and security audit services relevant to school safety and security, regardless of whether the person is paid for those services.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(b) The center shall establish a registry of persons providing school safety or security consulting services in this state.

(c) Each person providing school safety or security consulting services in this state shall register with the center in accordance with requirements established by the center. The requirements must include provisions requiring a person registering with the center to provide information regarding:

(1) the person's background, education, and experience that are relevant to the person's ability to provide knowledgeable and effective school safety or security consulting services; and

(2) any complaints or pending litigation relating to the person's provision of school safety or security consulting services.

(d) The registry is intended to serve only as an informational resource for school districts and institutions of higher education. The inclusion of a person in the registry is not an indication of the person's qualifications or ability to provide school safety or security consulting services or that the center endorses the person's school safety or security consulting services.

(e) The center shall include information regarding the registry, including the number of persons registered and the general degree of school safety or security experience possessed by those persons, in the biennial report required by Section 37.216.

Added by Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.09, eff. September 1, 2009.

Sec. 37.211. RECOGNITION OF SCHOOLS. The center shall provide for the public recognition of schools that implement effective school safety measures and violence prevention.

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Sec. 37.212. INTERAGENCY COOPERATION. The center shall promote cooperation between state agencies, institutions of higher education, and any local juvenile delinquency prevention councils to address discipline and safety issues in the state.

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Sec. 37.2121. MEMORANDA OF UNDERSTANDING AND MUTUAL AID AGREEMENTS. (a) The center shall identify and inform school districts of the types of entities, including local and regional authorities, other school districts, and emergency first responders, with whom school districts should customarily make efforts to enter into memoranda of understanding or mutual aid agreements addressing issues that affect school safety and security.

(b) The center shall develop guidelines regarding memoranda of understanding and mutual aid agreements between school districts and the entities identified in accordance with Subsection (a). The guidelines:



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(1) must include descriptions of the provisions that should customarily be included in each memorandum or agreement with a particular type of entity;

(2) may include sample language for those provisions; and

(3) must be consistent with the Texas Statewide Mutual Aid System established under Subchapter E-1, Chapter 418, Government Code.

(c) The center shall encourage school districts to enter into memoranda of understanding and mutual aid agreements with entities identified in accordance with Subsection (a) that comply with the guidelines developed under Subsection (b).

(d) Each school district that enters into a memorandum of understanding or mutual aid agreement addressing issues that affect school safety and security shall, at the center's request, provide the following information to the center:

(1) the name of each entity with which the school district has entered into a memorandum of understanding or mutual aid agreement;

(2) the effective date of each memorandum or agreement; and

(3) a summary of each memorandum or agreement.

(e) The center shall include information regarding the center's efforts under this section in the report required by Section 37.216.

Added by Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.09, eff. September 1, 2009.

Sec. 37.213. PUBLIC JUNIOR COLLEGES. (a) In this section, "public junior college" has the meaning assigned by Section 61.003.

(b) The center shall research best practices regarding emergency preparedness of public junior colleges and serve as a clearinghouse for that information.

(c) The center shall provide public junior colleges with training, technical assistance, and published guidelines or templates, as appropriate, in the following areas:

(1) multihazard emergency operations plan development;

(2) drill and exercise development and implementation;

(3) mutual aid agreements;

(4) identification of equipment and funds that may be used by public junior colleges in an emergency; and

(5) reporting in accordance with 20 U.S.C. Section 1092(f).

Added by Acts 2007, 80th Leg., R.S., Ch. 258 (S.B. 11), Sec. 3.05, eff. September 1, 2007.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.10, eff. September 1, 2009.

Sec. 37.214. AUTHORITY TO ACCEPT CERTAIN FUNDS. The center may solicit and accept gifts, grants, and donations from public and private entities to use for the purposes of this subchapter.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Sec. 37.215. BUDGET. (a) The board shall annually approve a budget for the center.

(b) The center shall biannually prepare a budget request for submission to the legislature.

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Amended by:

Acts 2005, 79th Leg., Ch. 780 (S.B. 11), Sec. 6, eff. September 1, 2005.

Sec. 37.216. BIENNIAL REPORT. (a) Not later than January 1 of each odd-numbered year, the board shall provide a report to the governor, the legislature, the State Board of Education, and the agency.

(b) The biennial report must include any findings made by the center regarding school safety and security and the center's functions, budget information, and strategic planning initiatives of the center.

Added by Acts 2001, 77th Leg., ch. 923, Sec. 1, eff. Sept. 1, 2001.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.11, eff. September 1, 2009.

Sec. 37.2161. SCHOOL SAFETY AND SECURITY PROGRESS REPORT. (a) The center shall periodically provide a school safety and security progress report to the governor, the legislature, the State Board of Education, and the agency that contains current information regarding school safety and security in the school districts and public junior college districts of this state based on:

(1) elements of each district's multihazard emergency operations plan required by Section 37.108(a);

(2) elements of each district's safety and security audit required by Section 37.108(b); and

(3) any other report required to be submitted to the center.

(b) The center shall establish guidelines regarding the specific information to be included in the report required by this section.

(c) The center may provide the report required by this section in conjunction with the report required by Section 37.216.

Added by Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.12, eff. September 1, 2009.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Sec. 37.217. COMMUNITY EDUCATION RELATING TO INTERNET SAFETY.

(a) The center, in cooperation with the attorney general, shall develop a program that provides instruction concerning Internet safety, including instruction relating to:

- (1) the potential dangers of allowing personal information to appear on an Internet website;
- (2) the manner in which to report an inappropriate online solicitation; and
- (3) the prevention, detection, and reporting of bullying or threats occurring over the Internet.

(b) In developing the program, the center shall:

- (1) solicit input from interested stakeholders; and
- (2) to the extent practicable, draw from existing resources and programs.

(c) The center shall make the program available to public schools.

Added by Acts 2007, 80th Leg., R.S., Ch. 343 (S.B. 136), Sec. 1, eff. June 15, 2007.

Sec. 37.218. PROGRAMS ON DANGERS OF STUDENTS SHARING VISUAL MATERIAL DEPICTING MINOR ENGAGED IN SEXUAL CONDUCT. (a) In this section:

- (1) "Bullying" has the meaning assigned by Section 25.0342.
- (2) "Cyberbullying" means the use of any electronic communication device to engage in bullying or intimidation.
- (3) "Harassment" has the meaning assigned by Section 37.001.
- (4) "Sexual conduct" has the meaning assigned by Section 43.25, Penal Code.

(b) The center, in consultation with the office of the attorney general, shall develop programs for use by school districts that address:

- (1) the possible legal consequences, including criminal penalties, of sharing visual material depicting a minor engaged in sexual conduct;
- (2) other possible consequences of sharing visual material depicting a minor engaged in sexual conduct, including:
 - (A) negative effects on relationships;
 - (B) loss of educational and employment opportunities; and
 - (C) possible removal, if applicable, from certain school programs or extracurricular activities;
- (3) the unique characteristics of the Internet and other communications networks that could affect visual material depicting a minor engaged in sexual conduct, including:
 - (A) search and replication capabilities; and
 - (B) a potentially worldwide audience;
- (4) the prevention of, identification of, responses to, and reporting of incidents of bullying; and
- (5) the connection between bullying, cyberbullying, harassment, and a minor sharing visual material depicting a minor engaged in sexual conduct.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

(c) Each school district shall annually provide or make available information on the programs developed under Subsection (b) to parents and students in a grade level the district considers appropriate. Each district shall provide or make available the information by any means the district considers appropriate.

Added by Acts 2011, 82nd Leg., R.S., Ch. 1322 (S.B. 407), Sec. 22, eff. September 1, 2011.

SUBCHAPTER I. PLACEMENT OF REGISTERED SEX OFFENDERS

Sec. 37.301. DEFINITION. In this subchapter, "board of trustees" includes the board's designee.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.

Sec. 37.302. APPLICABILITY. This subchapter:

(1) applies to a student who is required to register as a sex offender under Chapter 62, Code of Criminal Procedure; and

(2) does not apply to a student who is no longer required to register as a sex offender under Chapter 62, Code of Criminal Procedure, including a student who receives an exemption from registration under Subchapter H, Chapter 62, Code of Criminal Procedure, or a student who receives an early termination of the obligation to register under Subchapter I, Chapter 62, Code of Criminal Procedure.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.

Sec. 37.303. REMOVAL OF REGISTERED SEX OFFENDER FROM REGULAR CLASSROOM. Notwithstanding any provision of Subchapter A, on receiving notice under Article 15.27, Code of Criminal Procedure, or Chapter 62, Code of Criminal Procedure, that a student is required to register as a sex offender under that chapter, a school district shall remove the student from the regular classroom and determine the appropriate placement of the student in the manner provided by this subchapter.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.

Sec. 37.304. PLACEMENT OF REGISTERED SEX OFFENDER WHO IS UNDER COURT SUPERVISION. (a) A school district shall place a student to whom this subchapter applies and who is under any form of court supervision, including probation, community



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

supervision, or parole, in the appropriate alternative education program as provided by Section 37.309 for at least one semester.

(b) If a student transfers to another school district during the student's mandatory placement in an alternative education program under Subsection (a), the district to which the student transfers may:

(1) require the student to complete an additional semester in the appropriate alternative education program without conducting a review of the student's placement for that semester under Section 37.306; or

(2) count any time spent by the student in an alternative education program in the district from which the student transfers toward the mandatory placement requirement under Subsection (a).

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.

Sec. 37.305. PLACEMENT OF REGISTERED SEX OFFENDER WHO IS NOT UNDER COURT SUPERVISION. A school district may place a student to whom this subchapter applies and who is not under any form of court supervision in the appropriate alternative education program as provided by Section 37.309 for one semester or in the regular classroom. The district may not place the student in the regular classroom if the district board of trustees determines that the student's presence in the regular classroom:

- (1) threatens the safety of other students or teachers;
- (2) will be detrimental to the educational process; or
- (3) is not in the best interests of the district's students.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.

Sec. 37.306. REVIEW OF PLACEMENT IN ALTERNATIVE EDUCATION PROGRAM. (a) At the end of the first semester of a student's placement in an alternative education program under Section 37.304 or 37.305, the school district board of trustees shall convene a committee to review the student's placement in the alternative education program. The committee must be composed of:

- (1) a classroom teacher from the campus to which the student would be assigned were the student not placed in an alternative education program;
- (2) the student's parole or probation officer or, in the case of a student who does not have a parole or probation officer, a representative of the local juvenile probation department;
- (3) an instructor from the alternative education program to which the student is assigned;



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

- (4) a school district designee selected by the board of trustees; and
- (5) a school counselor employed by the school district.

(b) The committee by majority vote shall determine and recommend to the school district board of trustees whether the student should be returned to the regular classroom or remain in the alternative education program.

(c) If the committee recommends that the student be returned to the regular classroom, the board of trustees shall return the student to the regular classroom unless the board determines that the student's presence in the regular classroom:

- (1) threatens the safety of other students or teachers;
- (2) will be detrimental to the educational process; or
- (3) is not in the best interests of the district's students.

(d) If the committee recommends that the student remain in the alternative education program, the board of trustees shall continue the student's placement in the alternative education program unless the board determines that the student's presence in the regular classroom:

- (1) does not threaten the safety of other students or teachers;
- (2) will not be detrimental to the educational process; and
- (3) is not contrary to the best interests of the district's students.

(e) If, after receiving a recommendation under Subsection (b), the school district board of trustees determines that the student should remain in an alternative education program, the board shall before the beginning of each school year convene the committee described by Subsection (a) to review, in the manner provided by Subsections (b), (c), and (d), the student's placement in an alternative education program.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.

Amended by:

Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 33, eff. June 14, 2013.

Sec. 37.307. PLACEMENT AND REVIEW OF STUDENT WITH DISABILITY. (a) The placement under this subchapter of a student with a disability who receives special education services must be made in compliance with the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

(b) The review under Section 37.306 of the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal committee. The admission, review, and dismissal committee may request that the board of trustees convene a committee described by Section 37.306(a) to assist the admission, review, and dismissal committee in conducting the review.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Sec. 37.308. TRANSFER OF REGISTERED SEX OFFENDER. Except as provided by Section 37.304(b), a school district shall determine whether to place a student to whom this subchapter applies and who transfers to the district in the appropriate alternative education program as provided by Section 37.309 or in a regular classroom. The school district shall follow the procedures specified under Section 37.306 in making the determination.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.

Sec. 37.309. PLACEMENT IN DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OR JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM. (a) Except as provided by Subsection (b), a school district shall place a student who is required by the board of trustees to attend an alternative education program under this subchapter in a disciplinary alternative education program.

(b) A school district shall place a student who is required by the board of trustees to attend an alternative education program under this subchapter in a juvenile justice alternative education program if:

(1) the memorandum of understanding entered into between the school district and juvenile board under Section 37.011(k) provides for the placement of students to whom this subchapter applies in the juvenile justice alternative education program; or

(2) a court orders the placement of the student in a juvenile justice alternative education program.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.

Sec. 37.310. FUNDING FOR REGISTERED SEX OFFENDER PLACED IN JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM. A juvenile justice alternative education program is entitled to funding for a student who is placed in the program under this subchapter in the same manner as a juvenile justice alternative education program is entitled to funding under Section 37.012 for a student who is expelled and placed in a juvenile justice alternative education program for conduct for which expulsion is permitted but not required under Section 37.007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.

Sec. 37.311. CONFERENCE. (a) A student or the student's parent or guardian may appeal a decision by a school district board of trustees to place the student in an alternative



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

education program under this subchapter by requesting a conference among the board of trustees, the student's parent or guardian, and the student. The conference is limited to the factual question of whether the student is required to register as a sex offender under Chapter 62, Code of Criminal Procedure.

(b) If the school district board of trustees determines at the conclusion of the conference that the student is required to register as a sex offender under Chapter 62, Code of Criminal Procedure, the student is subject to placement in an alternative education program in the manner provided by this subchapter.

(c) A decision by the board of trustees under this section is final and may not be appealed.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.

Sec. 37.312. LIABILITY. This subchapter does not:

(1) waive any liability or immunity of a governmental entity or its officers or employees; or

(2) create any liability for or a cause of action against a governmental entity or its officers or employees.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.

Sec. 37.313. CONFLICTS OF LAW. To the extent of any conflict between a provision of this subchapter and a provision of Subchapter A, this subchapter prevails.

Added by Acts 2007, 80th Leg., R.S., Ch. 1240 (H.B. 2532), Sec. 3, eff. June 15, 2007.

Added by Acts 2007, 80th Leg., R.S., Ch. 1291 (S.B. 6), Sec. 3, eff. September 1, 2007.

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.



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

Attachment E4- Gun Free Policy

North Bound Education will adhere to 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 that include a Gun Free Policy.

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.

North Bound Education understands that failure to adhere to the Gun-Free Schools Act is 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.

COPYRIGHT MATERIAL

9 pages have been withheld

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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*).



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

The leaders of North Bound Education will be guided by Mrs. Elizondo Berry, the proposed superintendent. Her experience with Charter schools includes four previous start-up charters whose existing is in exemplary status.

Upon approval of the charter, the organization intends to employ three individuals; 2 administrators and an administrative assistant.

These individuals will be guided by the start up template below to ensure the facility, enrollment, hiring, operations, curriculum, professional development, budget, and community awareness is complete.

Listed below is an overview of the contents of the start up template table of contents.

START- UP TEMPLATE TABLE OF CONTENTS

SECTION	
	Task Status:
1	LEGAL:
2	SPECIAL EDUCATION: Planning for Special Needs
3	SCHEDULING: Develop Model Student Schedules
4	STAFFING: Recruit Select Hire Principal Recruit Select Hire counselor, instructional coach, teacher aide Recruit Select Hire SWAT Team Recruit Select Hire Instructional/Non-Instructional staff
5	ENROLLMENT: Recruit/Select/Enroll Students
6	FACILITIES: Arrange Facilities Services Renovate Facility Facilities Management Certificate of Occupancy
7	OPERATIONS: Title/Categorical funding application process Procurement:Supplies/Equipment/Furniture Systems & Procedure
8	CURRICULUM: Order and Deliver Curriculum Materials
9	TECHNOLOGY: Schools Technology: Order computers for school delivery
10	PROFESSIONAL DEVELOPMENT: Provide opening year training
11	ORIENTATION: Conduct Welcoming/Orientation for Families/Students
12	COMMUNITY: Marketing Marketing Action Items Establish school and student support systems Evolution of local school board
13	BUDGET: Create and maintain startup and operational budgets



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

The template was designed to organize the start up team in a systematic manner to ensure that the school design is not compromised due to time limitations. The tool was designed to enable the team to stay organized and up to date with the many tasks for opening up a school. Weekly team meeting to update the status of the tasks will occur.

- Each sheet of the worksheet contains the following breakdown:

Accountable:	Start Date:	Projected Finish Date:	% Completed:	Actual Finish Date:
--------------	-------------	------------------------	--------------	---------------------

- In the **Accountable** cell, type the initial(s) of the person(s) responsible for the undertaking of that task. Space is tight here, so use initials or the word “team” if this is a team shared task.
- The **Start Date** is the date of beginning the task.
- **Projected Finish Date** is the date of estimate completion of that task.
- **% Completed** is a place to give you and CMO an idea of where you are % wise. Try and stick with 25, 50, 75, 100%. But don't hesitate to get a bit more accurate and use other percentages.
- **Actual Finish Date** is the date the task is complete.
- Move through the document by using the tabs at the bottom of the page.
- Enter data only in sections outlined in **GREEN**.

Individual sections detail the tasks that need to be completed with a certain time period. Members of our leadership team are assigned sections to complete. Each section lists an overview of items that are needed to complete prior to the opening of the school.

Members of the leadership team and identified leadership experience include:
Nora Elizondo Berry- Superintendent
Manny Medrano- Chief Student Support Services



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

Viviana Hall- Chief School Leadership Development
TBD- Chief Academic Officer
Kimberlea Jackson- School Principal
Leticia Camarillo- Assistant Principal
Yvonne Ngo- Academic Coach
Samantha Riley- Director of Counseling and Career Services
Benedict Quirck- Director of Finances
Margaret Liew- Experience PEIMS/ Registrar/ Office Staff
Kenneth Cox- Operations/ Public Relations

START- UP TEMPLATE TABLE OF CONTENTS

SECTION

Task Status:

- 1 **LEGAL:**
- 2 **SPECIAL EDUCATION:**
 - Planning for Special Needs
- 3 **SCHEDULING:**
 - Develop Model Student Schedules
- 4 **STAFFING:**
 - Recruit Select Hire Principal
 - Recruit Select Hire counselor, instructional coach, teacher aide
 - Recruit Select Hire SWAT Team
 - Recruit Select Hire Instructional/Non-Instructional staff
- 5 **ENROLLMENT:**
 - Recruit/Select/Enroll Students
- 6 **FACILITIES:**
 - Arrange Facilities Services
 - Renovate Facility
 - Facilities Management
 - Certificate of Occupancy
- 7 **OPERATIONS:**
 - Title/Categorical funding application process
 - Procurement:Supplies/Equipment/Furniture
 - Systems & Procedure
- 8 **CURRICULUM:**
 - Order and Deliver Curriculum Materials
- 9 **TECHNOLOGY:**
 - Schools Technology: Order computers for school delivery
- 10 **PROFESSIONAL DEVELOPMENT:**

- 11 Provide opening year training
- 11 **ORIENTATION:**
 - Conduct Welcoming/Orientation for Families/Students
- 12 **COMMUNITY:**
 - Marketing
 - Marketing Action Items
 - Establish school and student support systems
 - Evolution of local school board
- 13 **BUDGET:**
 - Create and maintain startup and operational budgets

Start-Up Plan

Good day and welcome to your Start-Up Plan. This is a tool designed to help you stay organized and up to date with the many, many tasks involved in the opening of a School. For those of you unfamiliar with Microsoft Excel, please got to **the Help option on top of the screen**. Or, please don't hesitate to call.

All of the sheets, (the named tabs on the bottom of the screen), have to do with specific groups of tasks that need to be taken care of during the Start-Up process. You'll never have to enter any data into the Site Master Sheet as it automatically totals all of your progress. This sheet also lists the Site name, Project Managers and an approval . You'll notice that the Site Master Sheet, as well as many other sections throughout the plan, is locked. This plan contains many formulas, essential in making the plan work. Pages and sections are locked down so that information isn't inadvertently entered in cells that contain the all important formulas. We ask that you **submit this form via e-mail, each Friday by 2:00 PM**, to XXXX. Following are some instructions and helpful hints to help you along the way:

Name Legend

- Each sheet contains the following breakdown:

Accountable:	Start Date:	Projected Finish Date:	% Completed:	Actual Finish Date:
--------------	-------------	------------------------	--------------	---------------------

- In the **Accountable** cell, type the initial(s) of the person(s) responsible for the undertaking of that task. Space is tight here, so use initials or the word "team" id this is a team shared task.
- The **Start Date** is the date you begin the task.
- **Projected Finish Date** is the date you estimate completion of that task.
- **% Completed** is a place to give you and CMO and idea of where you are % wise. Try and stick with 25, 50, 75, 100%. But don't hesitate to get a bit more accurate and use other percentages.
- **Actual Finish Date** is the date the task is complete.
- Move through the document by using the tabs at the bottom of the page.
- Enter data only in sections outlined in **GREEN**.

North Bound Education

Start-Up Plan

2017-2018

Site Name: North Bound Education

City, State: Dallas Ft. Worth

Operations RVP: Nora Elizondo Berry

Approved:

Date:

Project Manager(s):

Overall Project Completion Percentage:

0%

Task Status:

LEGAL: Yvonne Ngo/ Susan Loera

SPECIAL EDUCATION: Nellie Loera

Planning for Special Needs

SCHEDULING: Nellie Loera

Develop Model Student Schedules

STAFFING: Kenneth Cox

Recruit Select Hire Principal

Recruit Select Hire counselor, instructional coach, teacher aide

Recruit Select Hire SWAT Team

Recruit Select Hire Instructional/Non-Instructional staff

ENROLLMENT: Kimberlea Jackson

Recruit/Select/Enroll Students

FACILITIES: Kenneth Cox

Arrange Facilities Services

Renovate Facility

Facilities Management

Certificate of Occupancy

OPERATIONS: Nora Berry

Title/Categorical funding application process

Procurement:Supplies/Equipment/Furniture

Systems & Procedure

CURRICULUM: Kimberlea Jackson/ Sam Riley

Order and Deliver Curriculum Materials

TECHNOLOGY:

Schools Technology: Order computers for school delivery

PROFESSIONAL DEVELOPMENT: Vivana Hall

Provide opening year training

ORIENTATION:

Conduct Welcoming/Orientation for Families/Students

COMMUNITY: Nora Berry

Marketing

Marketing Action Items

Establish school and student support systems

Completion Percentage:

0%

0%

0%

0%

0%

0%

0%

0%

0%

0%

0%

0%

0%

0%

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279

Evolution of local school board

BUDGET: Ben Quick

Create and maintain startup and operational budgets

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283

Special Education: Planning for Special Needs														
Task	Team Leader:									Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected F
Identify students whose applications indicated IEPs														
Gather and review IEPs on special education students														
Devise plans for serving special education students														
Develop discipline procedure for students with IEPs														
Coordinate schedule for special education students														
Report staffing and budget implications to principal														
Work with parents to develop or revise IEPs as needed														
Convey special education plans to special education and regular education staff														
Identify students whose applications indicated bilingual or ELL services														
Develop procedure for language assessment and placement														
Devise plans for serving bilingual and ELL students														
Develop exit strategies for ELL students														
Confer with principal regarding staffing, scheduling and budget implications of bilingual and ESL services														
Advise staff of bilingual and ESL program plans														
Scheduling: Develop Model Student Schedules														
Task	Team Leader:									Accountable:			Start Date:	Projected Fir
Feasibility Analysis of school (coordinate with facilities)	Team													
Determine school start/end times														
Draft Schedule Produced														
Lead Team Reviews schedule (Principal/Leadership)														
Draft Schedule Reviewed and Approve														
Implications of Schedule (Facility, Budget, Staffing Materials, Training)														
Align to Budget														
Lead Team Training														
Staff Training														

Facilities Planning & Acquisition								Facilities Acquisition
Task	Team Leader:		Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finish Date:	% Completed:
Select Community for School								
Finalize real estate contracts (lease/purchase)								
Schedule closing or turnover dates								
Initiate planning process								
Assess Construction and legal requirements								
Meet with city reps and staff								
File with city for SUP								
City approval obtained for SUP								
Project manager for construction identified								
Bid Construction work								
Construction Docs Completed								
Construction contracts reviewed and executed								
Construction timeline delivered								
Design/Construction								Facilities Acquisition
Task	Team Leader:	Kenneth Cox	Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finish Date:	% Completed:
<i>Ft. Worth</i>								
Building Design								
Permit/Bid								
Construction								
Occupy Ready								
<i>DALLAS</i>								
Design								
Permit/Bid								
Construction								
Occupy Ready								

284

205

(Note: This sheet contains 4 sections.)					(Note: This sheet contains 4 sections.)				
Arrange Facilities Services					Arrange Facilities Services				
Task	Team Leader: Kenneth Cox				Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finish Date
Define Operations Requirements - Custodial, Maintenance, Security, Transportation, Food Service, Groundskeeping, Pest Control, Trash removal									
Establish operations strategy (i.e. self-perform, district buy back, sub contract)									
Define and publish operational processes and procedures									
Establish drop off routes									
Establish Food Service Contract									
Establish utility accounts - Electric, Fuel, Telephone									
Hire Operational Staff									
Establish security of school data									
Establish maintenance contract									
Establish furniture plan/requirements									
Construction Doc Completed									
Bid Construction Work									
Obtain applicable insurance									
Identify furniture reqmts/budget									
Renovate Facility					Renovate Facility				
Task	Team Leader: Kenneth Cox				Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finish Date
Develop plans for use of physical space									
Determine if school building is governed by HOA, if so, obtain HOA rules									
Secure curriculum storage area									
Receive curriculum materials									
Tech wiring and support complete									
Secure technology receiving area									
Install technology									
Distribute curriculum materials									
Teacher setup									
School Opens									
Facilities Management					Facilities Management				
Task	Team Leader: Kenneth Cox				Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finish Date
Identify infrastructure needs - utilities, code compliance issues, security									
School sign design completed & signs ordered									
School name signs installed									
Required signage posted									
<u>Procure services</u>									
Obtain contracted services for the following services:									
HVAC, landscaping, pest control, trash/recycling, security system monitoring, plumbing and electrical contractors									
Set-up utility accounts									
Train custodians on cleaning procedures									
Develop plan for use of physical space									

Traffic/carpool plan											
Obtain Certificate of Occupancy											Obt
Task	Team Leader: Kenneth Cox					Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finis	
Obtain Certificate of occupancy											

286

287

(Note: This sheet contains 4 sections.)										(Note: This sheet cont
Recruit/Select/Hire Principal										
Task	Team Leader: Kenneth Cox				Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finish	
Contact Superintendent for coordination and assistance										
Draft advertisement for Principal										
Approve advertisement										
Run advertisement in local newspaper and area career placement newsletters.										
Collect transfer requests from other schools and CMO										
Make "networking" contacts to recruit candidates for principal and create diverse field										
Receive and organize letters of interest and resumes										
Provide complete application package to all applicants										
Receive and organize applications										
Organize selection committee										
Review applications and select candidates for interview based on weighted eval										
Evaluate applicant pool for diversity										
Schedule interviews										
Conduct interviews for Principal, with Selection Committee										
Identify finalist and check references										
Align compensation with budget through human resources										
Recommend Principal for approval										
Principal to attend leadership training										
Recruit/Select Hire/counselor, instructional coach, teacher aide										Recruit/Select and
Task	Team Leader: Kenneth Cox				Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finish	
Draft advertisements										
Approve advertisement										
Run advertisement in Local and National newspaper and area career placement newsletters										
Place ad on Uplift websites										
Collect transfer requests from other schools and CMO										
Make "networking" contacts to recruit candidates and create diverse field										
Receive and organize letters of interest and resumes										
Provide complete application package to candidates										
Receive and organize applications										
Review applicant pool for diversity										
Review letters of interest, applications, and resumes and select candidates for all interviews										
Review schedule to identify staffing needs										
Schedule candidates interview										
Align compensation with budget through human resource										
Check references, conduct finalist interviews										
Recruit/Select/Hire										
Task	Team Leader: Kenneth Cox				Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finish	
Contact XXXXX for assistance										

Hire Project Manager									
Draft Job Description for XXX team									
Draft advertisement for Team members									
Approve advertisement									
Collect transfer requests from CMO and other schools									
Place ads									
Make "networking" contacts to recruit candidates for Lead Teachers and create diverse field									
Receive and organize letters of interest and resumes									
Hire principal									
Provide complete application package to finalists									
Receive and organize applications									
Evaluate applicant pool for diversity									
Review letters of interest and resumes and select candidates to interview									
Schedule finalist interviews									
Align compensation with budget through human resource									
Check references, conduct finalist interviews ;									
Review schedule to identify staffing needs									
Recruit/Select/Hire Instructional/Non Instructional Staff									Recruit/Select/Hire Inst
Task	Team Leader: Kenneth Cox				Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finish I
Contact Teacher Recruitment Coordinator for assistance									
Draft advertisement for all staff positions									
Approve advertisement									
Collect transfer requests from other schools									
Run ads in local newspapers and area career placement sites									
Place ads on Uplift website									
Make "networking" contacts to recruit candidates for Lead Teachers and create diverse field									
Receive and organize letters of interest and resumes									
Hire Principal									
Hire Leadership Team									
Evaluate applicant pool for diversity									
Provide complete application package to applicants									
Receive and organize applications									
Schedule finalist interviews									
Align compensation with budget through human resource									
Check references, conduct finalist interviews									
Review schedule to identify staffing needs									

288

(Note: This sheet contains 3 sections.)					(Note: This sheet contains 3 sections.)				
Identify process for applying for title and categorical funding									
Task	Team Leader:				Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected F
Process for application for title and categorical funding									
Procurement: Supplies/Equipment/Furniture									
Task	Team Leader: Benedick Qurk				Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected F
Identify procurement needs, quantities and timelines for school, staff and students									
Purchase office supplies									
Purchase office furniture									
Purchase or lease office equipment - copier, fax									
Purchase classroom supplies									
Purchase classroom equipment - overhead projectors, computers									
Purchase classroom furniture									
Purchase common area furniture (cafeteria, library, lobby)									
Purchase kitchen equipment needed for food program									
Install or set up furniture when received									
Purchase programs, textbooks and materials									
Purchase uniforms - or identify vendor									
System and Procedures									
Task	Team Leader: Benedick Qurk				Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected F
<u>Implement student information system</u>									
Add campus to Power School data base									
Train attendance & PEIMS staff on Power School and PEIMS procedures									
Train teachers and special populations staff on attendance and coding requirements									
Enter student data into portal									
Reporting calendar established									
Document student management plan									
<u>Child Nutrition Program requirements</u>									
Food service vendor selected									
Schedule required training for cafeteria staff - food handler license; cafeterial management, etc									
Distribution of Free & Reduced Lunch forms									
Train cafeteria staff on CNP reporting procedures									
Health inspection scheduled; food service permit obtained									
Reporting dates calendared									
<u>Health Services</u>									
If no nurse, establish procedures for handling health issues									
Request and verify immunization records during enrollment process									
Train designated campus staff on required screenings									
Order first aid and health supplies, including AEDs									
Set up student health records; enter into Power School									
<u>Financial procedures - handling local funds</u>									
Internal controls									
Reporting calendar									
Office procedures and responsibilities									
<u>Security procedures and systems</u>									

289

Create security plan										
Develop emergency planning/preparedness policies										
Oder Raptor - ID screening system										
IRIS - parent notification system										
Access control - devices and process										
"Go Kits" ordered										
Train key personnel on security procedures and systems										

Curriculum									
Order/Deliver Curriculum Materials									
Task	Team Leader: Kimberlea Jackson				Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finish
Determine amounts of various curriculum and instructional materials to be provided, based on projected enrollment; Devise written inventory showing what materials are to be provided to each classroom and other instructional area.									
Arrange for placement of orders for required books and materials									
Determine projected delivery dates for texts and materials									
Identify texts and materials that are on backorder. Make alternate arrangements, if possible									
Apprise Principal of materials delivery plans, including inventory and schedule									
Plan for delivery of materials to the school site -- determine when space will be available to store delivered materials; coordinate delivery plans with construction manager									
Establish system for tracking delivery of materials to site and distribution of materials to final location within building.									
Confirm delivery of instructional materials on site									
Choose textbooks									
Board approval is required									
Assign textbook coordinator for school									
Training - textbook coordinator									
Order textbooks from TEA									
Establish receipt and inventory process for textbooks									
Order curriculum and instructional materials									
Add campus to Cscope service									
Establish Book Fair Dates									
Plan/Design School Culture									
Task	Team Leader: Kimberlea Jackson				Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finish
Mascots									
Shield									
Core Values									
Culture Handbook									
School Colors									
Uniforms									
School Name									
School Symbol									
Chants									
Songs									
Morning Announcements									
Morning Meetings									
Celebrations/Recognitions									
Advisory									
School Procedures									
Café Etiquette									

100

School Technology: Order Computers/Technology for School Delivery											
Task	Team Leader: Manny						Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected
Determine quantities and types of various computer equipment,											
Determine vendor for classroom technology											
Determine vendor for teacher and administration technology equipment											
Establish user accounts for software											
Establish email accounts											
AV and phone system in conjunction with facility assessment											
Provide a distribution list indicating where equipment should be stored and installed											
Generate purchase orders and establish delivery dates and delivery conditions											
Provide PO's to site staff for review and or modification											
Site re-submits PO's to tech team for revision and send-out to vendor											
Turn-over purchase order/receiving system to site staff											
Develop inventory system											
Purchase inventory equipment											
Label all initial technology for inventory											
Turn over system for tracking inventory to site staff											
Provide staff development prior to equipment arrival											
Provide "first-day" assistance to site staff in receiving computers											
Develop receiving/distribution plan for all equipment											
Receive equipment and distribute											

292

(Note: This sheet contains 3 sections.)

(Note: This sheet contains 3 sections.)

Professional Development: Provide Opening Year Training

Task	Team Leaders: Kimberlea Jackson/ Sam Riley	Accountable:	WD Start Date	M Start Date	D Projected Finish Date	M Projected
Calendar for SCHOOL-wide Professional Development						
Determine topics to be covered, experts for start-up professional development and on-going relationships						
Identify site for local start-up professional development						
Arrange for materials, equipment for programs						
Develop schedule for pre-opening professional development programs using regional training cohort						
Develop plan for training new staff and exposing them to the Uplift culture						
Develop plan for teacher observation, feedback, coaching and evaluation						
Develop process and programs for recognizing staff						
Develop staff support plan						
Develop methods and processes for communication with parents						
Develop policy for parent meetings with staff						
Communicate schedule, plan for professional development to staff						
Identify materials, equipment needed for professional development						
Conduct regional and site professional development seminars						
Arrange for ongoing professional development						
Interface with Curriculum/Tech and Master Calendar to determine dates for ongoing PD						
Culture Training Document						
Staff and Student Handbooks						

Orientation: Conduct Welcoming/Orientation for Families/Students

Task	Team Leaders: Kimberlea Jackson/ Sam Riley	Accountable:	WD Start Date	M Start Date	D Projected Finish Date	M Projected
Create weekly, monthly, and annual calendars						
Enroll students						
Create Summer Session Student Packets						
Identify parent and community volunteers interested in helping plan orientation and welcoming events						
Inform parents and teachers of and teacher assignments						
Organize informational meetings to introduce parents to teachers, demonstrate technology, explain special programs, approach to special needs students						
Plan opening day activities, including locations and dates						
Inform parents/students of orientation and welcoming events by mail						
Create Student Handbook						
Parent Volunteers Recruited and						
Conduct welcoming/orientation events						
Draft Feeder Plan for Parents						
Design Student Leadership Academy						
Create Carpool Guidelines and Procedures						
Select Open House Dates						

New Leader Training

Task	Team Leaders: Kimberlea Jackson/ Sam Riley	Accountable:	WD Start Date	M Start Date	D Projected Finish Date	M Projected
Provide training for new school leaders on PEIMS, Special Education, labor laws, textbooks, etc.						
School Culture Visits						

293

295

(Note: This sheet contains 5 sections.)									(Note: This sheet c
Community: Marketing									
Task	Team Leader: Kenneth Cox	Accountable	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Fini			
Develop proactive media relations strategy									
Determine process for distributing information to the media									
Determine roles and responsibilities for representing the schools to the media									
Develop plan for gathering constituent/stakeholder input									
Develop marketing strategies for interested parties									
Create postcards, mailers, posters and banners in Spanish and English									
Distribute postcards to students/parents									
as well as other community locations									
Place posters in community locations									
Mail postcards to addresses on purchased lists									
Install banners									
Work in partnership in Community to host open houses									
Ft. Worth Open Houses									
DALLAS Open Houses									
Consider event at Ft. Worth location									
Consider event at DALLAS School									
Post lottery wait list									
Build relationship with press (opening day coverage)									
Marketing Action Items									
Task	Team Leader: Kenneth Cox	Accountable	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Fini			
Get face to face with the community partners									
Ask Embajadores parents to help distribute marketing materials									
Connect with Head Start									
Connect with Community Centers									
Outreach for marketing									
Outreach community									
Develop marketing materials									
Positive PR buzz around schools									
Additional research									
Outreach									
Community: Establish Student Support Systems									
Task	Team Leader: Kenneth Cox	Accountable	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Fini			
Research B&A School options, programs, possible partners									
Design B&A School Program									
Establish volunteer hours accounting system									
Initiate social service/community contacts									
Community: Evolution of local School Board									
Task	Team Leader: Kenneth Cox	Accountable	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Fini			

Research and recruitment of potential candidates								
Interview of potential candidates								
CEO approval								
board approval								
Budget: Create and Maintain Start-Up and Operational Budgets								
Task	Team Leader: Kenneth Cox			Accountable	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Fini
Project Expenditures								
Model Start Up Budget								
Draft Start-Up Budget reviewed with Project Manager								
Implications from Start Up Plan accounted for in budget								
Initial Modifications to Budget								
Start Up Budget submitted to CMO								
Draft Start Up Budget Modified/Approved								
Changes in Budget Accounted for								
Final Start Up Budget Completed								
Start Up Budget reviewed with Principal and Academy Director								
Finalize cash flow statements								
Line Up Real Estate financing								
Budget Handoff to Principal								
Start-up and Y1 budgets completed								
Financial procedures and controls set up								
Training - office staff - new campus								

296

Results											
Task	Team Leaders:					Accountable:	WD Start Date	M Start Date	WD Projected Finish Date	M Projected Finish C	
Create useful dashboard											

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.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Attachment F2- Budget Narrative

North Bound Education Public Schools (North Bound) initial capital outlay is subject to charter application approval and will be based on the following assumptions and revenues estimates.

A secured initial startup fund will be funded by United Properties with an estimated to be but not limited to the amount of \$10,000,000 (Attachment F2-1). The initial fund is expected to cover the initial startup and Year 1 of school operating expenses while waiting for the State Board of Education funding. The revenue and expense budget projection is per attach financial projection.

Revenue projection is based on the number of students North Bound will serve. In Year 1, North Bound will serve 1,248 student at grade span K-8 and will grow at 200 students per year with an additional grade level per year (9, 10, 11, and 12). Core content teachers will be recruited during the startup period with the average salary of \$46,000 per annum and increase according to number of students served per personal expense budget. Staff and teacher retention will be based on its unique culture and vision.

Upon securing a location, Hill & Wilkinson Construction (Attachment F2-2) will be assisting and overseeing the construction and/or renovation of the school within the planned budget \$1M and timeline.

Frost Bank (Attachment F2-3) will be the banking partners which provides North Bound with financial services and loans. Frost Bank, as loan provider, will be the backup plan for the shortfall of North Bound's reserve.

North Bound will requires the continuous funding from the state and federal funds. These funds are important for North Bound to be able to operate and continue serving the students. North Bound finance department target to have at least 60 days or better in funds on hand to ensure no disruptions to the school operations.

Any short funding for North Bound's programs or operations shall be funded through ongoing grant applications with organization supporting education innovation and student achievement foundations, corporations, and philanthropies. Currently, a grant writer has been identified and will be working to source these funds.

North Bound will initiate the issuing of bond projects to support ongoing expansion growth, in Dallas and/or Fort Worth, by opening additional school in the third and fifth year as planned.

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.

302

NORTH BOUND EDUCATION

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

Lead Applicant Name: Nora Elizondo Berry

Contact Email: [REDACTED]

Contact Phone: 817-891-2299

Startup Fiscal Year End: 2018

Year One Fiscal Year End: 2019

Fiscal Year End Date: June 30

Total School Year Minutes: 75,600

A	B	C
1	NORTH BOUND EDUCATION	
3	Estimate of State Aid Entitlement Input	
4	12/4/16 1:56	
5	Total - Per Grades - First Year	
6	Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-
7	Kindergarten	108.00
8	1st Grade	132.00
9	2nd Grade	132.00
10	3rd Grade	132.00
11	4th Grade	132.00
12	5th Grade	144.00
13	6th Grade	156.00
14	7th Grade	156.00
15	8th Grade	156.00
16	9th Grade	-
17	10th Grade	-
18	11th Grade	-
19	12th Grade	-
20	Total - All Grades	
21	Total Number of Students Enrolled	1,248.0
22	Total Number of High School Students Enrolled	-
23	Percentage Rate of Attendance	98%
24	Special Education Data:	
25	Number Enrolled in Homebound	2.00
26	Number Enrolled in Hospital Class	-
27	Number Enrolled in Speech Therapy	21.00
28	Number Enrolled in Resource Room	8.00
29	Number Enrolled in Self-Contained Mild/Mod/Sev	1.00
30	Number Enrolled in Full-Time Early Childhood	-
31	Number Enrolled in Off-Home Campus	-
32	Number Enrolled in VAC	-
33	Number Enrolled from State Schools	-

303

702

A	B	C
34	Number Enrolled in Residential Care & Treatment	-
35	Number Enrolled in Mainstream	25.00
36	Career and Technology (C&T) Data:	
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	50.00
44	Number of Pregnancy Related Students Enrolled	-
45	Number Enrolled in Bilingual/ESL	985.00
46	Special Education Error Check	
47	Career and Technology Error Check	
48	Available School Fund ADA	-
49	Compensatory Education Enrollment	
50	Regular Program Transportation Allotment	-
51	Special Education Program Transportation Allotment	50,000.00
52	Career and Technology Program Transportation Allotment	-
53	Transportation Total	\$ 50,000
54		

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18		
19		
20		
21		
22		
24	Extended Year Service	
25		2.00
26		-
27		2.00
28		8.00
29		1.00
30		-
31		-
32		-
33		-

305

	D	E
34	-	
35	5.00	
36	Advanced C&T FTE	
37	-	
38	-	
39	-	
40	-	
41	-	
42	-	
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303

NORTH BOUND EDUCATION ENROLLMENT and STUDENT POPULATION

Data for following fiscal years must be based on reasonable estimates and projections.

ENROLLMENT FISCAL YEAR END

	2019	2020	2021	2022	2023
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	-	-	-	-
Kindergarten	108.00	108.00	108.00	108.00	108.00
1st Grade	132.00	132.00	132.00	132.00	132.00
2nd Grade	132.00	132.00	132.00	132.00	132.00
3rd Grade	132.00	132.00	132.00	132.00	132.00
4th Grade	132.00	132.00	132.00	132.00	132.00
5th Grade	144.00	144.00	144.00	144.00	144.00
6th Grade	156.00	156.00	156.00	156.00	156.00
7th Grade	156.00	156.00	156.00	156.00	156.00
8th Grade	156.00	156.00	156.00	156.00	156.00
9th Grade	-	200.00	200.00	200.00	200.00
10th Grade	-	-	200.00	200.00	200.00
11th Grade	-	-	-	200.00	200.00
12th Grade	-	-	-	-	200.00

307

Total Number of High School Students Enrolled	-	200.00	400.00	600.00	800.00
Total Number of All Students Enrolled (Average Membership)	1,248.00	1,448.00	1,648.00	1,848.00	2,048.00
Average Daily Attendance (ADA)	1223.04	1419.04	1615.04	1811.04	2007.04
Average Daily Attendance %	98%	98%	98%	98%	98%
Percent change YOY		16%	14%	12%	11%

STUDENT POPULATION

Data for following fiscal year

Special Education Data:	2019	EYS 2019	2020	EYS 2020	2021
-------------------------	------	----------	------	----------	------

Number Enrolled in Homebound	2.00	2.00	2.00	2.00	3.00
Number Enrolled in Hospital Class	-	-	-	-	-
Number Enrolled in Speech Therapy	21.00	2.00	22.00	2.00	24.00
Number Enrolled in Resource Room	8.00	8.00	8.00	8.00	8.00
Number Enrolled in Self-Contained Mild/Mod/Sev	1.00	1.00	1.00	1.00	2.00
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-
Number Enrolled in Mainstream	25.00	5.00	20.00	5.00	22.00
Special Education Student Count (SPED)	57.00	18.00	53.00	18.00	59.00
Special Education Student Count %	4.57%	1.44%	3.66%	1.24%	3.58%

Percent change YOY	-7%	0%	11%
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Career and Technology (C&T) Data:

	2019	Advanced C&T FTE 2019	2020	Advanced C&T FTE 2020	2021
Number Enrolled in One-hour Class	-	-	25.00	10.00	25.00
Number Enrolled in Two-hour Class	-	-	-	-	20.00
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	-	-	25.00	10.00	45.00
% of Career & Technology Students			1.73%	0.69%	2.73%

Percent change YOY	0%	0%	80%
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Data for following fiscal years must be based on reasonable estimates and projections.

	2019	2020	2021	2022	2023
Number Gifted and Talented Students Enrolled	50.00	65.00	85.00	150.00	200.00
% of Gifted and Talented Students Enrolled	4.01%	4.49%	5.16%	8.12%	9.77%

Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled					

Number of Students Enrolled in Bilingual/ESL	985.00	1,120.00	1,375.00	1,565.00	1,650.00
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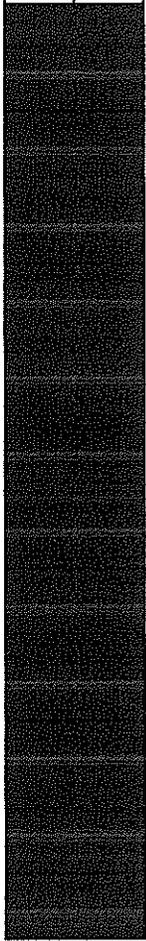
300

% of Students Enrolled in Bilingual/ESL	78.93%	77.35%	83.43%	84.69%	80.57%
Special Education Error Check					
Career and Technology Error Check					
Available School Fund ADA	-	-	-	-	-
Comensatory Education Enrollment	-	-	-	-	-

Transportation

	2019	2020	2021	2022	2023
Regular Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Program Transportation Allotment	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
Career and Technology Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Total	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
Percent change YOY		0%	0%	0%	0%

309



...rs must be based on reasonable estimates and projections.

EYS 2021	2022	EYS 2022	2023	EYS 2023
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311

3.00	4.00	4.00	4.00	4.00
-	-	-	-	-
4.00	24.00	4.00	25.00	5.00
8.00	10.00	10.00	11.00	11.00
2.00	2.00	2.00	3.00	3.00
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
6.00	24.00	8.00	26.00	9.00
23.00	64.00	28.00	69.00	32.00
1.40%	3.46%	1.52%	3.37%	1.56%
28%	8%	22%	8%	14%
Advanced C&T FTE 2021	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023
10.00	33.00	15.00	45.00	15.00
-	26.00	-	30.00	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
10.00	59.00	15.00	75.00	15.00
0.61%	3.19%	0.81%	3.66%	0.73%
0%	31%	50%	27%	0%

Year 2	Year 3	Year 4	Year 5
2020	2021	2022	2023
2.00%	2.00%	2.00%	2.00%

\$ 306,000	\$ 312,120	\$ 424,483	\$ 432,973
\$ 408,000	\$ 499,392	\$ 509,380	\$ 519,567
\$ 122,400	\$ 62,424	\$ 127,345	\$ 129,892
\$ 86,700	\$ 88,434	\$ 90,203	\$ 92,007
\$ 81,600	\$ 83,232	\$ 84,897	\$ 86,595
\$ 107,100	\$ 109,242	\$ 111,427	\$ 113,655
\$ 81,600	\$ 83,232	\$ 84,897	\$ 86,595
\$ 3,847,440	\$ 4,594,406	\$ 5,369,712	\$ 6,174,193
\$ 93,840	\$ 143,575	\$ 146,447	\$ 149,376
\$ 153,000	\$ 156,060	\$ 159,181	\$ 162,365
\$ 153,000	\$ 156,060	\$ 159,181	\$ 162,365
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 102,000	\$ 104,040	\$ 106,121	\$ 108,243
\$ -	\$ -	\$ -	\$ -
\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419
\$ 102,000	\$ 104,040	\$ 106,121	\$ 108,243
\$ 77,520	\$ 118,606	\$ 120,978	\$ 123,397
\$ -	\$ -	\$ -	\$ -
\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419
\$ 76,500	\$ 104,040	\$ 132,651	\$ 135,304
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -

317

12/4/16 1:56

NORTH BOUND EDUCATION

REVENUE AND EXPENSE ASSUMPTIONS

2019

2020

2021

319

REVENUE

TOTAL STATE REVENUES

9,618,774.18

TOTAL FEDERAL REVENUES

0.00%

0.00%

0.00%

TOTAL LOCAL & OTHER REVENUES

0.00%

0.00%

0.00%

TOTAL REVENUE

9,618,774.18

Enter the % increase below for which column F should increase each year. Consider Enrollment Table

0.00%

16.00%

14.00%

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
- Titlement Services (i.e. Title I)
- Student Management System (Skyward, JRG, Etc)
- Landscaping
- Software for Food Services(POS, etc)

TOTAL CONTRACTED SERVICES

25,000
25,000
-
-
50,000
50,000
30,000
100,000
30,000
25,000

**For each line item in the Payroll, Taxes & Benefit
Payroll that line item should**

6.20%	6.20%	6.20%
1.45%	1.45%	1.45%
0.05%	0.05%	0.05%
0.15%	0.15%	0.15%
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%
7.00%	7.00%	7.00%
0.56%	0.56%	0.56%
0.10%	0.10%	0.10%
0.20%	0.20%	0.20%
1.00%	1.00%	1.00%
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%

**Enter the % increase below for which
column F should increase**

0.00%	2.00%	2.00%
0.00%	2.00%	2.00%
0.00%	2.00%	2.00%
0.00%	2.00%	2.00%
0.00%	2.00%	2.00%
0.00%	2.00%	2.00%
0.00%	2.00%	2.00%
0.00%	2.00%	2.00%
0.00%	2.00%	2.00%
0.00%	2.00%	2.00%
0.00%	2.00%	2.00%

320

321

SCHOOL OPERATIONS

Board Expenses	1,000	0.00%	2.00%	2.00%
Classroom / Teaching Supplies & Materials	100,000	0.00%	2.00%	2.00%
Special Ed Supplies & Materials	10,000	0.00%	2.00%	2.00%
Textbooks / Workbooks	100,000	0.00%	2.00%	2.00%
Supplies & Materials other	10,000	0.00%	2.00%	2.00%
Equipment / Furniture	30,000	0.00%	2.00%	2.00%
Telephone	15,000	0.00%	2.00%	2.00%
Technology	100,000	0.00%	2.00%	2.00%
Student Testing & Assessment	10,000	0.00%	2.00%	2.00%
Field Trips	10,000	0.00%	2.00%	2.00%
Transportation (student)	10,000	0.00%	2.00%	2.00%
Student Services - other	5,000	0.00%	2.00%	2.00%
Office Expense	75,000	0.00%	2.00%	2.00%
Staff Development	25,000	0.00%	2.00%	2.00%
Staff Recruitment	25,000	0.00%	2.00%	2.00%
Student Recruitment / Marketing	25,000	0.00%	2.00%	2.00%
School Meals / Lunch	583,000	0.00%	2.00%	2.00%
Travel (Staff)	5,000	0.00%	2.00%	2.00%
Fundraising	2,000	0.00%	2.00%	2.00%
Custom Operations #1- Bad Debit,Interest, Misc..)	20,000	0.00%	2.00%	2.00%
Custom Operations #2	-	0.00%	2.00%	2.00%
Custom Operations #3	-	0.00%	2.00%	2.00%

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance	10,000	0.00%	2.00%	2.00%
Janitorial Services	25,000	0.00%	2.00%	2.00%
Building and Land Rent / Lease	1,000,000	0.00%	2.00%	2.00%
Repairs & Maintenance	50,000	0.00%	2.00%	2.00%
Security Services	45,000	0.00%	2.00%	2.00%
Utilities	100,000	0.00%	2.00%	2.00%
Custom Facilities Operations #1	-	0.00%	2.00%	2.00%
Custom Facilities Operations #2	-	0.00%	2.00%	2.00%
Custom Facilities Operations #3	-	0.00%	2.00%	2.00%

TOTAL FACILITY OPERATION & MAINTENANCE

RESERVES / CONTINGENCY	200,000	0.00%	5.00%	5.00%
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TOTAL EXPENSES

NET OPERATING INCOME (before Depreciation)

DEPRECIATION & AMORTIZATION

NET OPERATING INCOME (including Depreciation)

-

0.00%	10.00%	10.00%
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822

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ONS

2022 2023 _____ **NOTES**

the amount entered in der using the % changes in	
12.00%	11.00%

0.00%	0.00%
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0.00%	0.00%
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325

2.00%	2.00%
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5.00%	5.00%
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10.00%	10.00%
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**NORTH BOUND ED
PROJECTED START-UP BUDGET
FOR INITIAL CHARTER**

SUMMARY	
Total Revenue	234,500
Total Expenses	386,000
Net Operating Income (before Depreciation)	(151,500)

Start-Up Period

REVENUE	
TOTAL STATE REVENUES	
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	\$ 234,500
TOTAL REVENUE	\$ 234,500

327

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	100,000
Instructional Management	-
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	80,000
Administrative Staff	35,000
Other - Administrative	-

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

\$ 215,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	-

TOTAL INSTRUCTIONAL PERSONNEL COSTS

\$ -

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

\$ -

TOTAL PERSONNEL EXPENSES

\$ 215,000

PAYROLL TAXES AND BENEFITS

Social Security	-
Medicare	-
State Unemployment	-
Worker's Compensation Insurance	-
Custom Other Tax #1	-
Custom Other Tax #2	-

320

329

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	\$ 215,000
CONTRACTED SERVICES	
Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Student Management System (Skyward, JRG, Etc)	130,000
Landscaping	-
Software for Food Services(POS, etc)	-
TOTAL CONTRACTED SERVICES	\$ 130,000

330

SCHOOL OPERATIONS

Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	
Technology	
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	5,000
Staff Development	
Staff Recruitment	10,000
Student Recruitment / Marketing	25,000
School Meals / Lunch	
Travel (Staff)	
Fundraising	1,000
Custom Operations #1- Bad Debit, Interest, Misc..)	-
Custom Operations #2	-
Custom Operations #3	-

TOTAL SCHOOL OPERATIONS \$ **41,000**

FACILITY OPERATION & MAINTENANCE

Insurance	-
Janitorial Services	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Security Services	-
Utilities	-
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-

TOTAL FACILITY OPERATION & MAINTENANCE \$ -

RESERVES / CONTIGENCY -

TOTAL EXPENSES	\$	386,000
NET OPERATING INCOME (before Depreciation)	\$	(151,500)
DEPRECIATION & AMORTIZATION		-
NET OPERATING INCOME (including Depreciation)	\$	(151,500)

LOCATION
TYPE / OPERATING PLAN
REPORTING PERIOD

Description of Assumptions and Variances

NORTH
PROJECTED BUDGET / OPERATING

	STARTUP	YEAR 1	YEAR 2
	2017	2018	2019
SUMMARY			
Total Revenue	234,500	9,618,774	11,157,778
Total Expenses	386,000	8,378,458	9,972,163
Net Operating Income (before Depreciation)	(151,500)	1,240,317	1,185,615
Revenue Per Pupil		7,707	7,706
Expenses Per Pupil		6,714	6,887
REVENUE			
TOTAL STATE REVENUES	\$ -	\$ 9,618,774	\$ 11,157,778
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ 234,500	\$ -	\$ -
TOTAL REVENUE	\$ 234,500	\$ 9,618,774	\$ 11,157,778

333

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	100,000	300,000	306,000
Instructional Management	-	240,000	408,000
Deans, Directors & Coordinators	-	60,000	122,400
CFO / Director of Finance	-	85,000	86,700
Operation / Business Manager	80,000	80,000	81,600
Administrative Staff	35,000	105,000	107,100
Other - Administrative	-	80,000	81,600
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 215,000	\$ 950,000	\$ 1,193,400

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	2,944,000	3,847,440
Teachers - SPED	-	92,000	93,840
Substitute Teachers	-	150,000	153,000
Teaching Assistants	-	150,000	153,000
Specialty Teachers	-	-	-
Aides	-	-	-
Therapists & Counselors	-	50,000	102,000
Other - Instructional	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 3,386,000	\$ 4,349,280

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	90,000	91,800
Librarian	-	50,000	102,000
Custodian	-	76,000	77,520
Security	-	-	-
Other - Non-Instructional	-	120,000	168,300
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 336,000	\$ 439,620

TOTAL PERSONNEL EXPENSES

\$ 215,000	\$ 4,672,000	\$ 5,982,300
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PAYROLL TAXES AND BENEFITS

Social Security	-	289,664	370,903
Medicare	-	67,744	86,743
State Unemployment	-	2,102	2,692
Worker's Compensation Insurance	-	7,008	8,973
Custom Other Tax #1	-	-	-
Custom Other Tax #2	-	-	-

334

Health Insurance	-	327,040	418,761
Dental Insurance	-	26,163	33,501
Vision Insurance	-	4,672	5,982
Life Insurance	-	9,344	11,965
Retirement Contribution	-	46,720	59,823
Custom Fringe #1	-	-	-
Custom Fringe #2	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ -	\$ 780,458	\$ 999,343
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 215,000	\$ 5,452,458	\$ 6,981,643

CONTRACTED SERVICES

Accounting / Audit	-	25,000	25,500
Legal	-	25,000	25,500
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	-	-	-
Payroll Services	-	50,000	51,000
Special Ed Services	-	50,000	51,000
Titlement Services (i.e. Title I)	-	30,000	30,600
Student Management System (Skyward, JRG, Etc)	130,000	100,000	102,000
Landscaping	-	30,000	30,600
Software for Food Services(POS, etc)	-	25,000	25,500
TOTAL CONTRACTED SERVICES	\$ 130,000	\$ 335,000	\$ 341,700

335

SCHOOL OPERATIONS

Board Expenses	-	1,000	1,020
Classroom / Teaching Supplies & Materials	-	100,000	102,000
Special Ed Supplies & Materials	-	10,000	10,200
Textbooks / Workbooks	-	100,000	102,000
Supplies & Materials other	-	10,000	10,200
Equipment / Furniture	-	30,000	30,600
Telephone	-	15,000	15,300
Technology	-	100,000	102,000
Student Testing & Assessment	-	10,000	10,200
Field Trips	-	10,000	10,200
Transportation (student)	-	10,000	10,200
Student Services - other	-	5,000	5,100
Office Expense	5,000	75,000	76,500
Staff Development	-	25,000	25,500
Staff Recruitment	10,000	25,000	25,500
Student Recruitment / Marketing	25,000	25,000	25,500
School Meals / Lunch	-	583,000	594,660
Travel (Staff)	-	5,000	5,100
Fundraising	1,000	2,000	2,040
Custom Operations #1- Bad Debit, Interest, Misc..)	-	20,000	20,400
Custom Operations #2	-	-	-
Custom Operations #3	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 41,000	\$ 1,161,000	\$ 1,184,220

FACILITY OPERATION & MAINTENANCE

Insurance	-	10,000	10,200
Janitorial Services	-	25,000	25,500
Building and Land Rent / Lease	-	1,000,000	1,020,000
Repairs & Maintenance	-	50,000	51,000
Security Services	-	45,000	45,900
Utilities	-	100,000	102,000
Custom Facilities Operations #1	-	-	-
Custom Facilities Operations #2	-	-	-

3316

Custom Facilities Operations #3

TOTAL FACILITY OPERATION & MAINTENANCE

RESERVES / CONTIGENCY

TOTAL EXPENSES

NET OPERATING INCOME (before Depreciation)

DEPRECIATION & AMQRTIZATION

NET OPERATING INCOME (including Depreciation)

	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ 1,230,000	\$ 1,254,600
RESERVES / CONTIGENCY	-	200,000	210,000
TOTAL EXPENSES	\$ 386,000	\$ 8,378,458	\$ 9,972,163
NET OPERATING INCOME (before Depreciation)	\$ (151,500)	\$ 1,240,317	\$ 1,185,615
DEPRECIATION & AMQRTIZATION	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ (151,500)	\$ 1,240,317	\$ 1,185,615

337

IBOUND EDUCATION

IG PLAN FOR INITIAL CHARTER PERIOD

	YEAR 3	YEAR 4	YEAR 5
	2020	2021	2022
	12,719,867	14,246,251	15,813,339
	11,116,482	12,372,129	13,440,052
	1,603,385	1,874,122	2,373,287
	7,718	7,709	7,721
	6,745	6,695	6,563
	\$ 12,719,867	\$ 14,246,251	\$ 15,813,339
	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -
	\$ 12,719,867	\$ 14,246,251	\$ 15,813,339

Description of Assumptions and Variances

338

312,120	424,483	432,973
499,392	509,380	519,567
62,424	127,345	129,892
88,434	90,203	92,007
83,232	84,897	86,595
109,242	111,427	113,655
83,232	84,897	86,595
\$ 1,238,076	\$ 1,432,631	\$ 1,461,283

4,594,406	5,369,712	6,174,193
143,575	146,447	149,376
156,060	159,181	162,365
156,060	159,181	162,365
-	-	-
-	-	-
104,040	106,121	108,243
-	-	-
\$ 5,154,142	\$ 5,940,642	\$ 6,756,542

93,636	95,509	97,419
104,040	106,121	108,243
118,606	120,978	123,397
-	-	-
197,676	228,160	232,723
\$ 513,958	\$ 550,767	\$ 561,782

\$ 6,906,175	\$ 7,924,040	\$ 8,779,607
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428,183	491,290	544,336
100,140	114,899	127,304
3,108	3,566	3,951
10,359	11,886	13,169
-	-	-
-	-	-

339

483,432	554,683	614,573
38,675	44,375	49,166
6,906	7,924	8,780
13,812	15,848	17,559
69,062	79,240	87,796
-	-	-
-	-	-

\$ 1,153,677 \$ 1,323,711 \$ 1,466,633

\$ 8,059,852 \$ 9,247,751 \$ 10,246,241

26,010	26,530	27,061
26,010	26,530	27,061
-	-	-
-	-	-
-	-	-
52,020	53,060	54,122
52,020	53,060	54,122
31,212	31,836	32,473
104,040	106,121	108,243
31,212	31,836	32,473
26,010	26,530	27,061

\$ 348,534 \$ 355,505 \$ 362,615

Accounting and PEIMS software

0178

Travel

341

1,040	1,061	1,082
104,040	106,121	108,243
10,404	10,612	10,824
104,040	106,121	108,243
10,404	10,612	10,824
31,212	31,836	32,473
15,606	15,918	16,236
104,040	106,121	108,243
10,404	10,612	10,824
10,404	10,612	10,824
10,404	10,612	10,824
5,202	5,306	5,412
78,030	79,591	81,182
26,010	26,530	27,061
26,010	26,530	27,061
26,010	26,530	27,061
606,553	618,684	631,058
5,202	5,306	5,412
2,081	2,122	2,165
20,808	21,224	21,649
-	-	-
-	-	-
\$ 1,207,904	\$ 1,232,062	\$ 1,256,704

10,404	10,612	10,824
26,010	26,530	27,061
1,040,400	1,061,208	1,082,432
52,020	53,060	54,122
46,818	47,754	48,709
104,040	106,121	108,243
-	-	-
-	-	-

	-		-		-
\$	1,279,692	\$	1,305,286	\$	1,331,392
	220,500		231,525		243,101
\$	11,116,482	\$	12,372,129	\$	13,440,052
\$	1,603,385	\$	1,874,122	\$	2,373,287
	-		-		-
\$	1,603,385	\$	1,874,122	\$	2,373,287

342

FINANCIAL PLAN WORKBOOK SUMMARY

NORTH BOUND EDUCATION

	Year 0 (Start- Up) 2016	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022
REVENUE					
Total State Revenue		\$ 9,618,774	\$ 11,157,778	\$ 12,719,867	\$ 14,246,251
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ 234,500	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 234,500	\$ 9,618,774	\$ 11,157,778	\$ 12,719,867	\$ 14,246,251
EXPENSES					
Total Administrative Staff Personnel Costs	\$ 215,000	\$ 950,000	\$ 1,193,400	\$ 1,238,076	\$ 1,432,631
Total Instructional Personnel Costs	\$ -	\$ 3,386,000	\$ 4,349,280	\$ 5,154,142	\$ 5,940,642
Total Non-Instructional Personnel Costs	\$ -	\$ 336,000	\$ 439,620	\$ 513,958	\$ 550,767
Total Payroll Taxes and Benefits	\$ -	\$ 780,458	\$ 999,343	\$ 1,153,677	\$ 1,323,711
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ 215,000	\$ 5,452,458	\$ 6,981,643	\$ 8,059,852	\$ 9,247,751
Total Contracted Services	\$ 130,000	\$ 335,000	\$ 341,700	\$ 348,534	\$ 355,505
Total School Operations	\$ 41,000	\$ 1,161,000	\$ 1,184,220	\$ 1,207,904	\$ 1,232,062
Total Facilities Operations and Maintenance	\$ -	\$ 1,230,000	\$ 1,254,600	\$ 1,279,692	\$ 1,305,286
Reserves and/or Contingency	\$ -	\$ 200,000	\$ 210,000	\$ 220,500	\$ 231,525
TOTAL EXPENSES	\$ 386,000	\$ 8,378,458	\$ 9,972,163	\$ 11,116,482	\$ 12,372,129
NET OPERATING INCOME (before depreciation)	\$ (151,500)	\$ 1,240,317	\$ 1,185,615	\$ 1,603,385	\$ 1,874,122
STUDENT ENROLLMENT					
Projected Student Enrollment		1,248	1,448	1,648	1,848
Revenue Per Pupil		\$ 7,707	\$ 7,706	\$ 7,718	\$ 7,709
Expenses Per Pupil		\$ 6,714	\$ 6,887	\$ 6,745	\$ 6,695

343

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Year 5
2023

\$	15,813,339
\$	-
\$	-
\$	15,813,339

\$	1,461,283
\$	6,756,542
\$	561,782
\$	1,466,633
\$	10,246,241
\$	362,615
\$	1,256,704
\$	1,331,392
\$	243,101
\$	13,440,052

\$	2,373,287
----	-----------

	2,048
\$	7,721
\$	6,563

344

NORTH BOUND EDUCATION Estimate of State Aid Entitlement Output		12/4/16 2:02
Preliminary		TOTAL
Refined ADA	1223.040	
HS ADA	0.000	
ASF ADA	0.000	
SPECIAL EDUCATION FTE		Extended Year Service
Number Enrolled in Homebound	0.327	0.054
Hospital Class	0.000	0.000
Speech Therapy	0.858	0.014
Resource Room	3.736	0.623
Self-Contained Mild/Mod/Sev	0.467	0.078
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	5.387	0.769
TOTAL SPECIAL EDUCATION WEIGHTED FTE	18.529	2.442
Career & Technology FTEs	0.000	
Advanced Career & Technology FTES	0.000	
Regular Program ADA	1,217.653	
Mainstream ADA	24.500	
Gifted & Talented Enrollment	50.000	
Compensatory Ed Enrollment	-	
Pregnancy-related FTEs	0.000	
Bilingual ADA	965.300	
Adjusted GYA	0.9733	
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)	1,703.603	
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	\$ 7,777,150	
Special Education Block Grant (Spend 52% of Amount as proposed)	\$ 118,345	
Mainstream Special Education (Spend 52% of Amount as proposed)	\$ 172,130	
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)	\$ 11,696	
TOTAL SPECIAL EDUCATION	\$ 302,171	
Career & Technology Grant (Spend 59% of Amount as proposed)	\$ -	
Gifted & Talented Op Grant (Spend 55% of Amount as proposed)	\$ 38,322	
Regular Compensatory Ed (Spend 52% of Amount as proposed)	\$ -	
Pregnancy Related Services Allocation (Spend 52% of Amount as proposed)	\$ -	
Military Allotment	\$ -	
Bilingual Education Block Grant (Spend 52% of Amount as proposed)	\$ 616,537	
TRANSPORTATION		
Regular Program	\$ -	
Special Education	\$ 50,000	
Career and Technology	\$ -	
TOTAL TRANSPORTATION	\$ 50,000	
High School Allotment	\$ -	
State Share of Tier I	\$ 8,784,180	
Tier II Level 1	\$ 553,735	
Tier II Level 2	\$ 280,859	
TOTAL TIER II	\$ 834,594	
TOTAL FOUNDATION	\$ 9,618,774	
OTHER PROGRAMS		
Staff Salary Allotment	\$ -	
Additional State Aid for Tax Reduction (ASATR)	\$ -	
TOTAL OTHER PROGRAMS	\$ -	
TOTAL	\$ 9,618,774	
TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)	\$ -	
TOTAL FOUNDATION SCHOOL FUND (FSF)	\$ 9,618,774	

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.

345

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		1,703.603
4	2015-2016 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	\$	7,844,475
5	2015-2016 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	189,366
6	2015-2016 Minimum Revenue (Line 4 + Line 5)	\$	8,033,840
7	Transportation Adjustment	\$	50,000
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)	\$	8,083,840
11	2015-2016 Tier I State Aid	\$	8,784,180
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)	\$	8,784,180
14	2015-2016 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	\$	5,156

12/4/16 2:02

3410

Total FSP from latest Summary of Finances (SOF)	\$	9,618,774
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$	-
Current Year FSP Payments Year to Date from FSP Ledger	\$	-
FSP Remaining Balance	\$	9,618,774
Number of Remaining FSP Payments	\$	12
Remaining Balance to be Paid this Month		8.3%
Payment	\$	798,358

Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 798,358
October	11	9.1%	\$ 802,658
November	10	10.1%	\$ 809,794
December	9	11.1%	\$ 800,084
January	8	12.4%	\$ 794,577
February	7	14.4%	\$ 808,316
March	6	16.6%	\$ 797,628
April	5	19.9%	\$ 797,465
May	4	25.1%	\$ 805,684
June	3	33.2%	\$ 798,198
July	2	49.7%	\$ 798,189
August	1	100.0%	\$ 807,825
			\$ 9,618,774

347

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.

PROVIDED DURING RESUBMISSION PERIOD

NORTH BOUND EDUCATION			
STATEMENT OF FINANCIAL POSITION			
31ST DECEMBER 2016			
	Notes	2016	
ASSET			
	Non-Current Assets		
	Property, plant & equipment	0	
	Intangible assets	0	
		0	
	Current Assets		
	Receivables	0	
	Cash and Cash equivalents	0	
		0	
TOTAL ASSETS		0	
EQUITY AND LIABILITIES			
	Equity		
	Retained earnings	0	from net income
	Revaluation reserve	0	
	Total Equity		
	Non-Current Liabilities		
	Long term borrowings	0	
	Current Liabilities		
		0	
		0	
	Total Current Liabilities	0	
	Total Liabilities	0	
TOTAL EQUITY AND LIABILITIES			
Notes:	Reporting format may change depending on the financial program that will be used the track all the revenues and operating expenses.		

PROVIDED DURING RESUBMISSION PERIOD

NORTH BOUND EDUCATION			
STATEMENT OF ACTIVITIES			
FOR THE MONTH ENDED 31ST DECEMBER 2016			
REVENUES			
	State Revenues	0	
	Federal Revenues	0	
	Local & Other Revenues	0	
TOTAL REVENUES		0	
EXPENSES			
	Payroll	0	
	Contracted Services	0	
	School Operations	0	
	Facility Operation & Maintenance	0	
	Reserve/Contingency	0	
TOTAL EXPENSES		0	
NET OPERATING INCOME (before Depreciation)			0
DEPRECIATION & AMORTIZATION			0
NET OPERATING INCOME			<u>0</u>

NORTH BOUND EDUCATION				
STATEMENT OF CASH FLOWS				
FOR THE MONTH ENDED 31ST DECEMBER 2016				
Cash flows from operating activities			0	
	Net Income			
	Add (deduct) items not affecting cash			
		Depreciation expense	0	
		Decrease in accounts receivable	0	
		Increase in prepaid expenses	0	
		Increase in accounts payable	0	0
Net cash flow from operating activities				0
Cash flows from investing activities				
	Purchase of land		0	
	Purchase of building		0	
	Purchase of equipment		0	
Cash used by investing activities				0
Cash flows from financing activities				
	Issuance of bonds		0	
	Payment of cash dividends		0	
Cash provided by financing activities				0
Net increase/decrease in cash				0

PROVIDED DURING RESUBMISSION PERIOD



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

Attachment F4- Audit Report

An audit report for North Bound Education Inc., is nonexistent since the entity was created after January 09, 2016. As of date of submission, December 05, 2016, North Bound Education Entity has no receipts nor assets.

Statement of Financial Position: Not Applicable

Statement of Activity: Not Applicable

Cash Flow Statement: Not Applicable

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.”



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

Attachment F5- Credit Report

“No documents are being provided because the sponsoring entity was incorporated after January 9, 2016.”

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.



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

Attachment F6- IRS Form 990

“No documents are being provided because the sponsoring entity was incorporated after January 9, 2016.”

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."



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Attachment F7- Evidence of Other Financial Support

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."

Attachments:

Keith A. Ulstad, Senior Vice President, United Properties Development LLC

Paul Driscoll- Chief Executive Officer, Hill & Wilkinson General Contractors

Jessie Holland-Retired Dallas Cowboy Football Player, current Radio Broadcaster, Fundraiser.

Sheldon Hoyt- Chief Executive Officer, Children's Beginnings

Grant Simmons- Vice President of Public Finance Division, Frost Bank

Strategic Alliances:

Domingo Garcia- Attorney at Law, Dallas/ Tarrant County

Alba Garcia- Dallas County Council Person

Dream Outside the Box- Tarrant County

Seeds to STEM- Dallas/Tarrant County

Alchemy Pops- Tarrant County

Rainwater Foundation

Commit! (<http://www.ignitelearning.com/index.php>)

Ignite! Learning (<http://commit2dallas.org/our-mission/>)

TheNET (www.thenetfw.com)

Trinity Environmental Academy Charter- Generation 19



UNITED
PROPERTIES

November 29, 2016

Mr. Arnaldo Alaniz
Texas Department of Education
Division of Charter School Administration
1719 N. Congress Avenue
Austin, Texas 78701

Dear Mr. Alaniz,

United Properties is proud to write this letter of support for North Bound Education. It is our opinion that North Bound Education has a very unique model, which will address a real need within the targeted community. Nora Berry has an outstanding track record in education and deep experience in the charter school niche. Her vision for all children to find their “true north” and develop their critical thinking skills to provide for a compelling future is inspiring. We are honored to be part of the team.

United Properties is available to provide start-up funds for Northbound Education to establish a charter school contingent upon Charter School approval and related state funding and a mutually agreeable real estate solution. The amount is estimated to be, but is not limited to the amount of \$10,000,000.

Best regards,

Keith A. Ulstad
Senior Vice President
United Properties Development LLC



ABOUT OUR COMPANY

United Properties' focus is commercial and residential real estate, from developing and investing in property and land to managing its own operating portfolio.

As a leading investor in and developer of commercial property, senior housing and residential land, we offer insights and experiences that support business, community and individual goals.

Our success comes from a 100-year history that combines entrepreneurial drive, financial strength and market knowledge.

COMMERCIAL REAL ESTATE

United Properties provides market expertise for ground-up development, redevelopment and acquisitions of value-add and stable investments. United Properties invests in and develops retail, office, healthcare and industrial assets.

Our commercial real estate properties include business parks, mixed-use and grocery-anchored retail centers, medical office buildings, build-to-suits and historic office buildings.

INVESTMENT

Formed in 1916, the investment group acquires property on behalf of United Properties. The investment portfolio is composed of approximately 60 assets in Minnesota, Wisconsin and Colorado.

The asset management team underwrites transactions, finances, operates, repositions or disposes of properties to maximize value. With depth in transaction structuring and financing, the team is constantly evaluating alternative capital structures and product types.

DEVELOPMENT

Since 1975, United Properties has provided development services for businesses and acquired land for future developments. The development process includes site selection, due diligence, site acquisition, land planning, design/engineering, vendor selection, government approvals, construction, financing and marketing.

RESIDENTIAL REAL ESTATE

The company's residential team focuses on senior cooperatives, assisted living, multi-family and land for single-family homes.

APPLEWOOD POINTE

Senior cooperative communities that offer maintenance-free living for active adults. With seven locations, the communities serve approximately 1,000 Twin Cities seniors.

CHERRYWOOD POINTE

Homes with a continuum of lifestyle options, including independent living, assisted living, memory and respite care.



OUR HISTORY

United Properties traces its roots to 1916 when it was formed to manage the real estate assets of the Hamm's Brewing Company. Privately held through its entire history, United Properties grew into a diversified commercial real estate owner and operator. In 1998, the business was purchased by the Pohlad family.

OUR MARKETS

MINNESOTA, COLORADO AND WISCONSIN COMMERCIAL REAL ESTATE

Portfolio management, investment and development

MINNESOTA AND COLORADO RESIDENTIAL REAL ESTATE

Investment and development, senior cooperatives and assisted living

OUR OFFICES

MINNESOTA

3600 American Blvd. W.
Suite 750
Minneapolis, MN 55431
T 952.835.5300

COLORADO

1331 17th Street
Suite 605
Denver, CO 80202
T 720.898.8866

OUR LEADERSHIP



Eva Stevens
President
Chief Operating Officer



Bill Katter
President
Chief Investment Officer



Eric Skalland
Vice President
Chief Accounting Officer



Richard Student
Senior Vice President
Finance and asset management



Keith Ulstad
Senior Vice President
Retail

uproperties.com
info@uproperties.com

rev 04/22/16





HILL & WILKINSON
GENERAL CONTRACTORS

2703 TELECOM PARKWAY / SUITE 120 / RICHARDSON, TEXAS 75082
214.299.4300 PHONE / 214.299.4444 FAX

November 30, 2016

Mr. Arnoldo Alaniz
Texas Department of Education
Division of Charter School Administration
1719 N. Congress Avenue
Austin, Texas 78701

Dear Mr. Alaniz,

Hill & Wilkinson is proud to write this letter of support for Northbound Education. If North Bound is successful in obtaining the Charter School approval we will be assisting them with their construction needs. The completion of eight charter schools, along with two additional charter schools in preconstruction, gives us insight into the unique needs of these campuses. We are committed to Ms. Berry and are a supporter of her specialized model of addressing the educational needs of a targeted community.

We are honored to be part of the team.

Sincerely,

Paul Driscoll
Chief Executive Officer



COMPANY PROFILE

BUILDING OUR VISION

With nearly a half century in the business, Hill & Wilkinson has steadily grown from a small family business, to a respected industry leader, providing a full range of contracting services in multiple markets. From a simple maintenance project, to design-build of a fast-track facility, we execute each project with persistent accountability. We listen to your goals so that we may develop strategies to successfully build your vision.

MAINTAINING OUR FOUNDATION

The firm was founded by Luther Hill in 1968 on the belief in strict standards for quality and safety. He gained national attention for building big business projects with a small business attitude. Greg Wilkinson and Fritz McKinstry carried on his legacy when they bought the company in 1985. Now, Paul Driscoll, CEO, is leading the firm into the future with a commitment to retaining the culture and principles that have been central to our success. Many things have changed as we have evolved into a \$500 million firm, but our philosophy and core values have remained the same - respect, quality, safety, training, fun, citizenship and commitment to the communities we serve.

BELOW

1968 - Luther Hill creates his own company based on respect, quality and safety



OUR SERVICES

Hill & Wilkinson offers a full range of general contracting services under a variety of contractual arrangements including construction manager, general contractor, design-build or design-assist. Additional services include preconstruction, process driven design and construction, millwright (equipment installation), LEED® management, commissioning and special projects.

EMPOWERING OUR PEOPLE

Hill & Wilkinson’s ethical, forward-thinking workforce continues to maintain our reputation as a safe, high-quality construction firm. We are consistently ranked among the top 400 contractors in the US by *Engineering News-Record* and have been named multiple times as one of the “Best/Top Places to Work” in Dallas-Fort Worth by both *The Dallas Business Journal* and *The Dallas Morning News*.

Our assets are managed by the people who know our work best. We are invested in every project we take on and are passionate about achieving results that exceed expectations.

BELOW

The original leaders of Hill & Wilkinson from left to right Greg Wilkinson, Luther Hill, Fritz McKinstry



BELOW

2008 Hill & Wilkinson celebrates 40 years of service



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.



2950 North Harwood
Dallas, Texas 75201

December 2, 2016

Ms. Nora Berry
Superintendent
North Bound Education

Dear Ms. Berry,

Sheldon Hoyt has shared with me your background and desire for a new charter school called North Bound Education. Based on the vision he described Frost Bank would have much interest in working with you as your banking partner if the charter application is approved.

If I can be a resource to you or anyone on your team please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read "Grant Simmons".

Grant Simmons
Vice President, Public Finance Division
Frost Bank



Children's Beginning

Dual Language Early Education and Child Care

December 5, 2016

Mr. Arnaldo Alaniz
Texas Department of Education
Division of Charter School Administration
1719 N. Congress Avenue
Austin, Texas 78701

Dear Mr. Alaniz,

Children's Beginning is writing to express their intent to become partners with North Bound Education Public School should the charter be approved.

Children's Beginning is a nonprofit educational facility serving the needs of students from the age of six weeks to five years of age.

As stated in their mission statement, North Bound intends to serve students from cradle to careers. The partnership between Children's Beginnings and North Bound Education Public School fully brings their vision to fruition.

Children's Beginning is committed to North Bound Public School and is a supporter of their specialized model of addressing the educational needs of a targeted community.

We are honored to be part of the team.

Sincerely,

Sheldon Hoyt
Executive Director and CEO

Early Education with Children's Beginning
1525 W. Mockingbird Lane, Dallas Texas 75235
Telephone 214.637.1600 Fax 214.637.1600

365

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.



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

Attachment G1- Determination Letter

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.

North Bound Education has filed their 501(c)(3) to the Internal Revenue Service and intends on submitting their Letter of Determination by April 7, 2016.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: APR 19 2017

NORTH BOUND EDUCATION PUBLIC SCHOOL
C/O FAST501C3 INCORPORATED
CARMEN FORGE
2300 VALLEY VIEW LN STE 909
IRVING, TX 75062

SUBMITTED AFTER EXTERNAL REVIEW
-Compliant with Attachment G1-

Employer Identification Number:
81-5413285
DLN:
17053058307007
Contact Person:
CHRIS BROWN ID# 31503
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
December 30, 2016
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate 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 should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

NORTH BOUND EDUCATION PUBLIC SCHOOL

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.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script that reads "Stephen A. Martin".

Director, Exempt Organizations
Rulings and Agreements

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



Filed in the Office of the
 Secretary of State of Texas
 Filing #: 802615004 12/30/2016
 Document #: 706720420002
 Image Generated Electronically
 for Web Filing

**Certificate of Formation
 Nonprofit Corporation**

Filing Fee: \$25

Article 1 - Corporate Name

The filing entity formed is a nonprofit corporation. The name of the entity is :

NORTH BOUND EDUCATION PUBLIC SCHOOL

Article 2 – Registered Agent and Registered Office

A. The initial registered agent is an organization (cannot be corporation named above) by the name of:

FAST501C3, INCORPORATED, LLC

OR

B. The initial registered agent is an individual resident of the state whose name is set forth below:

C. The business address of the registered agent and the registered office address is:

Street Address:

**2300 VALLEY VIEW LANE
 STE. 909 IRVING TX 75062**

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: **JACK R. GURSS**

Title: **Director**

Address: **5700 ROWLETT ROAD, SUITE 110 ROWLETT TX, USA 75089**

Director 2: **SHELDON A. HOYT**

Title: **Director**

Address: **1525 W MOCKINGBIRD LN DALLAS TX, USA 75235**

Director 3: **PRISCILLA LUNA**

Title: **Director**

Address: **326 COLGATE AVE. DALLAS TX, USA 75225**

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:

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations described

under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

The corporation is not organized for profit and no part of the net earnings of this corporation shall inure to the benefit of any member of the Board of Directors of any other individual except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth.

The activities of this corporation shall not include direct or indirect participation or intervention in political campaigns on behalf of or in opposition to any candidate for public office. Nor is the primary activity of this corporation the operation of a social club for the benefit, pleasure, or recreation of its members. This corporation will generate unrelated business income due to vendor services and leasing of facility space. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation.

North Bound Education Public School is a nonprofit organization with a educational intent. North Bound Education Public School is an education institute that empowers children to be dreamers and dreamers to be innovative designers. Through inquiry and design thinking paired with career and college exploration opportunities, each student becomes a solution-seeker in an ever-changing global landscape. North Bound Education Public School is a transformative innovation and design school that provides the foundations for students to become independent problem solvers, inquirers, and co-designers of their own learning experiences. North Bound Education Public School guarantees academic excellence by providing quality instruction from educators that are experts in both content and pedagogy, unique design spaces, and support for students as they make informed decisions about college and career opportunities.

North Bound Education Public School Core Values:

- Personalized Learning
- Quality Instruction
- Self-Efficacy
- Ingenuity
- Reflection

North Bound Education Public School – Empowering children to be dreamers and dreamers to be innovative designers – Dare to Dream; Dream to Design!

Supplemental Provisions / Information

Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by a court of competent jurisdiction in the county in which the principal office of the organization is then located, exclusively for such purposes or to such

organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

[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:

Organizer

The name and address of the organizer are set forth below.

JACK R. GURSS 5700 ROWLETT ROAD, SUITE 110, ROWLETT, TX 75089

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.

JACK R. GURSS

Signature of organizer.

FILING OFFICE COPY

Provide the following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

**BYLAWS
OF
NORTH BOUND EDUCATION PUBLIC SCHOOL**

This is Non-Profit Corporation formed under the Non-Profit Corporation Laws of Texas.

**ARTICLE ONE
NAME, PURPOSE, OBJECTIVES, AND DEDICATION OF ASSETS**

The name of the organization shall be **North Bound Education Public School**.

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations described under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

North Bound Education Public School is a non profit organization with educational intent. North Bound Education Public School is an education institute that empowers children to be dreamers and dreamers to be innovative designers. Through inquiry and design thinking paired with career and college exploration opportunities, each student becomes a solution-seeker in an ever-changing global landscape. North Bound Education Public School is a transformative innovation and design school that provides the foundations for students to become independent problem solvers, inquirers, and co-designers of their own learning experiences. North Bound Education Public School guarantees academic excellence by providing quality instruction from educators that are experts in both content and pedagogy, unique design spaces, and support for students as they make informed decisions about college and career opportunities.

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North Bound Education Public School - Empowering children to be dreamers and dreamers to be innovative designers - Dare to Dream; Dream to Design

North Bound Education Public School shall seek to own and operate an open-Enrollment Charter School as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. North Bound Education Public School is formed for charitable and educational purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the North Bound Education Public School will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the North Bound Education Public School will not

**BYLAWS
OF
NORTH BOUND EDUCATION PUBLIC SCHOOL**

participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The North Bound Education Public School will not engage in any activities or exercise any powers that are not in furtherance of the charitable and educational purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

The initial Board of Directors of North Bound Education Public School, caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization.

ARTICLE TWO

MEMBERSHIP

Membership shall consist only of the members of the Board of Directors.

**ARTICLE THREE
MEETINGS**

REGULAR MEETINGS

Regular meetings of the Board of Directors will be held as needed to conduct business. Meetings shall be held at a time and location selected by the Board and per state law. The primary purpose of the meetings will be to review the performance of the Corporation for the current fiscal year, to plan the program and activities of the Corporation for the next fiscal year, and to transact any other business as may properly come before the Board of Directors.

**BYLAWS
OF
NORTH BOUND EDUCATION PUBLIC SCHOOL**

SPECIAL MEETINGS

Special meetings of the Board of Directors may be called for any purpose not otherwise prescribed by statute, regulation, grant or loan condition or the Certificate of Formation, by the President, or by any two Directors, to transact any business described in the call for the special meetings. The notice for a special meeting must be provided per Article 2.04 herein.

ANNUAL MEETING

The date of the regular annual meeting shall be set by the Board of Directors who shall also set the time and place. Meetings can be via telephone, email or in-person.

MEETINGS: Upon the Corporation's designation as a holder of an Open-Enrollment Charter, meetings shall be conducted per provisions of the Texas Education Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person.

a) **Closed Meetings:** The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaint against an employee unless the student or employee respectively requests an open meeting.

b) **Emergency Meetings:** In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

c) **Video Conferencing:** Meetings may also be conducted by videoconference call, provided a quorum of the full board is present at one location, audio and video is simultaneously available to the participants and the public, and other prerequisites and requirements of the Texas Open Meetings Act are met.

**BYLAWS
OF
NORTH BOUND EDUCATION PUBLIC SCHOOL**

MEETINGS NOTICE: Upon the Corporation's designation as a holder of an Open-Enrollment Charter, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, the Certificate of Formation or these Bylaws, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

a) **Emergency Notice:** Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two hours before such meeting.

b) **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.

c) **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.

AGENDA: Upon the Corporation's designation as a holder of an Open-Enrollment Charter, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the President and as presented in the notice of the meetings. However, the President may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

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 per state law and Article 2.10 herein.

**BYLAWS
OF
NORTH BOUND EDUCATION PUBLIC SCHOOL**

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.

VOTING: All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or law, will be decided by a vote of a majority of the Directors or committee members present at the meeting. If a quorum of the Board is present the affirmative vote of a majority of the Board of Directors present at a meeting will be the act of the body corporate, unless statute, regulation, the Certificate of Formation, or these Bylaws require the vote of a greater number. Voting on all questions may be by voice vote. Any Director may request a roll call vote on any motion or resolution.

RECORDS: The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records. Upon designation as an open enrollment charter holder, the Corporation shall additionally comply with the Texas Public Information Act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the President in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

PROCEDURES: For all matters of parliamentary procedures, the Board of Directors shall be guided by Robert's Rules of Order Newly Revised, 11th ed. (Da Capo Press, 2011).

**ARTICLE FOUR
BOARD OF DIRECTORS**

Board Role, Size, Compensation.

The Board of Directors ("Board") is responsible for overall policy and direction of the School Board, and delegate's responsibility for day-to-day operations to the Superintendent / C.E.O. and committees. The Board shall have up to five and not fewer than three members. The board receives no compensation other than pay reasonable for services rendered.

**BYLAWS
OF
NORTH BOUND EDUCATION PUBLIC SCHOOL**

a.) Powers

The Directors of the Board ("Directors") of this Corporation is vested with the oversight and governance of the business and affairs of this Corporation, subject to the Texas Business Organizations Code, the Certificate of Formation, and these bylaws. Financial transactions made on behalf of the organization will be made by the President / Director and/or the Treasurer / Director. Either of these two board members will have the authority to open accounts and sign on all financial transactions related to the organization.

b.) Number of Directors

The initial Board will consist of three (3) Directors. Upon majority resolution of the Board, the number of Directors may be increased or decreased (but not less than three) from time to time, but in no event shall a decrease have the effect of shortening the term of an incumbent Director, or decreasing the total number of Directors to less than three Directors. Until the first meeting for electing the Directors occurs, the initial Board of Directors shall consist of the persons listed in the Certificate of Formation as constituting the initial Board.

c.) Compensation

The Board of Directors will be compensated based on the vote and agreement of all of the board of directors. The compensation may be granted to one or to all board of directors as it deems necessary or decides. All compensation will be delivered based on the current year fair market value of compensation per the position a particular board of director holds.

Board Elections.

Election of new Directors or election of current Directors to a second or additional term will occur as the first item of business at the annual meeting of the corporation. Directors will be elected by a majority vote of the current Directors.

Terms.

All Board members shall serve one (1) year terms, but are eligible for re-election.

Quorum.

A quorum must be attended by at least 50 percent of the Board members before business can be transacted or motions made or passed. Voting – Each director present shall be entitled to one (1) vote upon each Matter submitted to a vote at a meeting of directors. Voting by proxy shall not be permitted. A director may participate in any meeting of the directors by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this paragraph constitutes presence in person at the meeting. In the event the Board shall become dead-locked, upon the request of any director, such matter shall be referred forthwith to a special meeting of the sole director for resolution, with a

**BYLAWS
OF
NORTH BOUND EDUCATION PUBLIC SCHOOL**

simple majority of the votes cast at such special meeting to be controlling upon the Board; or the President / Director will have the final vote.

Officers and Duties.

There shall be four officers of the Board consisting of Board Directors. Any officer may hold two offices.

President

The President shall have authority to sign, execute and acknowledge, on behalf of the organization, deeds, mortgages, bonds. If applicable, contracts, leases, reports and other documents or instruments necessary or proper to be executed in the course of the organizations business which shall be authorized by resolution of the Board and, except as otherwise provided by law or the Board, the President may authorize any Vice President or other officer or agent of the organization to sign, execute and acknowledge such documents or instruments in the President's place and stead.

Vice President

The Vice President is the person deemed or placed in command or to give direction, only in the event the President is not able to complete his responsibilities, not available or has sought direction from the President to conduct organization duties as obligated for the position.

Secretary

The Secretary maintains records of the Board and ensures effective management of organization's records. Manages minutes of Board meetings; ensures minutes are distributed to members shortly after each meeting. The Secretary is sufficiently familiar with legal documents (e.g. articles, by-laws, IRS correspondence) to note their applicability during meetings.

Treasurer

The Treasurer provides the annual budget to the Board for approval; ensures development and Board review of financial policies and procedures.

Vacancies.

When a vacancy on the Board exists, nominations for new members may be received from present Board members by the Secretary two weeks in advance of a Board meeting. These nominations shall be sent out to Board members with the regular Board meeting announcement to be voted upon at the next Board meeting. These vacancies will be filled only to the end of the particular Board member's term.

**BYLAWS
OF
NORTH BOUND EDUCATION PUBLIC SCHOOL**

Resignation, Terminations and Absences.

Resignation from the Board must be in writing and received by the Secretary. A Board member shall be dropped for excess absences from the Board if he/she has three unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining Directors. The President / Director of the organization, shall be perpetual. The President / Director of the board will not be removed from the board by voting or alternative decisions. In the event the President / Director becomes incapacitated either mentally or physically and is unable to make any sound decisions, before this time; he/she shall be able to appoint a successor. In the event this does not occur, the vote will then, be able to remove the President / Director from his/her position.

**ARTICLE FIVE
COMMITTEES**

The Board may create committees as needed such as fundraising, housing, etc. The Board President appoints all committee chairs.

Executive Committee

The three officers appointed by the President serve as the members of the Executive Committee. Except for the power to amend the Articles of Incorporation and Bylaws, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, subject to the direction and control of the Board of Directors.

Finance Committee.

The Treasurer is chair of the Finance Committee, which includes the President. The Finance Committee is responsible for reviewing fiscal procedures, fundraising plans, and the annual financial plan prepared by the school staff. The Board must approve the annual financial plan and all major expenditures. Any major change in the annual financial plan must be approved by the Board or the Executive Committee. The fiscal year shall be the calendar year. Monthly financial reports are required to be submitted to the Board showing income, expenditures and forecasted income and expenses.

**BYLAWS
OF
NORTH BOUND EDUCATION PUBLIC SCHOOL**

Independent Reporting

Any associate or affiliate of the organization may inquire about the organization, based on the necessity and interest of the request. The request will be submitted and approved before the Board and the Treasurer before such information or request is honored. Any associate or affiliate of the organization who deems that an interest or action of the organization is not being conducted in good character, ethically, and respectfully against the members and associates of the organization or any other public interest, may have the right to file a complaint or concern within the organization or other third-party interest. Any concern or issue that is submitted will be reviewed and completed within ninety days of the written concern and written response will be provided to the independent member or associated person of the organization.

**ARTICLE SIX
SCHOOL BOARD**

A School Board will consist of three (3) members of the Board plus two (2) individuals appointed by the the Board. The School Board is responsible to appoint the Superintendent and Chief Executive Officer. The School Board is responsible for overseeing the management; implantation of policies; and overall directions undertaken by the Superintendent and Chief Executive Officer.

**ARTICLE SEVEN
SUPERINTENDENT AND CHIEF EXECUTIVE OFFICER**

The Superintendent and C.E. O. is the most important role in the management of the organization. It is the singular organizational position that is primarily responsible to carry out the strategic plans and polices as established by the School Board. The Superintendent shall be the principal executive officer of the organization and shall be the general supervisor and control all of the business and affairs of the organization. She shall have authority, subject to such rules as may be prescribed by the School Board, to appoint such agents and employees of the organization as she shall deem necessary, to prescribe their powers, duties and compensation, and to delegate authority to them. Such agents and employees shall hold their position the discretion of the Superintendent.

**BYLAWS
OF
NORTH BOUND EDUCATION PUBLIC SCHOOL**

**ARTICLE EIGHT
AMENDMENTS**

These Bylaws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

These Bylaws were approved at a meeting of the Board of Directors of NORTH BOUND EDUCATION PUBLIC SCHOOL on December 1, 2016.

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.

**Form 202
(Revised 05/11)**

Submit in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512/463-5709
Filing Fee: \$25



This space reserved for office use.

**Certificate of Formation
Nonprofit Corporation**

Article 1 – Entity Name and Type

The filing entity being formed is a nonprofit corporation. The name of the entity is:

NORTH BOUND EDUCATION PUBLIC SCHOOL

Article 2 – Registered Agent and Registered Office

(See instructions. Select and complete either A or B and complete C.)

A. The initial registered agent is an organization (cannot be entity named above) by the name of:

Fast501c3, Incorporated, LLC

OR

B. The initial registered agent is an individual resident of the state whose name is set forth below:

First Name M.I. Last Name Suffix

C. The business address of the registered agent and the registered office address is:

2300 Valley View Lane, Suite 909 Irving TX 75062
Street Address *City* *State* *Zip Code*

Article 3 – Management

The management of the affairs of the corporation is vested in the board of directors. The number of directors constituting the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting of members or until their successors are elected and qualified are as follows:

A minimum of three directors is required.

Director 1				
Jack	R	Gurss		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>		<i>Suffix</i>
5700 Rowlett Road Suite 110	Rowlett	TX	75089	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 2				
Priscilla		Luna		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>		<i>Suffix</i>
326 Colgate Ave.	Dallas	TX	75225	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 3				
Sheldon	A	Hoyt		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>		<i>Suffix</i>
1525 W. Mockingbird Lane	Dallas	TX	75235	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

OR

The management of the affairs of the corporation is to be vested in the nonprofit corporation's members.

Article 4 – Membership

(See instructions. Do not select statement B if the corporation is to be managed by its members.)

- A. The nonprofit corporation shall have members.
- B. The nonprofit corporation will have no members.

Article 5 – Purpose

(See instructions. This form does not contain language needed to obtain a tax-exempt status on the state or federal level.)

The nonprofit corporation is organized for the following purpose or purposes:

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, the making of distributions to organizations that qualify as exempt organizations described under Section 501 [c] [3] of the Internal Revenue Code, or corresponding section of any future tax code.

The corporation is not organized for profit and no part of the net earnings of this corporation shall inure to the benefit of any of the Board of Directors of any other individual except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and make payments and distributions in furtherance of the purposes set forth.

The activities of this corporation shall not include direct or indirect participation or intervention in political campaigns on behalf of or in opposition to any candidate for public office. Nor is the primary activity of this corporation the operation of a social club for the benefit, pleasure, or recreation of its members. This corporation will generate unrelated business income due to vendor services and leasing of facility space. No substantial part of the of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation.

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co-designers of their own learning experiences. North Bound Education Public School guarantees academic excellence by providing quality instruction from educators that are experts in both content and pedagogy, unique design spaces, and support for students as they make informed decisions about college and career opportunities.

North Bound Education Public School Core Values:

- Personalized Learning
- Quality Instruction
- Self-Efficacy
- Ingenuity
- Reflection

North Bound Education Public School - Empowering children to be dreamers and dreamers to be innovative designers - Dare to Dream; Dream to Design!

The following text area may be used to include any additional language or provisions that may be needed to obtain tax-exempt status.

Supplemental Provisions/Information

(See instructions.)

Text Area: [The attached addendum, if any, is incorporated herein by reference.]

Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of Section 501[c](3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by a court of competent jurisdiction in the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Organizer

The name and address of the organizer:

Jack R. Gurss

Name

5700 Rowlett Road Suite 110

Rowlett

TX

75089

Street or Mailing Address

City

State

Zip Code

Effectiveness of Filing (Select either A, B, or C.)

A. This document becomes effective when the document is filed by the secretary of state.

B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of signing. The delayed effective date is: _____

C. This document takes effect upon the occurrence of a future event or fact, other than the passage of time. The 90th day after the date of signing is: _____

The following event or fact will cause the document to take effect in the manner described below:

Execution

The undersigned 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 to execute the filing instrument.

Date: December 3, 2016



Signature of organizer

Jack R. Gurss

Printed or typed name of organizer

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?

Non Applicable

2. What is your understanding of the appropriate role of a public charter school board member?

Evaluate the superintendent/ create policies and procedures. Ensure stewardship of taxpayers dollars.

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.

None

4. Describe the specific knowledge and experience that you would bring to the board.

For the past ten years, I have served as the CEO of a licensed day care know as Children Beginnings whose mission is to provide an comprehensive child care and quality dual language education to enhance student success. CB is licensed for 170 children from ages six weeks to five years old. I have oversee the operational and financial functions of the \$700,000 per year agency, setting policy and direction of the education and day care facility. My service also includes Director of Financial for a Texas non-profit.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

To provide student with choices in their educational journey giving each voice and choice

2. What is your understanding of the school's proposed educational program?

High expectations, choices, leadership development, an alternative to the traditional educational system, design and development of personal career and college paths.

3. What do you believe to be the characteristics of a successful school?

In order for a school to be successful, it must achieve the following: proper leadership, positive climate and culture, parent engagement, communication.

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

A school is monitored for success through: data, personal observation, balanced financial spreadsheets, state, district and local dashboard reports.

GOVERNANCE

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

As a board member, I am to create policies and procedures for the school, ensure that the school is implementing them and that the CEO/Superintendent is closing the educational achievement gap.

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

Success lies in: a positive climate and culture survey, a positive financial balance sheet and student success in all indicators as listed in ESSA.

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

Success lies in: a positive climate and culture survey, a positive financial balance sheet and student success in all indicators as listed in ESSA.

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

Monitor and evaluate all education, financial and community engage tools to ensure that the school is continuously moving in an "North Bound" direction.

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 confront the individual to ensure that the interest of the student education is not in jeopardy.

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.

Colleagues

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.

None

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

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the 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.

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, Sheldon Hoyt, 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 [Signature] Date 12/5/16

Verification

State of Texas

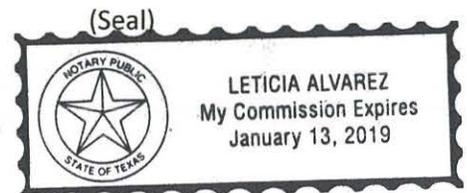
County of Freestone

On this day, Sheldon Hoyt (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 5 day of December, 2016

(Notary Public) Leticia Alvarez

My commission expires January 13, 2019



Name of proposed charter school: North Bound Education Public School

Name of sponsoring entity: North Bound Education

BACKGROUND

Full Legal Name: Jack R. Gurs

Home Mailing Address: 549 Hidden Oak Lane, Rockwall Texas 75087

Phone Number: 214-620-6500

E-mail Address: [REDACTED]

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?

Non Applicable

2. What is your understanding of the appropriate role of a public charter school board member?

To be an advisory board member for development of policy and procedures for the charter school. Serve as the evaluator of the superintendent/CEO. To ensure that the taxpayer money is used appropriately.

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.

None

4. Describe the specific knowledge and experience that you would bring to the board.

Financial Manager/Specialist- Budget Development, customer relationship management, account system system implementation, staff supervision, training and coaching, internal auditing procedures

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

To provide student with choices in their educational journey giving each voice and choice

2. What is your understanding of the school's proposed educational program?

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GOVERNANCE

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

As a board member, I am to create policies and procedures for the school, ensure that the school is implementing them and that the CEO/Superintendent is closing the educational achievement gap.

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

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

Success lies in: a positive climate and culture survey, a positive financial balance sheet and student success in all indicators as listed in ESSA.

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

Monitor and evaluate all education, financial and community engage tools to ensure that the school is continuously moving in an "North Bound" direction.

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 confront the individual to ensure that the interest of the student education is not in jeopardy.

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.

Colleagues

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.

None

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

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the 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.

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, _____, 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 _____

Verification

State of _____

County of _____

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

Subscribed and sworn to before _____ day of _____, 20____.

(Notary Public) _____

(Seal)

My commission expires _____

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, JACK R. GURSS, 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 *Jack R. Guss* Date 12/5/16

Verification

State of Texas

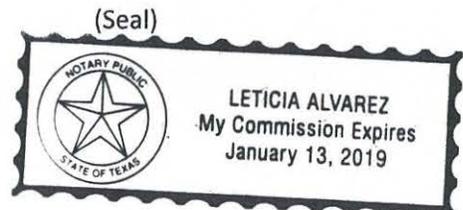
County of Freestone

On this day, 12/5/2016 (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 5 day of December, 2016.

(Notary Public) *Leticia Alvarez*

My commission expires January 13, 2019



Page _____

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.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Attachment G5- Code of Ethics

Listed as scripted on the Texas Association of School Board website.

Source: <https://www.tasb.org/Services/Leadership-Team-Services/Resources/For-New-Board-Members/Code-Of-Ethics.aspx>

As a member of the Board, I shall promote the best interests of the North Bound Education Public School as a whole and, to that end, shall adhere to the following ethical standards:

Equity in attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in stewardship

- I will be accountable to the public by representing District policies, programs, priorities and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance of my responsibilities.

Honor in conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of character

- I will refuse to surrender judgment to any individual or group at the expense of North Bound Education Public School as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

- I will keep confidential information that is privileged by law or that will needlessly harm the District if disclosed.

Commitment to service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-centered focus

- I will be continuously guided by what is best for all students of North Bound Education Public School.

North Bound Education Public School Board Member Responsibilities

Within 90 days of approval, each Board member shall complete training regarding the responsibilities of the Board and its members under Chapter 551 of the Texas Government Code (Texas Open Meetings Act); and The Board may employ by contract a Superintendent for a term not to exceed five years. Education Code 11.201(b). "Benefit" means anything reasonably regarded as pecuniary gain or pecuniary advantage, including benefit to any other person in whose welfare the beneficiary has a direct and substantial interest. Penal Code 36.01(3), .02.

North Bound Education Public School Board Member Conflict of Interest Policy

In Accordance with the Texas Constitution North Bound Education Public School prohibits public officials from holding incompatible public offices, and state statutes require school officials to disclose certain financial conflicts of interest.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

North Bound Education Public School will adopt all resources related to board members holding more than one public office and working or volunteering in the school district as well as information on financial conflicts of interest and required disclosures.

Related Policies

North Bound Education Public School board policy manual contains TASB's (LEGAL) reference policies and board-adopted (LOCAL) policies. North Bound Education Public School will also have relevant administrative regulations.

Conflict Disclosures for Board Members and Local Government Officers

To protect school district transactions from the undue influence of the business or other financial interests of district officials, several state laws require public disclosure of board members' financial interests. If you are a school district official you may not feel confident that you have disclosed all the business and financial interests required by law.

A school official's first-degree relatives by blood are:

- (1) the school official's parents; and (2)
- the school official's children, including children by adoption.

Tex. Gov't Code §§ 573.022-.023.

A school official's first-degree relatives by marriage are:

- (1) the school official's spouse; (2) the spouse of one of the official's first

-

degree relatives by blood; and (3) the first-degree blood relatives of the official's spouse.

Tex. Gov't Code §573.024. A school official should identify his or her first degree relatives and make a good-faith effort to determine if any of those relatives have interests that require disclosure, as described below.

Interest in a Business or Property



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

If a school board member, or a first-degree relative of a school board member has a substantial interest in a business entity that a school district does business with, the school board member must take certain steps to disclose this interest. A school board member has a substantial interest in a business entity when the member or his or her first-degree relative owns 10% or more of the voting stock or shares of the business entity, owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or received 10% or more of his or her gross income for the previous year from the business entity. Also, a school board member has a substantial interest in real property when the member or his or her first degree relative has legal or equitable ownership with a fair market value of \$2,500 or more in the property. Tex. Loc. Gov't Code § 171.002. The board member must disclose this interest through a two-step process: filing an affidavit and abstaining from further participation. Filing the affidavit Texas law requires a board member with a substantial interest to file an affidavit stating the nature and extent of the board member's interest in the business entity or real property before a vote or a decision on any matter involving the business entity or the real property. Tex. Loc. Gov't Code § 171.004(a). These affidavits must be filed with the district's official record keeper, the person designated in policy CPC(LOCAL). Tex. Loc. Gov't Code § 171.004(b).

The record keeper is the superintendent or another person responsible for maintaining the records of the district. Abstaining from further participation If the board's action will have a special economic effect on the business entity or the real property's value, the board member with the substantial interest must also abstain from further participation in the official decision-making process. Tex. Loc. Gov't Code § 171.004(a). In essence, a trustee may not vote on the matter and, though not required, would be wise to refrain from attending such deliberations. Tex. Att'y Gen. No. GA-334(2005).



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Failure to comply with these disclosure requirements may result in criminal penalties. Tex. Loc. Gov't Code § 171.003. By law, trustees must follow this statute. However, districts can extend these requirements to superintendents and other district employees by local policy. Your district's policy DBD(LOCAL) and (EXHIBIT) reflect this decision.

Interest in Property to Be Acquired with Public Funds. As mentioned above, sometimes a trustee must make more than one disclosure for the same interest. Such is the case if a board member has an interest in real property the school district is interested in purchasing. If a school board member or candidate has a legal or equitable interest in property that is to be acquired with public funds he or she must file a separate affidavit stating the name and office of the trustee and describing the property and the trustee's interest in the property along with other details. This affidavit must be filed with the county clerk of the county in which the trustee or candidate resides and the county clerk of each county in which the property is located. Tex. Gov't Code § 553.002. Most districts require the superintendent to comply with these provisions as a matter of local policy.

Source: Texas Association of School Boards. All rights reserved.

[https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Governance/documents/conflict disclosures bd mem dec15.pdf](https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Governance/documents/conflict%20disclosures%20bd%20mem%20dec15.pdf)

TASB Legal Services

Chapter 176

Income and Gifts from District Vendors and Family Relationships

Chapter 176 of the Texas Local Government Code also requires local government officers, including school board trustees, superintendents, and school district employees or agents who exercise discretion in the planning, recommending, selecting, or



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

contracting of a vendor, to disclose relationships with certain district vendors. These officers must file a sworn disclosure statement with respect to a district vendor if: (1) the vendor has entered into a contract with the district or the district is considering entering into a contract with the vendor, and (2) the vendor provides certain income or gifts to the officer or first degree relatives of the officer, or a family relationship exists between the officer and the vendor's employees or agents. However, a local government officer is not required to file a statement when the governmental entity or vendor is an administrative agency created to supervise the performance of an inter local contract under Section 791.013 of the Texas Government Code. Tex. Loc. Gov't Code § 176.003(a-2).

Income Disclosure

If the vendor has an employment or other business relationship with the official or the official's first-degree relative, then the relationship must be disclosed if the relationship generates taxable income; for the officer or family member exceeding \$2,500 during the 12 months preceding the date the officer becomes aware of the contractor prospective contract. Tex. Loc. Gov't Code § 176.003(a)(2)(A).

Gift Disclosure

Also, the officer must disclose the relationship with a district vendor if the officer or the officer's first-degree relative has accepted one or more gifts from the vendor that total over \$100 in the 12-month period preceding the date that the officer becomes aware of the contractor prospective contract. The relationship need not be disclosed if the gift is



(1) offered on account of kinship or a personal, professional or business relationship independent of the officer's official status, (2) a political contribution, or (3) food accepted as a guest.

Tex. Loc. Gov't Code §§ 176.001(2-b), .003(a)(2)(B), (a1).

Unless covered by another exception, lodging, transportation, and entertainment, even if accepted as a guest, are not exceptions to the gift disclosure requirements.

Family Relationship Disclosure

CIS disclosure is triggered by a family relationship, which means the vendor's employees or agents are related to the officer within the third degree by consanguinity (blood) or the second degree by affinity (marriage), as those relations are defined by Subchapter B, Chapter 573, Texas Government Code. Tex. Loc. Gov't Code § 176.003(a)(2)(C). 1 Business relationship means a connection based on commercial activity.

The term does not include a connection

based on: (A) a transaction that is subject to rate or fee regulation by a federal, state, or local governmental entity or an agency of a federal, state, or local governmental entity; (B) a transaction conducted at a price and subject to terms available to the public; or (C) a purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency. Tex. Loc. Gov't Code § 176.001(1-

a). 2 Taxable income does not include investment income

. Investment income for purposes of Chapter 176 includes dividends, capital gains, or income generated from personal or business checking or savings accounts, investments, or loans. Tex. Loc. Gov't Code §§ 176.001(2-b), .003(a)(2)(A).

This disclosure form is called Form CIS (Conflict of Interest Statement) and is relatively simple to fill out. The form is maintained by the Texas Ethics Commission Website



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

and is available at www.ethics.state.tx.us/forms/CIS.pdf

To comply with the law, an officer must file Form CIS with the district's records administrator by 5 p.m. on the seventh business day after the official becomes aware that there is an interest to disclose. Tex. Loc. Gov't Code § 176.013(a). The records administrator is the superintendent of the school district or another person designated by the district to maintain the disclosures. Penalties for failing to file such a disclosure are only triggered if a person knowingly violates the disclosure requirement.

Consequently, if the official files a conflicts disclosure statement by the seventh business day after receiving notice from the district of an alleged violation, the official will not violate the law. Tex. Loc. Gov't Code § 176.013(a),(f).

District Vendor Relationships

The same statute that mandates the disclosure of certain income and gifts from school district vendors also requires vendors to make certain disclosures. If you are a board member, this could affect you if you are a district vendor that (1) has provided income or gifts to a school district officer, or (2) has a family relationship with a school district officer. A board member may be considered a vendor under Chapter 176 if he or she owns or serves as an employee or agent for an entity that does business with the district. Tex. Loc. Gov't Code §§ 176.001(1), (7), .006.

For vendor disclosures related to income reporting, but not CIQ disclosures, Chapter 176 provides a limited exception for school district officers who are also a school district vendor. Tex. Loc. Gov't Code § 176.006(a)(1), (e).

Board members who have a business relationship with the



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

district should consult the district's attorney or their own attorney to determine if these requirements apply. A vendor must file a Form CIQ (Conflicts of Interest Questionnaire) if the vendor has an employment or other business relationship with a local government officer, again a superintendent, trustee, or a school district employee or agent who exercises discretion in the planning, recommending, selecting, or contracting of a vendor, or the officer's first degree relative that generated more than \$2,500 in the preceding year.

Tex. Loc. Gov't Code § 176.006(a)(1). This CIQ disclosure is triggered by a vendor gift to an officer or the officer's first degree relative valued at \$100 in the preceding year.

Tex. Loc. Gov't Code § 176.006(a)(2). Vendors must also file a CIQ when there is a family relationship with school district officers. Tex. Loc. Gov't Code § 176.006(a)(3).

Finally, vendors must disclose that a school district officer serves as an officer or director of the vendor, or holds a vendor ownership interest of one percent or more.

Tex. Loc. Gov't Code § 176.006(c)(4). Like Form CIS, Form CIQ can be found on the Texas Ethics Commission's Website at www.ethics.state.tx.us/forms/CIQ.pdf and must be filed with the district's records

administrator. Tex. Loc. Gov't Code § 176.006.3

The vendor disclosure requirements apply to: (1) a person who enters or seeks to enter into a contract with the district; and (2) a third party agent of such a person (in the person's business with the district).

The following entities are not subject to these disclosure requirements: a state, a political subdivision of a state, the federal government, a foreign government, or an employee of these governmental entities. Tex. Loc. Gov't Code § 176.002.

Administration for Disclosures

School districts also have some responsibilities under Chapter 176. The district records



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

administrator shall maintain a list of local government officers of the district and shall make that list available to the public and any person who may be required to file a questionnaire. Tex. Loc. Gov't Code § 176.0065(1). Also, a district that maintains a website shall provide access to all conflict of interest statements and questionnaires on that website. A district is not required to maintain a website solely to comply with these requirements, however. Tex. Loc. Gov't Code § 176.009. Finally, the school district must retain all statements and questionnaires in accordance with the district's records retention schedule. Tex. Loc. Gov't Code § 176.0065(2).

North Bound Education will use the TASB Resources to comply with all Code of Ethic Issues and Conflict of Interest Policies.

- TASB Legal Services' [Required Conflicts of Interests Disclosure Chart](#) outlines the financial interests a school official must disclose and how to comply with the statutory requirements.
- TASB Legal Services' article [Conflict Disclosures for Board Members and Local Government Officers](#) provides a brief overview of a school official's obligations to disclose various financial relationships.
- TASB Legal Service's article [FAQ on Form 1295](#) answers frequently asked questions about the Certificate of Interested Parties disclosure to a school district by a business entity and a school district's acknowledgment with the Texas Ethics Commission.
- TASB Legal Services' [School FIRST: Understanding the Financial Integrity Rating System of Texas](#) discusses the disclosures that must be included in the Annual Financial Management Report under the School Financial Integrity Rating System of Texas (FIRST).
- TASB Legal Services' [Double Trouble: When School Board Members Hold More Than One Public Office](#) answers frequently asked questions about board members holding more than one elected or appointed office.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

- TASB Legal Services' [The Basics on Volunteers and Volunteering in Your District](#) answers questions about the restrictions on board members serving as volunteers, criminal history background check requirements, and compensating employee and non-employee volunteers.
- TASB Legal Services' [Trustees as School Employees](#) answers frequently asked questions about why trustees cannot simultaneously serve as district employees in the same school district.
For more information on Nepotism, see eSource at [Personnel – Employment Requirements – Nepotism/Conflicts of Interest](#).

Other Resources

- The Texas Ethics Commission's [Conflict of Interest Forms](#), forms CIS and CIQ, must be submitted by local governmental officers and vendors respectively when required by Texas Local Government Code chapter 176.
- The Texas Ethics Commission's Website includes a [Certificate of Interested Parties](#) electronic filing application.

Each School Board member of North Bound Education will protect the interest in North Bound Education Entity, when considering or entering a transaction or arrangement that might personally benefit the individual's interest or that of any employee.

In recognition of all state and federal conflict of interest laws, the stated above policy shall not be used in lieu of or to supplement all federal and state laws governing the nonprofit status of North Bound Public Education.

Should an individual decision conflict with the sole interest of North Bound Education Public School, they are required to fully disclose the existing or potential conflict. All member considering themselves involved in a conflict of interest shall remove themselves from voting. This process shall also be extended to perceptions of conflict of interest.

Financial conflict of interest occurs when a Board member or anyone directly or indirectly related to them through family, business or investments are involved in a transaction, arrangement, and/or negotiations that involves North Bound Education entity,

North Bound Education Public School member are required to disclose all compensations that include direct or indirect payments.



NORTH BOUND EDUCATION

P U B L I C S C H O O L S

Individuals that encounter themselves in direct conflict of interest or perceived conflict of interest with North Bound Education Public School Entity are required to disclose all materials of the possible conflict as soon as the conflict or perceived conflict is identified.

At the time of this filing of this charter application, North Bound Education is unaware of any current School Boards member with potential or perceived conflict of interest.

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.



NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Attachment 01- Organization Chart





NORTH BOUND EDUCATION

PUBLIC SCHOOLS

Attachment 01- Organization Chart



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: North Bound Education Public School

Name of Sponsoring Entity: North Bound Education

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
ELEMENTARY SCHOOL CAMPUS STAFF					
Principal	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Add'l Campus Leadership Position 1 (Instructional Coach)	1	1	1	1	1
Add'l Campus Leadership Position 2 (Finances/ Operatio)	1	1	1	1	1
Add'l Campus Leadership Position 3 (CAO, CSS, CSL)	3	3	3	4	4
Classroom Teachers (Core Subjects)	36	36	36	36	36
Classroom Teachers (Specials)	6	6	6	6	6
Student Support Position 1 [Counselor]	1	1	1	1	1
Student Support Position 2 [PEIMS/Clerks/Admin]	5	5	5	5	5
Specialized Campus Staff 1 [Librarian]	1	1	1	1	1
Specialized Campus Staff 2 [SPED, Med Tech]	2	2	2	2	2
Teacher Aides and Assistants	6	6	6	6	6
Campus Operations Support Staff	5	5	5	5	5
Total FTEs at elementary campus(es)	69	69	69	70	70

MIDDLE SCHOOL CAMPUS STAFF					
Principal	0	1	1	1	1
Assistant Principal(s)	1	1	1	1	1
Add'l Campus Leadership Position 1 (0	0	0	0	0
Add'l Campus Leadership Position 2 (specify)	0	0	0	0	0
Add'l Campus Leadership Position 3 (specify)	0	0	0	0	0
Classroom Teachers (Core Subjects)	18	24	30	36	42
Classroom Teachers (Specials)	4	4	4	4	4
Student Support Position 1 [Counselor]	0	0	0	0	0
Student Support Position 2 [Perm Sub]	5	5	5	5	5
Specialized Campus Staff 1 [Lib]	0	1	1	1	1
Specialized Campus Staff 2 [SPED/ Med Tech]	2	2	2	2	2
Teacher Aides and Assistants	0	0	0	0	0
Campus Operations Support Staff	2	2	3	3	3
Total FTEs at middle school campus(es)	32	40	47	53	59

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	0	1	1	1	1
Assistant Principal(s)	0	0	1	1	1
Deans	0	0	0	1	1
Add'l Campus Leadership Position 1 (specify)	0	0	0	0	0
Add'l Campus Leadership Position 2 (specify)	0	0	0	0	0
Add'l Campus Leadership Position 3 (specify)	0	0	0	0	0
Classroom Teachers (Core Subjects)	0	8	16	24	32
Classroom Teachers (Specials)	0	4	4	4	4
Student Support Position 1 [Counselor]	0	0	1	1	1
Student Support Position 2 [specify]	0	0	0	0	0
Specialized Campus Staff 1 [specify]	0	0	0	0	0
Specialized Campus Staff 2 [SPED/Med Tec]	0	1	1	1	1
Teacher Aides and Assistants	0	1	0	0	0
Campus Operations Support Staff	0	1	2	3	3
Total FTEs at high school campus(es)	0	16	26	36	44
Total organization FTEs	101	125	142	159	173

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 01* and on the staffing chart submitted in *Attachment 02*.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="180,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="225,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11382"/>	<input type="text" value="198,002"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to: **PROVIDED DURING RESUBMISSION PERIOD**

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.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

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:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$56,000- \$79,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$52,000- \$80,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$61,000- \$84,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

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:

PROVIDED DURING RESUBMISSION PERIOD

Reports to:

Salary Range:

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<input type="text" value="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$76,000- \$98,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$76,000- \$98,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$76,000- \$98,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

Job Duties: List up to 10 key duties this individual will perform.

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Name of sponsoring entity:

Position:

PROVIDED DURING RESUBMISSION PERIOD

Reports to:

Salary Range:

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Certification Required:

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<input type="text" value="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$95,000- \$120,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$95,000- \$120,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$95,000- \$120,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

Job Duties: List up to 10 key duties this individual will perform.

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Position:

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<input type="text" value="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$95,000- \$120,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$95,000- \$120,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$95,000- \$120,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

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<input type="text" value="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$50,000- \$65,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$58,000- \$65,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$58,000- \$65,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

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Position:

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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:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$60,000- \$75,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$60,000- \$75,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$60,000- \$75,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

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:

PROVIDED DURING RESUBMISSION PERIOD

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:

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<input type="text" value="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$76,000- \$85,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$76,000- \$85,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$76,000- \$85,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

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PROVIDED DURING RESUBMISSION PERIOD

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):

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Education Required:

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<input type="text" value="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$50,000- \$65,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$52,000- \$68,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$55,000- \$75,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

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Position:

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PROVIDED DURING RESUBMISSION PERIOD

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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$70,000- \$80,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$72,000- \$83,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$76,000- \$85,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

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.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

PROVIDED DURING RESUBMISSION PERIOD

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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$50,000- \$65,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$52,000- \$68,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$55,000- \$75,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

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.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

PROVIDED DURING RESUBMISSION PERIOD

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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$44,000- \$50,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$46,000- \$55,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$51,000- \$58,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

PROVIDED DURING RESUBMISSION PERIOD

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.

Name of Proposed Charter School: North Bound Education- Polaris

Name of sponsoring entity: North Bound Education

Position: Instructional Management/Administrator (Princi

Reports to: Superintendent

Salary Range: \$76,000- \$100,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

none

Proposed Location (City and County): Dallas Ft. Worth/ DFW

Number of Students anticipated in year one: 1200 In year five: 2500

Minimum Qualifications Required:

Education Required: Master's Degree required in educational administration and/or curriculum and instruction;

Experience Required: Campus and Central Administrative experience;

Certification Required: Texas administrative certification or other appropriate certification; Texas Mid-management/ Principal/Superintendent or other certification, preferred; Experience with program leadership.

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
Ennis ISD	220-906	Ennis	5830	\$76,000- \$98,000
Desoto ISD	057-906	Desoto	9740	\$76,000- \$98,000
Burleson ISD	126-902	Burleson	11832	\$76,000- \$98,000

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. Establish and promote high standards and expectations for all students and staff for academic performance.
2. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school.
3. Ensure compliance with all laws, board policies and civil regulations.
4. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences.
5. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching).
6. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards.
7. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical standards.
8. Notify immediately the Board, and appropriate personnel and agencies when there is evidence of substantial violations.
9. Research and collect data regarding the needs of students, and other pertinent information including the community.
10. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship.

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.

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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$95,000- \$120,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$95,000- \$120,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$95,000- \$120,000"/>

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.

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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$30,000- \$40,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$30,000- \$40,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$30,000- \$40,000"/>

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. Responsible for the direction of house keeping services in the facility.
2. Clean and sanitize restrooms/bathrooms using established practices and procedure.
3. Assist with the setup of facilities for meetings, classrooms, conferences, events, etc.
4. Strip, clean, buff and apply floor sealer and floor finish to hard surface floors, vacuum and shampoo carpet.
5. Use and maintain assigned power equipment and hand tools; buffers, auto scrubbers, extractors, high pressure washers, etc.
6. Wash walls and equipment; use ladders when required in work assignments.
7. Lock and unlock assigned buildings: secure building when facilities are not in use checking for unlocked doors.
8. Perform cleaning and related activities such as removing snow or debris from sidewalks and stairs in areas.
9. Move furniture, equipment, supplies and tools on an incidental basis.
10. Have essential physical and mental capabilities in the following: Interpersonal skills, memory, attention to detail, etc.

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.

Name of Proposed Charter School: North Bound Education- Polaris

Name of sponsoring entity: North Bound Education

Position: Deans/ Directors/ Coordinators

Reports to: Principal

Salary Range: \$60,000- \$75,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

none

Proposed Location (City and County): Dallas Ft. Worth/ DFW

Number of Students anticipated in year one: 1200 In year five: 2500

Minimum Qualifications Required:

Education Required: Bachelor's degree from accredited university

Experience Required: Campus and experience; Demonstrated competency in the core academic subject area assigned; Special Knowledge/Skills: Knowledge of subjects assigned; General knowledge of curriculum and instruction

Certification Required: Valid Texas teaching certificate with required endorsements or required training for subject and level assigned

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
Ennis ISD	220-906	Ennis	5830	\$60,000- \$75,000
Desoto ISD	057-906	Desoto	9740	\$60,000- \$75,000
Burleson ISD	126-902	Burleson	11832	\$60,000- \$75,000

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. Develop and implement lesson plans that fulfill the requirements of district's curriculum program and show
2. Prepare lessons that reflect accommodations for differences in student learning styles
3. Present subject matter according to guidelines established by Texas Education Agency, board policies, and a
4. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that ref
5. Conduct assessment of student learning styles and use results to plan instructional activities.
6. Work cooperatively with special education teachers to modify curriculam as needed for special education s
7. Work with other members of staff to determine instructional goals, objectives, and methods according to d
8. Help students analyze and improve study methods and habits.
9. Conduct ongoing assessment of student achievement through formal and informal testing.
10. Be a positive role model for students, support mission of school district

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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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$95,000- \$120,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$95,000- \$120,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$95,000- \$120,000"/>

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.

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.

Professional Association Memebership

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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="180,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="225,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11382"/>	<input type="text" value="198,002"/>

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.

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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$48,000- \$65,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$48,000- \$65,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$48,000- \$65,000"/>

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. Direct the operation of the school library /media center.
2. Provide services and resources that allow students to develop skills in locating, evaluating, synthesizing, and
3. Serve as teacher, materials expert, and curriculum adviser to ensure that library/media center is involved in
4. Provide group instruction and individual guidance to students to help them locate resources and use research
5. Manage acquisitions, processing, organizing, distribution, maintenance, and inventory of resources.
6. Create a library/media center environment that is conducive to learning and appropriate to the maturity level
7. Compile, budget and cost estimates based on documented program needs
8. Comply with federal and state laws, State Board of Education rule, and board policy in the library/media center
9. Comply with all district and campus routines and regulations.
10. Maintain a positive and effective relationship with supervisors.

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.

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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$45,000- \$65,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$45,000- \$65,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$45,000- \$65,000"/>

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. Provide for general student health needs, educate students and staff regarding health issues, offer emergency

2. Demonstrate thoroughness, reliability, and a high degree of accuracy in performing work assignments in ac

3. Produce and maintain accurate records

4. Provide an organized environment conducive to assisting students

5. Cooperate with other staff members in planning and implementing instructional goals and objectives using

6. Become knowledgeable of and comply with state, district and campus regulations and policies

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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.

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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$76,000- \$\$85,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$76,000- \$\$85,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$76,000- \$\$85,000"/>

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.

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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$45,000- \$65,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$45,000- \$65,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$45,000- \$65,000"/>

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).

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<input type="text" value="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$48,000- \$65,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$48,000- \$65,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$48,000- \$65,000"/>

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. Collaborates with a variety of parties (e.g. district personnel, community organizations, parents, businesses)
2. Coordinates all grant processes (e.g. evaluations, budget, finance, reports, etc.) for the purpose of ensuring
3. Develops forms, processes, procedures, and policies for the purpose of implementing a consistent grant ap
4. Develops grant applications and related documents (e.g. required reports, budgets, specific inquiries, etc.)
5.
6. Monitors proposals and funding application requirements (e.g. presentation (number of copies and binding
7. Monitors the financial management of grants (e.g. budget preparation, budget adjustments, expenditures,
8. Participates in and leads, if appropriate, meetings, workshops and seminars for the purpose of conveying, s
9. Researches grant opportunities (e.g. facility improvements, professional development, curriculum developm
10. Supports the Superintendent through preparation of written materials and presentations for the purpose

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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="Ennis ISD"/>	<input type="text" value="220-906"/>	<input type="text" value="Ennis"/>	<input type="text" value="5830"/>	<input type="text" value="\$35,00- \$50,000"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$35,00- \$50,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$35,00- \$50,000"/>

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. Knowledge of office practices and administrative procedures.
2. Skill in the use of standard office equipment and software.
3. Skill in managing and maintaining accurate data entry and analysis in multiple complex data systems.
4. Skill in maintaining the filing system for the office to ensure complete and up to date information is readily
5. Skill in typing, filing, organizing, prioritizing, and keeping records and charts
6. Ability to learn to compress and send student data electronically.
7. Ability to interpret rules, regulations, policies, and procedures.
8. Ability to establish and maintain confidentiality and effective working relationships with agency administrative
9. Ability to communicate effectively, both orally and in writing.
10. Ability to train others.

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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).

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<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="9740"/>	<input type="text" value="\$35,000- \$50,000"/>
<input type="text" value="Burleson ISD"/>	<input type="text" value="126-902"/>	<input type="text" value="Burleson"/>	<input type="text" value="11832"/>	<input type="text" value="\$35,000- \$50,000"/>

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. Maintains high visibility throughout the building and grounds.
2. Collaborates closely with the school resource office
3. Serves on the Student Services Team and the School Crisis Team.
4. Assists the administrative staff with security concerns.
5. Attends scheduled Safe School Coordinators and School Resource Officers program meetings.
6. Completes monthly reports and other accountability reports (such as for grants) as assigned.
7. Makes recommendations to school administration and staff utilizing needs assessment data and observation
8. Serves as team player and role model for other employees in the organization; demonstrates a commitment
9. Must have finger dexterity and be able to physically perform the basic life operational functions of kneeling
10.

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Name of Proposed Charter School: North Bound Education- Polaris

Name of sponsoring entity: North Bound Education

Position: Teacher- Speciality

Reports to: Principal

Salary Range: \$48,000- \$65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

none

Proposed Location (City and County): Dallas Ft. Worth/ DFW

Number of Students anticipated in year one: 1200 In year five: 2500

Minimum Qualifications Required:

Education Required: A Bachelor's degree or higher from an accredited college or university.

Experience Required:

Certification Required: Maintains a valid teacher certification which is grade level and subject area appropriate for the particular assignment as required by federal, state or local regulations, laws or regulatory bodies including the No Child Left Behind Act; which includes current state certification, acceptable scores on mandatory tests or other documentation meeting the requirements set forth by our organization and/or regulatory bodies for this position.

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
Ennis ISD	220-906	Ennis	5830	\$48,000- \$65,000
Desoto ISD	057-906	Desoto	9740	\$48,000- \$65,000
Burleson ISD	126-902	Burleson	11832	\$48,000- \$65,000

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. Implements the school's mission, philosophy of education and instructional standards and objectives.
2. Assists the administration in implementing all policies and rules governing student life and conduct
3. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
4. Maintains accurate, complete, and correct records as required by law, school policy, and administrative reg
5. Strives to maintain and improve professional competence especially as relates to the specific assignment a
6. Attends staff meetings and serves on staff committees as required.
7. Establishes and maintains cooperative relationships with others.
8. Establishes and maintains open lines of communication with students, colleagues, and parents concerning
9. Performs such other related tasks and assumes such other related responsibilities as may from time to time
10. Works cooperatively and in concert with other employees and contractors to advance a seamless, respon

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.

Name of Proposed Charter School: North Bound Education- Polaris

Name of sponsoring entity: North Bound Education

Position: Teacher- Special Education

Reports to: Principal

Salary Range: \$48,000- \$65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

none

Proposed Location (City and County): Dallas Ft. Worth/ DFW

Number of Students anticipated in year one: 1200 In year five: 2500

Minimum Qualifications Required:

Education Required: A Bachelor's degree or higher from an accredited college or university.

Experience Required:

Certification Required: Maintains a valid teacher certification which is grade level and subject area appropriate for the particular assignment as required by federal, state or local regulations, laws or regulatory bodies including the No Child Left Behind Act; which includes current state certification, acceptable scores on mandatory tests or other documentation meeting the requirements set forth by our organization and /or regulatory bodies for this position.

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
Ennis ISD	220-906	Ennis	5830	\$48,000- \$65,000
Desoto ISD	057-906	Desoto	9740	\$48,000- \$65,000
Burleson ISD	126-902	Burleson	11832	\$48,000- \$65,000

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. Implements the school's mission, philosophy of education and instructional standards and objectives.
2. Assists the administration in implementing all policies and rules governing student life and conduct
3. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
4. Maintains accurate, complete, and correct records as required by law, school policy, and administrative reg
5. Strives to maintain and improve professional competence especially as relates to the specific assignment a
6. Attends staff meetings and serves on staff committees as required.
7. Establishes and maintains cooperative relationships with others.
8. Establishes and maintains open lines of communication with students, colleagues, and parents concerning
9. Performs such other related tasks and assumes such other related responsibilities as may from time to time
10. Works cooperatively and in concert with other employees and contractors to advance a seamless, respon

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.

Name of Proposed Charter School: North Bound Education- Polaris

Name of sponsoring entity: North Bound Education

Position: Teacher- Core Content

Reports to: Principal

Salary Range: \$48,000- \$65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

none

Proposed Location (City and County): Dallas Ft. Worth/ DFW

Number of Students anticipated in year one: 1200 In year five: 2500

Minimum Qualifications Required:

Education Required: A Bachelor's degree or higher from an accredited college or university.

Experience Required:

Certification Required: Maintains a valid teacher certification which is grade level and subject area appropriate for the particular assignment as required by federal, state or local regulations, laws or regulatory bodies including the No Child Left Behind Act; which includes current state certification, acceptable scores on mandatory tests or other documentation meeting the requirements set forth by our organization and /or regulatory bodies for this position.

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).

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Ennis ISD	220-906	Ennis	5830	\$48,000- \$65,000
Desoto ISD	057-906	Desoto	9740	\$48,000- \$65,000
Burleson ISD	126-902	Burleson	11832	\$48,000- \$65,000

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. Implements the school's mission, philosophy of education and instructional standards and objectives.
2. Assists the administration in implementing all policies and rules governing student life and conduct
3. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
4. Maintains accurate, complete, and correct records as required by law, school policy, and administrative reg
5. Strives to maintain and improve professional competence especially as relates to the specific assignment a
6. Attends staff meetings and serves on staff committees as required.
7. Establishes and maintains cooperative relationships with others.
8. Establishes and maintains open lines of communication with students, colleagues, and parents concerning
9. Performs such other related tasks and assumes such other related responsibilities as may from time to time
10. Works cooperatively and in concert with other employees and contractors to advance a seamless, respon:

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.

Name of Proposed Charter School: North Bound Education- Polaris

Name of sponsoring entity: North Bound Education

Position: Teaching Aides

Reports to: Principal

Salary Range: \$30,000- \$40,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

none

Proposed Location (City and County): Dallas Ft. Worth/ DFW

Number of Students anticipated in year one: 1200 In year five: 2500

Minimum Qualifications Required:

Education Required: High School Diploma

Experience Required: Performs routine (journey-level) administrative assistance work or technical program assistance work. Responsibilities include providing administrative support in areas of office management, clerical, and ongoing coordination of information. Work involves entering and analyzing data in all education data systems used by agency schools. Responsible for the transfer of electronic student records. May provide clerical support for education supervisors.

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
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Desoto ISD	057-906	Desoto	9740	\$30,000- \$40,000
Burleson ISD	126-902	Burleson	11832	\$30,000- \$40,000

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. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.
2. Present subject matter to students under the direction and guidance of teachers, using lectures, discussion
3. Tutor and assist children individually or in small groups in order to help them master assignments and to re
4. Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
5. Distribute teaching materials such as textbooks, workbooks, papers, and pencils to students
6. Organize and label materials, and display students' work in a manner appropriate for their eye levels and p
7. Prepare lesson outlines and plans in assigned subject areas, and submit outlines to teachers for review.
8. Assist in bus loading and unloading.
9. Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities s
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.

Name of Proposed Charter School: North Bound Education- Polaris

Name of sponsoring entity: North Bound Education

Position: Administrative Staff

Reports to: Principal

Salary Range: \$30,000- \$40,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

none

Proposed Location (City and County): Dallas Ft. Worth/ DFW

Number of Students anticipated in year one: 1200 In year five: 2500

Minimum Qualifications Required:

Education Required: High School Diploma

Experience Required: Performs routine (journey-level) administrative assistance work or technical program assistance work. Responsibilities include providing administrative support in areas of office management, clerical, and ongoing coordination of information. Work involves entering and analyzing data in all education data systems used by agency schools. Responsible for the transfer of electronic student records. May provide clerical support for education supervisors.

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).

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Burleson ISD	126-902	Burleson	11832	\$30,000- \$40,000

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.

Name of Proposed Charter School: North Bound Education- Polaris

Name of sponsoring entity: North Bound Education

Position: Teacher- Core Content

Reports to: Principal

Salary Range: \$48,000- \$65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

none

Proposed Location (City and County): Dallas Ft. Worth/ DFW

Number of Students anticipated in year one: 1200 In year five: 2500

Minimum Qualifications Required:

Education Required: Master's degree in guidance counseling from an accredited four (4) year college or university

Experience Required: Candidate must have satisfactory outcome of fingerprinting background check

Certification Required: Valid Texas certification as a Counselor, Special Education Counselor or Career and Technology/Vocational Counselor

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

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Burleson ISD	126-902	Burleson	11832	\$48,000- \$65,000

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. Identify, assess, and enroll students in programming most conducive to their educational needs.
2. Maintain suitable number of students per class by placing students in appropriate programs
3. Counsel students regarding educational decisions and disseminate program information
4. Maintain status as GED examiner, and coordinate the unit testing program, including but not limited to GEE
5. Assist the principal with the provision of staff development.
6. Serve as representative of administration, as appropriate, for Admission, Review and Dismissal committees
7. Excellent oral and written communication skills with the ability to convey ideas and instructions clearly and
8. Knowledge of school district organization, operations, policies and procedures.
9. Skill to interpret and apply rules, regulations, policies and procedures.
10. Ability to organize and maintain accurate records.

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Provide the following:

The state performance data from all applicable states for all charter schools currently operated.



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OS 1- State Performance Data

"No documents are being provided because the sponsoring entity will not employ a CMO nor has data from any state performance data from previous or currently operated charter schools."

Provide the following:

Annual Financial and Business Plans for the last two years and any current business plan for the organization.



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OS2- Financial and Business Plan

“No documents are being provided because the sponsoring entity will not employ a CMO nor currently has had an annual financial and business in the last two years.”

Provide the following:

In addition to the information provided in Attachment OS2- *Financial and Business Plans*, provide for the organization as a whole and any related business entities:

- a. The last three years of independent financial audit reports and management letters; and
- b. The most recent internal financial statements, including balance sheets and income statements.

Be sure that the school level, CMO level (if applicable), and the overall operations are distinctly represented. Discuss any material audit findings for the organization.



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OS3
✓
OC# Related Business Entities

“No documents are being provided because the newly formed sponsoring entity will not employ a CMO nor has any independent financial audit reports and management Letters.”

Provide the following:

Identify any current or past litigation, including arbitration proceedings, per school, that has involved the organization or any schools it operates.

If applicable, provide:

- a. The complaint;
- B. Response; and
- C. Judgement (or result of arbitration)



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P U B L I C S C H O O L S

OS 4- Current or Past Litigation

"No documents are being provided because the newly formed sponsoring entity will not employ a CMO nor has had any current or past litigations, including arbitration proceedings."

APPLICATION COVERSHEET

North Bound Education Public School

Proposed Generation Twenty-Two Charter Name

North Bound Education

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: Sheldon Hoyt

CEO of Sponsoring Entity: Sheldon Hoyt

CEO/Superintendent of Proposed Charter School: Nora Elizondo Berry

Contact Name: Nora Elizondo Berry

Contact E-mail Address: [REDACTED]

Contact Phone #: 817-891-2299

Contact Fax #: _____

Board Member Who Attended an Applicant Conference: Sheldon Hoyt

Date of Conference: 9/19/2016

Applicant Mailing Address (This address will be used for contact regarding this application.): 2704 Shadow Drive W.,

Arlington, Texas 76006

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

Number of Campuses Being Requested: 3

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

Tarrant County/Ft. Worth, Texas (downtown, north, and south area) and Dallas County (south Dallas)

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: 1248

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

Year 2: Estimated Enrollment: 1448

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

Year 3: Estimated Enrollment: 1648

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

Year 4: Estimated Enrollment: 1848

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

Year 5: Estimated Enrollment: 2028

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

At Capacity: Maximum Enrollment: 2028

- 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.

	Dec 4, 2016	Nora Elizondo Berry
(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity	Date	Printed Name
	Dec 4, 2016	Nora Elizondo Berry
(BLUE INK) Signature of Application Preparer	Date	Printed Name

With what company is the application preparer associated? None 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
Nora Elizondo Berry	Administrator- Arlington ISD	Superintendent/CEO
Manuel Medrano	Retired Supt/ Administrator DISD	Student Services/ Teacher Support
Kimberlea Jackson	Content Lead Teacher/ Uplift Education	Principal
Samantha Riley	College Counselor- Uplift Education	Director College and Career Readiness
Susan Vasquez	Math Instructional Coach- Arlington ISD	Instructional Coach Coordinator
Kenneth Cox	Director Education- Children's Beginning	Public Relations
Nellie Loera	Bilingual/ ESL Teacher- Irving ISD	Teacher/Bilingual/ESL Coordinator
Yvonne Ngo	Instructional Coach/IB- Dallas ISD	Academic Coach
Sheldon Hoyt	Owner- Childrens Beginnings	NBE Board Chairperson

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.

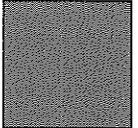
If currently managing, please state where:

TABLE OF CONTENTS

Application	Page	
Application Coversheet	<u>1</u>	
Application Team Profile	<u>2</u>	
Table of Contents (this page).....	<u>3</u>	
 Charter Application.....	 <u>7</u>	
Educational Plan	<u>7</u>	
Assessment and Evaluation.....	<u>47</u>	
Community.....	<u>54</u>	
Operations	<u>57</u>	
Students.....	<u>63</u>	
Faculty and Staff.....	<u>78</u>	
Governance	<u>85</u>	
Financial Information.....	<u>88</u>	
Out of State Information	<u>94</u>	
 Application Attachments.....	 <u>100</u>	
Attachment A1 - Applicant Information Session Documentation	<u>101</u>	
Attachment A2 - Published Notice(s) of Public Meetings.....	<u>104</u>	
Attachment A3 - Certified Mail Receipts or Return Cards	<u>124</u>	
Attachment A4 - Geographic Attendance Boundary	<u>155</u>	
Attachment A5 - Teacher-Student Ratio	<u>157</u>	
 Attachment E1 - Sample Course Scope and Sequence.....	 <u>159</u>	
Attachment E2 - Admissions and Enrollment Policy	<u>181</u>	
Attachment E3 - Discipline Policy	<u>184</u>	
Attachment E4 - Gun-Free School Policy.....	<u>263</u>	
 Attachment F1 - Start-Up Narrative	 <u>272</u>	
Attachment F2 - Budget Narrative.....	<u>299</u>	
Attachment F3 - Financial Plan Workbook	<u>301</u>	
Attachment F4 - Audit Report	<u>349</u>	
Attachment F5 - Credit Report	<u>351</u>	
Attachment F6 - (IRS) Form 990, Form 990-N, or Form 990-EZ.....	<u>353</u>	
Attachment F7 - Evidence of other Financial Support	<u>355</u>	
 Attachment G1 - 501(c)(3) Determination Letter.....	 <u>366</u>	
Attachment G2 - Articles of Incorporation	<u>368</u>	
Attachment G3 - Bylaws of the Sponsoring Entity.....	<u>373</u>	
Attachment G4 - Board Member Biographical Affidavit Form	<u>384</u>	
Attachment G5 - Governing Board Code of Ethics and Conflict of Interest Policy	<u>397</u>	
 Attachment O1 - Organization Chart(s)	 <u>410</u>	
Attachment O2 - Staffing Chart.....	<u>413</u>	
Attachment O3 - Supplemental Human Resources Information Form	<u>416</u>	
 Attachment OS1 - State Performance Data	 <u>455</u>	
Attachment OS2 - Financial and Business Plan.....	<u>457</u>	
Attachment OS3 - Related Business Entities	<u>459</u>	
Attachment OS4 - Current or Past Litigation.....	<u>461</u>	

TABLE OF CONTENTS cont.

Charter Management Organization Information Addendum (If Applicable)	_____
Overview	_____
Selection Process	_____
Management History	_____
Legal Relationships	_____
Organizational Structure	_____
Expansion Management	_____
Performance Management	_____
Performance Evaluation Information.....	_____
Business Plan.....	_____
Addendum Attachment MO1 - Management Agreement	_____
Addendum Attachment MO2 - Organizational Chart.....	_____
Addendum Attachment MO3 - Current or Past Litigation.....	_____
Addendum Attachment MO4 - Organization and Related Businesses.....	_____
Letter of Special Assurances.....	<u>462</u>



Once the application is complete and the attachment page numbers have been manually entered on all pages, return to this Table of Contents and key in the corresponding page number for the page where each response begins and for each attachment coversheet. This will ensure that the applicant has provided all of the information required by the Request for Application (RFA).

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.

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

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

Mission: North Bound Education Public School empowers children to be dreamers and dreamers to be innovative designers. Through inquiry and design thinking paired with career and college exploration opportunities, each student becomes a solution-seeker in an ever-changing global landscape.

Vision: North Bound Education Public School is a transformative innovation and design school that provides the foundations for students to become independent problem solvers, inquirers, and co-designers of their own learning experiences. North Bound Education Public School guarantees academic excellence by providing quality instruction from educators that are experts in both content and pedagogy, unique design spaces, and support for students as they make informed decisions about college and career opportunities.

Core Values:

- Personalized Learning
- Quality Instruction
- Self-Efficacy
- Ingenuity
- Reflection

North Bound Education - Empowering children to be dreamers and dreamers to be innovative designers - Dare to Dream; Dream to Design!

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.

This section of North Bound Education Public School has been revised and adapted from Polaris Public School Charter Application, Generation 17, 2010

North Bound Education Public School will serve Kindergarten through 12th grade students of all academic levels, needs, nationalities, and languages. During the first year of operation the school will serve Kindergarten through Eighth grade. North Bound Education Public School will provide an environment of learning for educationally under-resourced students through a uniquely individualized project based learning and design and inquiry program in an atmosphere that provides students, parents, and teachers the opportunity for continuous growth, enabling them to be creative problem solvers and solution-seekers in life. Founded within an innovative and creative school culture, rich in mathematics, language arts, and social emotional instruction, North Bound Education Public School will educate the whole child, by utilizing progressive teaching and learning strategies in an environment rich with mentorship, encouragement of exploration, and critical questioning. Our school will continually strive toward the development of strong, independent thinking children that eagerly accept intellectual challenges, now as well as into the future.

North Bound Education Public School will serve Kindergarten through Grade 8th (Discovery Years) in its first year to get a jump-start on growing the Secondary school community in the 9-10 (Focal Years) and 11-12 (Design Years). We are compelled to address the academic shortfalls (as demonstrated in our Needs Assessment) of the traditional school within a small learning environment geared towards individual and community needs.

North Bound Education Public School teachers will be responsible for student mastery of the Assessed Curriculum formatted through the Texas Essential Knowledge and Skills (TEKS) at each grade level established by the state of Texas and contained in the Texas Administrative Code, Title 19, Part 1 as the foundation for the school's academic

program. State mandated TEKS for each grade level will be incorporated in each class throughout the daily curriculum. The Texas College Readiness Standards and the Texas Technology Application TEKS will be both embedded into the curriculum at each grade level as well as through Pathway and Compass Classes (unique to North Bound Education Public School) and Technology classes in all grades to ensure their use and mastery. The English Language Proficiency Skills (ELPS) will also be embedded for ELLs in all courses.

Particular attention will be given to develop students of Special Education, Low Performing, At- Risk, Economically Disadvantaged, Hispanic, African American, and Gifted/Talented. Monitoring of AYP (Annual Yearly Progress), TAPR (Texas Academic Performance Report), PBMAS (Performance Based Monitoring Analysis System), SRC (Score Report Cards), TCSR (Texas Consolidated School Accountability Report), and TPRS (Texas Performance Reporting System) will provide the school with specific data to drive instruction for these identified sub-populations.

In addition, North Bound Education Public School will address the requirements of the Every Student Succeeds Act (ESSA) and be in compliance with HB 2804. Our goals are to improve and maintain student achievement, deliver and monitor student progress, to close the achievement gap, to ensure post-readiness success, and to promote community and student engagement.

North Bound Education Public School will provide all required components of the state curriculum (TAC 74.1-74.3) for elementary and secondary grades including the following:

- The academic foundation curriculum that includes:
 - English Language Arts - including Reading, Writing, Grammar, Listening, and Speaking, Bilingual Education, ESOL
 - Mathematics
 - Science
 - Social studies - consisting of United States, Texas, and world history, government, economics, and geography.
- The enriched curriculum that includes:
 - College and Career-Readiness standards woven through the TEKS and addressed in Pathways and Compass classes
 - Technology Application TEKS embedded through all instructional areas and specialized Technology classes
 - Character leadership development - Choice Management Leadership Program (with emphasis on social-emotional learning)
 - Fine arts: Visual Arts, Dance, Theater Arts, Music
 - LOTE: Spanish
 - Physical Education and Health
 - Career Clusters such as Hospitality & Tourism; Agriculture, Food & Natural Resources; Arts, A/V Tech, & Communications
 - Advanced Placement Courses Curriculum

North Bound Education Public School aligns with the Texas Accountability Intervention System for Creating Sustainable Transformation.

- Academic Performance - The North Bound Education Public School educational plan provides students with:
 - Personalized Learning Initiatives including Compass and Pathway Courses along with express mini-mester offerings, and Individualized Learning Plans (ILPs)
 - Project-based learning & Design and Inquiry Cycle opportunities
 - A transformative grading system
 - Year-round learning
 - Unique design spaces

Each piece of the educational plan fosters in students the desire to become independent problem solvers, inquirers, and co-designers of their own learning experiences.

North Bound Education Public School utilizes Personalized Learning Initiatives - meaning structures and opportunities to ask real-world, relevant questions and discover their answers and design solutions - through our compass and pathway courses along with express mini-mester offerings. Express mini-mester offerings take the form of either an intervention course to demonstrate mastery of trimester standards or an enrichment course to further develop areas of curiosity. The express mini-mester is determined by the student's mastery of each standard and the quality of project work. Some students may need more time to internalize and demonstrate learning than others - we celebrate this

because each individual has strengths and challenges. Rather than addressing gaps and non-mastery at the end of the year, North Bound Education Public School addresses this and problem-solves immediately to ensure that every TEKS is mastered before learning gaps begin to widen. Students who have not met mastery during the trimester will have the time to edit, revise, and revisit standards and projects to meet mastery before the next trimester begins. Since we offer a trimester, year-round calendar, mini-mesters will be offered between trimesters. For students who have demonstrated mastery, teachers will have the opportunity to develop inquiry and projects in special interest topics tied to their content during express mini-mesters. The goal of these specialized programs is to guide students towards finding their “True North” - whether they are career or college bound. “True North” is a concept that North Bound Education Public School has adopted from author Bill George, who teaches that “anyone who follows their internal compass can be an authentic leader.” North Bound Education Public School dedicated to meeting the individual learning needs of all students and guiding them towards their “True North.”

Compass and Pathway courses are designed to guide students towards finding their “True North.” They will do this through play in early childhood pathway classes, career exploration and social emotional learning in elementary and middle school pathway classes, and through college and career development in high school classes. Compass and Pathway courses will also offer students opportunities to design and develop projects. Compass and Pathway courses provide more than just an advisory - it gives students the opportunity to dream and design their futures. The Personalized Learning Initiative gives students opportunities to bridge gaps and enrich their knowledge and skills while ensuring each child demonstrates mastery of TEKS.

North Bound Education Public School educational plan revolves around inquiry and design thinking and project based learning. The Center for Inspired Teaching (Sweetland & Towns, 2008) posits that inquiry based teaching “inspires students to learn more, and to learn more thoroughly... can increase student achievement... [and] narrow the gap between high and low-achieving students... can benefit culturally and linguistically diverse students and students with special needs...” Students will quickly internalize that quality work is never done - just due. Operating under this principle encourages student and teacher reflection on challenges and strengths and presents an opportunity to edit, revise, and adjust projects to fully master the TEKS they are tied to while addressing the “Critique and Revision” stage of project-based learning (BIE, 2015).

Individual Learning Plans (ILPs) naturally become a part of the project based learning process and inquiry and design thinking that North Bound Education Public School utilizes. As part of our individualized learning initiative, teachers will develop an Individual Learning Plan (ILP) for each student that attends North Bound Education Public School. The ILP will set specific goals for each student as measured by TEKS mastery on the State of Texas Assessment of Academic Readiness (STAAR) and on authentic assessment projects.

Personal growth will be measured utilizing Quantile levels for math and Lexile levels reading as normed by the Stanford Nine and found currently on the STAAR tests each year. The Quantile Framework uses a common, developmental scale to measure student mathematics achievement, the difficulty of mathematical skills and concepts, and the materials for teaching mathematics. By placing the curriculum, teaching materials and students on the same scale, Quantiles enable educators to predict which mathematical skills and concepts a student is ready to learn and those that will require instruction. Students can then be matched with the resources that meet their learning needs. Reading Lexile levels will accurately pinpoint the starting point of each student and will measure exact growth from the beginning of the year to the end. Lexile levels aligned with STAAR and TELPAS assessments and can be easily aligned with other leveled materials. All students, regardless of learning need or language barriers, will be assessed using the Quantile and Lexile levels. Personal growth standards on ILPs will be set based on individual student needs.

The ILPs will be updated annually with the parent, teacher and student, as well as throughout the year with the teacher and student. Conferences for the parents will be conducted to ensure that the parents have the most updated academic information available. ILPs will also address assessed 21st century skills as outlined by the Partnership for 21st Century Learning in each class.

North Bound Education Public School operates under a standards-based grading system. In K-6 (Discovery Years), students will receive mastery marks - a system of standards-based grading, tied to the TEKS in each course - No evidence (NE), Beginning (B), Developing (D), Proficient (P), Skilled (S), Exemplar (E). Proficient communicates to parents and students that a standard has been met. Grades 7-8 (Transitional Years) will have a similar system in addition

to a mock GPA tied to a portfolio of the entire Trimester’s work (revised & edited) for each core class, a Trimester Exam, and a Trimester Project/Research-based essay. Students in Grades 9-12 (Focal and Design Years) will be introduced to an hours based grading system tied to the mastery of state standards and 21st century skills as outlined by organizations like P21 Partnership for 21st Century Learning. 21st century skills provide students with realistic feedback and experiences that transfer into post-secondary success..

North Bound Education Public School has chosen to move away from the traditional grading methods currently employed in most schools. Number grades are unclear about what they indicate due to inflation, participation, and outside pressures. Moreover, it is the goal of North Bound Education Public School to motivate students by mastery not grades. This method gives value to each learning opportunity and celebrates individual strengths. We learn not for a grade; we learn for the joy of learning and questioning. The “J-Factor,” as described in *Teach Like a Champion*, is frequently lost in education today. In a recent publication from the 2014 International Council on Teaching and Learning in Higher Education, “Innovative Assessment Practices and the Grade-free Semester”, the authors cited that “Grading” may be described as the use of letters or numbers as evaluative summaries of how students have performed; it does not take into account the method used to arrive at those judgments. Generally, grades serve the function of sorting students based on their performance, motivating students to work harder to receive favourable evaluations, and providing (sometimes spurious) feedback to students on their performance. Studies on the effects of grades on students reveal the following: When students who are led to focus on grades are compared with those who are not, three conclusions can be made. First, grades tend to diminish students’ interest in whatever they are learning; second, grades create a preference for the easiest possible task and third, grades tend to reduce the quality of students’ thinking (Kohn, 2011).

Studies also reveal that when students become preoccupied with how well they are doing, this can undermine their interest in what they are doing and why they are learning it. These orientations often pull in opposite directions. Excessive concern with performance can erode curiosity and paradoxically, reduce the quality of performance. Performance-obsessed students also tend to avoid difficult tasks so they can escape a negative evaluation (Khambadkone, 2002; Khambadkone, 2001; Butler & Nisan, 1986). A grade-oriented environment has also been associated with increased levels of cheating (Anderman & Murdock, 2007), and grades (whether or not accompanied by comments) promote a fear of failure even in high-achieving students (Pulfrey et al., 2011). In medical school, it has been found that the elimination of grades (in favour of a pass/fail system) produces substantial benefits with no apparent disadvantages (Jacobs et al., 2013; White & Fantone, 2010).”

North Bound Education Public School leaders and teachers will evaluate curriculum success through compliance to ESSA (Every Student Succeeds Act) :

- In reducing the achievement gap in state testing - STAAR, EOC
- Demonstrating 1.5 years of growth from beginning to end of year in Discovery Assessments & MAP testing in Reading, Language, Mathematics, and Science
- Yearly capstone projects, demonstrating 1.5 years of growth in TEKS mastery from year to year as demonstrated in a digital portfolio that follows the student through their Northbound Journey.
- Demonstrating at least 85% mastery in grade-level 21st century skills as outlined by the Partnership for 21st Century Learning.
- Use of Quality Data - In order to create students that will be solution-seekers in an ever-changing global landscape, teachers and leaders model solution-seeking behavior in their schools and classrooms through the 4D Cycle (design, develop, deliver, data):
 - DESIGN - Teachers and leaders design learning experiences from available pre-assessment and baseline data taken from MAP, Discovery, and previous STAAR results. Teachers and leaders identify TEKS that are strengths and TEKS that are challenges. From this, we must consider what type of inquiry opportunities are most accessible for the skill, content and student, research and understand the real-world relevancy, and consider the application. They must then design a product and a pathway of standards to get there.
 - DEVELOP - Teachers and leadership develop classroom instruction by unpacking the TEKS using tools such as Lead4ward. Then, they must formulate the appropriate inquiry structure (structured, guided, or open), develop a project calendar and workdays, establish TEKS-based rubrics and mini-assessments to determine TEKS and 21st century skills mastery. Tools like the PBL Starter Kit from the Buck Institute and researching relevant, real-world applications for the standards help teachers to develop the tools necessary to access and engage students. At this point, Individual Learning

Contracts for ILPs are co-created with teacher and student.

- DELIVER - Teachers and leaders deliver quality, personalized instruction, projects, and inquiry and design opportunities to meet each student’s needs in a variety of ways.
- DATA - Teachers and leaders gather and analyze new data - specifically tied to standards and 21st century skills - from checkpoints, learning process, and final products and design a course of action to ensure mastery or enrichment for each individual student to reach maximum learning and internalize the principle that quality work is never done; just due.

Trimester School Dashboards will provide a multi-year review of the statewide data trends on state and college entrance assessments combined with the whole school data analysis and reform system. The Dashboards will focus on continuous review of well-developed data over multiple areas of student learning measurements. Research indicates that highly successful schools use quality data to make instructional decisions about their curriculum, instruction and assessment practices. North Bound Education Public School teachers will determine the needs of students, identify priority student expectations, and make adjustments effectively in order to meet the needs of all students at the school. The final step in this data cycle is the inclusion of students in the data analysis process. Students themselves will be involved in their own assessment feedback. Students at North Bound Education Public School will become intrinsically motivated when they have ongoing access and reflection around their instructional weaknesses and strengths. North Bound Education Public School data will be proudly shared with parents, primary educators of students, as well as other community stakeholders through a variety of venues including the Publicly Displayed Data Walls, Board Meetings, Community and Parent Advisory Council, parent meetings, conferences, parent academies, etc.

•Leadership Effectiveness - North Bound Education Public School leaders understand that “leadership is only second to classroom instruction” (TAIS). A positive, thriving school requires leadership to communicate and actively demonstrate that teachers are valued, irreplaceable, and Leaders provide direction and guidance to the school staff and ensure that the school’s vision, mission, and core values are a part of daily life at North Bound Education Public School . Leaders serve teachers and students as mentors, co-creators, think partners, and coaches and provide teachers with the support and development needed to live the school’s mission and vision. Furthermore, leaders develop relationships with the community and school stakeholders to strengthen school culture and provide students with opportunities and resources beyond a traditional education. Leaders also promote the values of project-based learning, inquiry learning, and personal learning.

Leaders will be evaluated on:

- Teacher Retention
- Student Retention
- Average Daily Attendance
- Climate & Culture Surveys from parents, teachers, and students
- Increased Learning Time

North Bound Education Public School follows all state mandated required curriculum in accordance with TAC 74.1 - 74.3.E and also meets required instructional minutes as stated in HB 2610 - 75,600 minutes. In addition to mandated state minutes, North Bound Education Public School integrates an additional 5,400 minutes a year, totaling 81,000 minutes a year to ensure mastery of foundation curriculum, enrichment curriculum, TEC 28.002L - moderate to vigorous physical activity requirements, and Pathway and Compass Classes. The school day begins at 8:30 a.m. and ends at 4:00 p.m., allowing for 30 more instructional minutes daily.

Compass and Pathway courses provide exploration opportunities to students that increase their learning time in careers, social emotional learning, creativity, questioning, and personal design initiatives. An extended school day provides our students with increased enrichment activities that will guide them toward finding purpose, value in education, and eventually their “True North.”

Next, North Bound Education Public School operates on a unique Trimester system that allows time for intervention and enrichment designed around student and teacher choices. This system still allows for summer school, Saturday school, and field experiences - as needed - while addressing student needs quickly and immediately in regards to non-mastery of standards. Our unique mini-mester intercessions allows teachers and leaders to immediately guide and

mentor struggling learners towards mastery at the end of each trimester without having to wait until the end of a school year.

•Family & Community Engagement -

North Bound Education Public School actively seeks out community partners and alliances to develop Personal Learning Initiative programming - Pathway, Compass and Design Days. Local communities have small businesses and nonprofit organizations unique to their areas that have a stake in local schools of choice. These small business owners and organizations will have opportunities to provide leadership as school stakeholders, develop internship and field opportunities for students, and deliver real world application to the learning that takes place in the classroom. We already have reached out to organizations and businesses such as: Alchemy Pops, Dream Outside the Box, Seeds to Stem, The Net, Concilio, and the Rainwater Foundation. North Bound Education Public School intends to incorporate as many outside resources as possible to benefit our students' development in both career and college readiness. By utilizing local businesses, North Bound Education Public School can provide a mutually beneficial high touch, high impact environment for the students and community. Our goal is to provide a support system that aids students as they make informed decisions about college and career opportunities. Moreover, we provide students with the opportunity to be leaders and servants in their local communities.

Family support of the school's mission and vision is crucial to student success. North Bound Education Public School will follow the principle illustrated in the "Stellar Triangle" below: Each piece of the triangle above represents essential partners in our school: the student - at the apex of the triangle, parents and community & teachers and leaders - proverbial legs to provide support, and North Bound Education Public School - the base of the triangle driving each individual forward toward his or her "True North" and individualized, personal success. When all three legs work together not only is the structure sound but the synergy created by the collaboration enables the student to reach the pinnacle of success. When the school fails to meet its commitments, or the community does not have a voice in the school, or the parents are not engaged in their child's education, or the student fails to meet their academic obligations, the triangle is no longer structurally sound, the student falls off path, and student achievement diminishes. It is only when the school provides an environment of excellence for students and both the parents, community, teachers, and leaders are actively engaged that a student can reach their maximum potential academically and personally. North Bound Education Public School is committed to provide students opportunities and a sound, success structure with personal voice-and-choice for each and every student.

In order to evaluate the effectiveness of community partnerships and alliances with the Personal Learning Initiatives and family-school relations, North Bound Education Public School will use an adapted framework provided by the PTA's National Standards for Family-School Partnerships (2014), which provides a rubric that indicates whether or not schools are Level 1 (Emerging), Level 2 (Progressing), or Level 3 (Excelling) at the following standards:

- Standard 1: Welcoming all families and community partnerships into the school community—Families and community partnerships are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
 - Standard 2: Communicating effectively—Families, community partners, and school staff engage in regular, two-way, meaningful communication about student learning.
 - Standard 3: Supporting student success—Families, community partners, and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
 - Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
 - Standard 5: Sharing power—Families, community partners, and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
 - Standard 6: Collaboration—Families, community partners, and school staff collaborate with one another to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.
- North Bound Education Public School will continually strive to reach a Level 3 (Excelling) rating on all standards in relation to Community Partnerships and Family Engagement.

•School Climate - North Bound Education Public School empowers children to be dreamers and dreamers to be innovative designers by cultivating an effective school where all students will learn a specified curriculum regardless of factors in their background which have been ordinarily identified as those preventing learning. As Larry Lezotte stated, "schools that have the courage to accept this as the aim, and take the necessary steps to design a system to deliver this

aim, will be educational leaders for the 21st century." North Bound Education Public School will focus on the "Effective School Correlates" as the foundation for their Instructional Development Framework. The school will:

- Maintain a clear and focused mission
- Guarantee strong Instructional Leadership
- Create a climate of high expectations for student success
- Develop positive home-school relationships
- Frequently monitor student progress
- Provide a safe and orderly environment
- Ensure opportunity for students to learn by providing more time on task

School Climate will be evaluated using the following identifiers:

- Increases in Average Daily Attendance
- Reduced discipline referrals
- Teacher Morale - as identified through staff surveys and focus groups
- Students Morale - as identified through student surveys and focus groups
- Parent and Community Impression - as identified through staff surveys and focus groups

Also unique to North Bound Education Public School's climate is our Young Women's and Young Men's Leadership Academies. In a learner's Discovery Years, 3-8 grade, she and he will be grouped homogeneously. Homogeneous grouping allows students to develop their inner voices. As a matter of fact, "According to multiple long-term studies of children from around the world, students achieve more and learn better in single-sex schools. An Australian study of 270,000 students found that both boys and girls performed significantly higher on standardized tests when they attended gender-specific schools. During an experiment in Virginia in 1995, 100 eighth graders were separated just for math and science courses. Almost immediately, the girls began to achieve more, become more confident and participate more often in class. In 2001, a British study concluded that nearly every girl regardless of her ability or socioeconomic status performed better in single sex classrooms than co-ed ones. The study of study of 2954 high schools and 979 primary schools showed that while boys at the lowest ends academically improved the most in single sex schools, single-sex education was particularly beneficial to girls. Every one of the top fifty elementary schools and top twenty high schools in Britain are single sex schools (CRC Health, 2015)." During the Discovery Years of our program, it is integral that our students develop at the max capacity to benefit and better themselves for their future education and secondary success.

- Teacher Quality - North Bound Education Public School guarantees academic excellence by providing quality instruction from educators that are experts in both content and pedagogy. Our goal is to recruit and retain teachers, professional development, "low income students are more likely to benefit from instruction by a highly effective teacher than their more advantaged peers" (Nye, Konstantopoulos, & Hedges, 2004).

The single most important factor affecting the quality of education is the commitment by the teachers and staff to the improvement of student achievement. To often schools assume that because teachers are certified or have a willingness to teach that they are ready to step in the classroom and perform. North Bound Education Public School is committed to "Transforming the Teaching Profession" by creating a learning environment that prepares students for Global success. The goals of the "Transforming the Teacher Profession" at North Bound Education Public School is to: Get the right teachers to become teachers, develop teachers into effective instructional facilitators, ensure that the educational system is able to design, develop and deliver the best instruction for ALL students by implementing a "Designers of Teaching" Academy. All teachers will be required to participate in a tiered system of professional development. Teachers will be identified as Intern Teachers (1-3 years), Resident teachers (4-6), and Master teachers (7 or more). Teachers will be expected to participate in a series of weekly professional development designed to meet their needs. Each strand of training will focus on the needs of individual learners to include ELL, Special Needs, and special populations such as at-risk, low social economic and those needing advanced instruction. Each strand of professional development will have specific requirements that will help the administration design future professional development. The graph below outlines the specific goals, competencies and portfolio requirements that each teacher must fulfill. Administrators will also participate in the "Transforming the Teacher Professional" Professional development.

Teachers will be evaluated using the Texas Teacher Evaluation and Support System (T-TESS) on the following domains (TEA, 2016):

- Planning
 - Standards & Alignment
 - Data & Assessment
 - Knowledge of Students
 - Activities
 - Instruction
 - Achieving Expectations
 - Content Knowledge and Expertise
 - Communication
 - Differentiation
 - Monitor and Adjustment
 - Learning Environment
 - Classroom Environment, Routines, and Procedures
 - Managing Student Behavior
 - Classroom Culture
 - Professional Practices and Responsibilities
 - Professional Demeanor and Ethics
 - Goal Setting
 - Professional Development
 - School and Community Involvement
- Adapted From

Berry, N. (2010). *Polaris Application Generation 17*.
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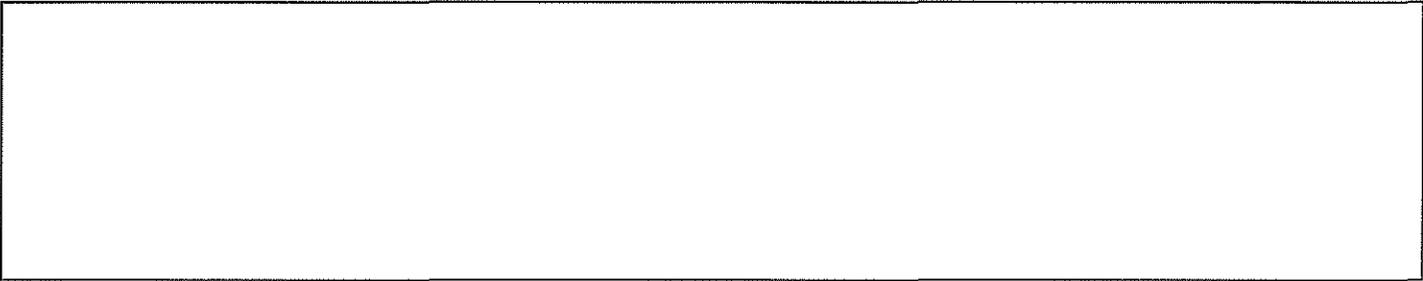
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This section of North Bound Education Public School has been revised and adapted from *Polaris Public School Charter Application, Generation 17, 2010*.



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.*

Nora Elizondo Berry- a veteran public school educator with 32 years of educational experience including: Assistant Superintendent Texas CAN Academies, Executive Director Dallas ISD, and Founding Director/ Superintendent of Summit International Preparatory (an Uplift Education Charter School), which was recently named one of the top 20 most challenging high schools in the U.S. by the Washington Post.
 Manuel Medrano- Retired Superintendent, Principal DISD, Teacher DISD, Sheldon Hoyt-Owner Children’s Beginning, Retired Financier, Kimberlea Jackson- Lead ELA Content Teacher- Uplift Education, Road to College Counselor- Uplift Education, Susan Loera- Instructional Coach- Math/Science
 Kenneth Cox- Chief Operations Officer- Children’s Beginning’s; Director of Operations Uplift Education,, Yonne Ngo- Educator, Keith Ulstead- Investor- United Properties, Paul Driscoll- Hill-Wilkinson

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

Nora Elizondo Berry- a veteran public school educator with 32 years of educational experience including: Assistant Superintendent Texas CAN Academies, Executive Director Dallas ISD, and Founding Director/ Superintendent of Summit International Preparatory (an Uplift Education Charter School), which was recently named one of the top 20 most challenging high schools in the U.S. by the Washington Post.
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 Kenneth Cox- Chief Operations Officer- Children’s Beginning’s; Director of Operations Uplift Education,, Yonne Ngo- Educator, Keith Ulstead- Investor- United Properties, Paul Driscoll- Hill-Wilkinson



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.

The process North Bound Education Public School used for determining number of campuses requested included strategically developing long-range operational and educational needs and ability to the charter to meet educational needs and still remain financially solvent. Our decision making team began meeting in May 2016. During the first months the team meet on a monthly bases. During the last 6 months, the team has been meeting bi-weekly. Data that the team has reviewed has included state academic performances in the areas that the charter intends to serve. Another data sources included a geographically search to identify pockets of low socioeconomic areas. The team paired the data for the under served students with those that traditionally are unable to afford private education or have the ability to relocate. Locations being requested have been vetted through this process to ensure educational need. The second part of this process included financial research. Efficiency in financial stewardship has been the driving force in selecting the number of campuses being requested. The team began with the financial worksheets provided by TEA Charter School Department. After numerous revisions that focused on ensuring t financial responsibility and stewardship, the team believes that the request included in our application will be productive in the areas of service to the academically under served communities as stewards of the state's financial workbook.

The second part of this process included financial research. Efficiency in financial stewardship has been the driving force in selecting the number of campuses being requested. The team began with the financial worksheets provided by TEA Charter School Department. After numerous revisions that focused on ensuring t financial responsibility and stewardship, the team believes that the request included in our application will be productive in the areas of service to the academically under served communities as stewards of the state's financial workbook.

Berry, N. (2010). Polaris Application Generation 17.

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.

NORTH BOUND EDUCATION Charter school is an open enrollment public schools that are allows educators t o be more innovative while being held accountable for increasing student achievement. Since we are a public school, we are open to all children who “Dare to Dream; Dare to Design”.

Data demonstrates that a majority of schools in the areas we seek to serve have continuously underserved their students. For example, Ft. Worth ISD was recently designated as the district in Texas with the highest number of Improvement Required schools. These schools traditionally do not hold their teachers or students responsible for student learning. On the other hand Dallas ISD school improvement plans were deemed unacceptable by TEA.

North Bound Education Public School believes that school leaders should be given freedom to do “whatever it takes” to help students achieve (Dare to Dream; Dare to Design) to guarantee that all students find their “True North”; and vision that guides them to our ultimate destination. We have a vision to design, develop and deliver an educational institute that will empower student to “Dare to Dream, Dare to Design” in the areas designated allowing us to close the achievement gap. Through creating a partnership between parents, teachers, and students we will create a learning environment in each area that will allow teachers to innovate, and students are work in a 21 Century structure they need to learn.

Unlike the traditional schools residing in the area we will serve, North Bound Education Public School intends to concentrate on adjusting curriculum to meet student needs so that we can provide students more time on the core subjects they need most in an innovative, creative design setting. We also intend to create a unique school culture and developing next-generation learning models by redefining the meaning of the word “classroom”, “grading”, subject mastery and “Designers of Teaching” professional development

North Bound Education Public School intends to create multiple opportunities for academic educational success for students of single parents who are currently enrolled in an educational institute or employed, first and second generation immigrants, and low social economic individuals . North Bound strongly believes that there is a strong need to increase public school options. We believe that as stated in an article written U.S. Secretary of Education John B. King Jr. and published by the US Department of Education, “Ensuring that all students have access to an academically challenging and engaging education is critical to preparing them for college and career success. Innovative charter schools are continuously developing new and impactful practices to close achievement gaps and provide all students with the skills and abilities they need to thrive.

Data derived in analyzing the need for multiple charters in the Ft. Worth area indicate that a low percentage of high school graduates transition to college and only 24% of these graduates persist to their second year. The data also indicates a high percentage (47%) of high school students are not on track to graduate by their ninth grade year. When this study is extended to areas in the surrounding school districts, which North Bound intends to serve, similar results are found.

(Graphic omitted)

Strategic Data Project: SDP: College Going Diagnostic on FWISD

- 21 percent of academically qualified FWISD graduates do not seamlessly matriculate into four-year college
- Twenty-four percent of FWISD ninth graders graduate high school on-time, seamlessly transition to college, and persist to their second year.

https://lh3.googleusercontent.com/knCvBaoFsjOsnfy-fV4c-vQglIxeIMYLpilka3sEtkM1ZpTvP_RCKwrxnXKCJ09SUAKy4bUguKyLvfvZ5xJnllVtPQx21e-Xe-gEjldNTqUmmIvXm1k1L26tedZtCfloOluvvg4OYZ

North Bound Education Public School intends to provide strategic educational opportunities from birth to cradle. In preparation for serving students from birth through five years of age, North Bound Education Public School has formed a partnership with an existing non profit child care provider that has been in existence for over 45 years, Children’s Beginnings. Children’s Beginnings serves students of families whose single parent are currently enrolled in an educational institute or employed. As a Texas Ready School, Children’s Beginnings offers a school readiness program for children six weeks to five years of age. They are a multicultural daycare that provides high-quality daycare to low-income families, particularly those of Hispanic descent (first and second generation immigrants)

In alignment with North Bound Education Public School , Children’s Beginning offers Spanish-English resources for children in the Dallas/ Ft. Worth, Texas, area.

Together both North Bound Education Public School and Children’s Beginnings will offer multi-cultural setting that serves children and families from all income levels, creating a rich environment of mixed cultural and economic backgrounds for children.

Strategic growth of North Bound Education Campuses

North Bound Education Public School intends to close both the opportunity and achievement gaps. As President

Obama says, "the best anti-poverty program around is a world-class education." North Bound Education intends to deliver on the part of the dream—to show what is possible: to provide choice for families and parents where no choice previously existed.

North Bound Education Public School intends to strategically focus on providing educational facilities in areas that both offer parents the opportunity for students to dream and design while closing the achievement gaps. North Bound Education has focused on the areas of economic need and lagging academic performance areas to facilitate choice areas of service for primary campus development.

As seen in the data provided below the Ft. Worth area will be a targeted area of service for North Bound Education Public School .

(Graphic Omitted- See paper copy)

North Bound Education Public School is a transformative innovation and design school that provides the foundations for students to become independent problem solvers, inquirers, and co-designers of their own learning experiences. North Bound Education Public School guarantees academic excellence by providing quality instruction from educators that are experts in content and pedagogy, unique design spaces, and support for students as they make informed decisions about college and career opportunities. By empowering children to be dreamers and dreamers to be innovative designers North Bound Education will ensure that students Through inquiry and design thinking paired with career and college exploration opportunities, each student becomes a solution-seeker in an ever-changing global landscape.

Through a unique system of collaboration between design instruction and subject matter experts, North Bound Education Public School intends to provide choices for families and parents where no choice previously existed.

https://lh5.googleusercontent.com/nbsjmW2wFDwanClIt0yF1DYbZixE6GenjYYijQTi_dUGnBNLdpN8C1Gp0DdnEdt3uciegWilciAwgqLPvilbEbybwBh44MmzloiC0M-oSfb73xjE91Ev3GwtT0UWr5AJzWRziU

Berry, N. (2010). Polaris Application Generation 17.

EDUCATION PLAN – Demographic Profile

I. Student Demographic Data	Proposed Campus	Occupied District	District 1	District 2
		Tarrant	Dallas	Tarrant
African American	25	23	23	25
Hispanic	50	62	70	45
White	20	11	5	21
American Indian	0	0	0	0
Asian	1	2	1	6
Pacific Islander	0	0	0	0
Two or More Races	3	1	0	2
Economically Disadvantaged	80	75	88	69
ELL	75	31	43	26
At-Risk	75	74	65	68
Gifted & Talented	5	0	0	0
Special Education	17	24	12	31

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.

 District 1 occupied

 The term refers to the campus the special

 Student district school district Report (T

Please visit the performance

 This section A5- Geographic

A response

- Cite realistic district data
- Demonstrate the community population
- Identify both among the
- Demonstrate any current

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).

As stated listed on the TEA website, North Bound Education Public School has adopted the state’s curriculum standards (TEKS) identifying what students are to learn in each course or grade and the ELPS (English Language Proficiency Standards) and the 21st Century Skills (P21).

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

Including educational or experience requirements.

Team members include: Nora Elizondo Berry-, Founding Director/ Superintendent of Summit International Preparatory, Manuel Medrano- Retired Superintendent,, Kimberlea Jackson- Uplift Education, Samantha Riley- Uplift Education, Susan Loera Math/Science- Arlington ISD- Service to the students in the Texas public school system for over 130 year



*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.

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.

In alignment with TEA’s Chapter 89, Adaptations for Special Populations, North Bound Education Public School will provide Special education services to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan Under Part B of the Individuals with Disabilities Education Act (IDEA).

Students with special education needs will be provided full access to the curriculum through an inclusion program or any other special education services determined by the student's Admission Review and Dismissal (ARD) committee. Students will be provided support in the classroom through the use of inclusion teachers who will ensure that the student's individual educational plan is implemented effectively. Incorporated in the IEP, each special education student will receive an ILP, as all general education students do to make sure the student is involved in his or her own goal-setting towards academic success. In addition, North Bound Education Public School students that are identified as having a need for special education services will be provided the same legal rights and-procedural protections as those in other schools, including access to all extracurricular activities. The ARD committee will meet annually and the committee will decide educational placement and services. The school will provide the services as decided by the ARD committee including contract services through the Region 10 Service Center if our staff cannot meet the services needed. All teachers that work with special education students are required by law to be certified, and as such, North Bound Education Public School will not only hire certified teachers, it will hire only those certified teachers who show a passion for working with our children!

The driving force of our curriculum (TEKS/ELPS) and instruction is to individualize instruction for all students, regardless of language acquisition, learning disability or other special need. North Bound Education Public School will ensure that all procedural and legal requirements established by federal and state law will be prioritized and followed for the best education in the least restrictive environment for each identified special education child.

Source: The provisions of this §89.1201 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective May 28, 2012, 37 TexReg 3822.

Additionally, in accordance with TEA’s Chapter 89, North Bound Education Public School will incorporate ESL and sheltered instructional strategies for all teachers, emphasizing the use of the English Language Proficiency Standards (ELPS) within the everyday curriculum. All state and federally mandated laws (Title III) will be followed according to the bilingual and ESL student assessment and instruction, LPAC committee recommendations, as well as required teacher recruitment, training, and certification. The TEA Limited English Proficient (LEP) Decision Chart will be utilized to guide decisions for LEP students. School and home partnerships will be developed to establish not only the LPAC decisions, but also the Individual Learning Plan (ILP) for each student to ensure that limited English proficient students have the opportunity to master the essential knowledge and skills of the required curriculum and to goal-set towards success each year. The English-as a-second-language program will be rigorous to increase proficiency in the comprehension, speaking, reading and composition in the English language.

North Bound Education Public School will value the diversity of the student body. The school's culture will recognize the contributions of the linguistic and cultural backgrounds of the English-language learners while promoting high academic achievement for all. We are committed to having a dual-language program starting in Kindergarten with certified bilingual teachers in each grade level through fifth grade. The certified Bilingual teacher will co-teach with a mainstream teacher, each providing reading instruction to their students’ in their primary language for half a day, then switch classes, using the other content areas to build vocabulary fluency in the second language. The goal is for the majority of students to be proficient in the second-language by Grade 3. The incorporation of a dual language program for early childhood students will allow native Spanish speakers to emerge as leaders and peer tutors for their

English-only speaking peers and provide non opportunities for both languages to be more fully developed by all students at North Bound Education Public School The school would incorporate ESL and sheltered instructional strategies for all teachers, emphasizing the use of the English Language Proficiency Standards (ELPS) within the everyday curriculum.

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

Student specific interventions based on LPAC committee decisions as well as their Individual Learning Plan (ILP) and Sheltered instruction such as the SIOP model (The SIOP model address the academic and linguistic needs of English Language Learners (ELL) by teaching language and academic content simultaneously.

Source: Berry, N. (2010). Polaris Application Generation 17.

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.

This section of North Bound Education Public School has been revised and adapted from Polaris Public School Charter Application, Generation 17, 2010.

In the 2010 Congress mandated National Center for Educational Statistics (NCES) annual report, statistics were released demonstrating the important developments and trends in US Education. The report developed a profile of high poverty schools in the US. It examined the characteristics of students, staff and administration. Using the percentage of a school's enrollment for the National School Free and Reduced Lunch Program, the characteristics for high poverty schools are as follows:

- The percentage of students who were limited English proficient was higher in high-poverty schools than in lower percentage schools.
- The educational attainment of the administrators varied by school poverty level among secondary schools but not in elementary. In high poverty secondary schools, the percentage of administrators whose highest educational level was an educational specialist or professional diploma was smaller than the respective percentage of administrators in low poverty schools.
- The educational attainment and professional certification varied by school poverty level. For both elementary and secondary schools, smaller level of teachers working in high poverty schools had a master's degree for their highest educational level than teachers working in low-poverty schools.
- The outcome for students who attended high poverty public schools was lower at high poverty schools than low poverty schools.
- The percentage of graduates attending a 4-year college was lower for graduates from high poverty schools than for graduates from low poverty schools.

Participation in Education:

As the US population increases in size, so does enrollment in all levels of education. Because of the mandatory enrollment laws at the elementary and secondary levels, growth is due largely to increases in the size of the school-aged population.

- The number of school-aged children who spoke a language other than English at home increased from 3.8 million to 10.9 million (or from 9% to 21 %).
- The number of students receiving special education services under IDEA, increased from 3.7 million (about 8%) to 6.6 million (or about 13%).
- Of those receiving services, 39% received them for a specific learning disability.

Learner Outcomes:

- Average reading scores assessed by National Assessment for Educational Progress (NAEP) increased by 4 points for 4th graders and for 8th graders.
- There was no measurable change in the NAEP reading scores for black or Hispanic 4 th grade students. The White-Black gap was 26 points and the white-Hispanic gap was 24 points.
- NAEP scores for math record improved trends in math but significant achievement gaps among racial and ethnic groups remains high.
- On the NAEP Arts Assessment high poverty students scored 45 points lower in music and 43 points lower in visual arts than students in low poverty schools.

Based on the above research, North Bound Education Public School recognizes the following needs of our student population:

General Needs**Unique Needs**

Gains in mathematics and reading for all subpopulations: SPED, LEP, at-risk, etc.
Fine Arts & Humanities enrichment

Levels of Post-Secondary Education attainment/Professional certifications

Investment in educational attainment (K-12, post-secondary, professional certification)

Focus on social emotional learning for general population and sub-pops (SPED, LEP, at-risk, etc.)

Access to books and cultural enrichment opportunities; interdisciplinary learning

Voice and choice in communities and schools

Growth in parent partnership and support with the school

Academic language acquisition: basic, interpersonal

Differentiated learning for individuals with learning differences

The beauty of North Bound Education Public School's Educational Plan is that we have purposefully created a variety of entry points to ensure that students of differing abilities, strengths, and needs are all taken into consideration and are successful. Simply, the goal of differentiated instruction, which includes individualized learning contracts, project based learning, and inquiry learning, is to allow students in their own UNIQUE, INDIVIDUALIZED WAYS TO: take in information (Input), make sense of it (Process), and demonstrate what they have learned (Output).

North Bound Education Public School is committed to providing differentiated instruction and assessment in a variety of ways for all student subpopulations by following the principles below:

- Choice is key to successful differentiation in terms of learning activity, as well as choice in assessment (how the student will demonstrate understanding). Learning tasks consider modes of input, processing, and output while taking into account students' strengths/weaknesses and learning styles.

- Groupings of students will vary, some will work better independently and others will work in various group settings. Moreover, heterogenous and homogenous groupings should always be strategic to increase the each group member's learning.
- Multiple intelligence is taken into consideration as are the students' learning and thinking styles. Teachers carefully develop projects and inquiry opportunities that are both aligned with standards and multiple intelligences to ensure mastery.
- Authenticity: Lessons are purposeful and relevant to ensure that all students can make connections to themselves and the world around them.
- Flexibility: Lessons and assessments are adapted to meet the needs of all students. With that being said, there are times when the process needs to be adapted and changed in the middle of the work cycle to accommodate for necessary student learning.
- Critical Thinking: Project based and inquiry learning gives students an opportunity to think for themselves and demonstrate the results of their thinking, questioning, and research. Discovering and learning for oneself is a much more powerful way to learn than to passively "sit and get."
- Extension Opportunities: Students who meet mastery quickly will be provided with opportunities to extend their curiosity and choice by exploring new avenues to apply their knowledge and skillsets. Likewise, students who are struggling will be given the option to try additional modalities to grasp the TEKS.

Benefits of Learning Contracts for ALL Subpopulations

North Bound Education Public School will use Learning Contracts (LC) as a means to extend learning opportunities for all levels of learners. The educational vision of the Learning Contract is to: meet the needs of each individual learner, engage learners in challenging class work that meets their individual needs, pushes learners to be responsible and take ownership of their own learning. Learning contracts assist students with ownership of learning by leveling products according to Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation) and providing an opportunity for students to demonstrate successful mastery of the objectives.

Learning contracts are an extension of the learning opportunity in the classroom. During guided instruction, in which the teacher will be working with students in small groups, time will be allotted for completion of the learning contract. While most of the work can be done in the classroom, time should be allotted during the evening for students and parents to communicate as to the progress of each project and to become involved in their learning. Authentic Learning Activities (Individual Learning Contracts) provide:

- Real-world relevance: Activities match as nearly as possible the real-world tasks of professionals in practice rather than decontextualized or classroom-based tasks.
- Well-defined: Activities require students to define the tasks and subtasks needed to complete the activity.
- Complex, sustained tasks: Activities are completed in days, weeks, and months rather than minutes or hours. They require significant investment of time and intellectual resources.
- Multiple perspectives: Provides the opportunity for students to examine the task from different perspectives using a variety of resources, and separate relevant from irrelevant information.
- Collaborative: Collaboration is integral and required for task completion.
- Value laden: Provide the opportunity to reflect and involve students' beliefs and values.
- Interdisciplinary: Activities encourage interdisciplinary perspectives and enable learners to play diverse roles and build expertise that is applicable beyond a single well-defined field or domain.
- Authentically assessed: Assessment is seamlessly integrated with learning in a manner that reflects how a quality product is judged in the real world.
- Authentic products: Authentic activities create polished products valuable in their own right rather than as preparation for something else.
- Multiple possible outcomes: Activities allow a range and diversity of outcomes open to multiple solutions of an original nature, rather than a single correct response obtained by the application of predefined rules and procedures.

Benefits of Project Based Learning for ALL Subpopulations

According to The Buck Institute for Education and Boise State University, Department of Educational Technology, Project Based Learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. Through the flexibility and individualized structure of project based learning, North Bound Education Public School has the opportunity to address the learning needs of all students through “choice and voice”, interests, process, and products.

Project Based Learning is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline.

Project Based Learning teaches students 21st century skills as well as content. These skills include communication and presentation, organization and time management, research and inquiry, critical thinking, self-assessment and reflection, and group participation and leadership. Project Based Learning combines academic rigor with social emotional development and is generally accomplished by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

Finally, Project Based Learning allows ALL students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general. Combining these considerations, Project Based Learning is defined by North Bound Education Public School as:

- a systematic teaching method that engages ALL students (above or below grade level, with disabilities, gifted and talented, and requiring bilingual/ESL services) in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.

This model aligns closely with recent youth development research and theory, and reflects current thinking about rigor, relevance, and relationships as the keys to educational reform at the secondary level. Both of these fields emphasize the importance of relationship-driven classrooms where adult mentors help students engage more deeply in the learning process and develop rigorous, positive attitudes towards academic achievement and internal motivation.

Through a combination of rigor, relevance, and relationships, North Bound Education Public School will address the needs of all student sub-populations to achieve the following outcomes:

- Proficiency in 21st Century Skills
- Ability to demonstrate a system of core values designed to assist students in making positive choices that benefit not only themselves but the entire community
- Ability to apply knowledge in the real world contexts within the curriculum to conduct research, identify opportunities and problems, and implement solutions as part of the project based curriculum. Student will be expected to document these skills within their Digital Portfolio
- Complete a Capstone Project involving at least 106 hours of work that demonstrates real-world proficiency (Design Years)
- Students will be able to demonstrate and document within their portfolio, mastery of technology and academic skills in a real world application by successfully completing a capstone project their senior year demonstrating personal curiosity in college or a career field. Students will also have a choice in internship, field experience, or work towards a cause related to their career and or personal interest.
- Master the Texas academic standards in the four core academic subjects as measured by STAAR, Standards-based markings, and GPA
- Achieve proficiency in English and in Spanish

Personalized Learning Initiatives

In an effort to provide time for adequate instruction and inquiry, North Bound Education Public School is providing Personalized Learning Initiatives through Pathways and Compass Courses, along with express mini-mester enrichment and intervention offerings.

Pathways (K-8) and Compass (9-12) Courses allow students to exercise choice and voice in their preparations for post-secondary success, whether they choose a college or career track. These classes will meet at least twice a week and provide them learning labs that allows them extra time to develop projects, ask questions, cultivate creative thinking, and experience future career options. This schedule allows for the flexibility to meet individual learning styles and idea, as well as opportunities to develop individual college and career goals

Mini-mester enrichment and intervention offerings allow for deeper differentiation opportunities for students who are above and below grade level, with disabilities, identified as gifted and talented, and requiring language support services. The goal of mini-mester express courses cultivate each student’s individual strengths, develop interests, and reduce the achievement gap for students of all socioeconomic backgrounds. Addressing differentiation becomes a daily affair at North Bound Education Public School where individual needs are addressed instead of a one-size-fits-all pacing, curriculum, and demonstrations of learning.

The Differentiated Classroom Model

While the Instructional Design for North Bound Education Public School relies heavily on data and believes that the data is important, we believe that instruction must be personalized. Classrooms at North Bound Education Public School will be designed for teachers to allow us to personally know interest of each child and offer them ways to find their “True North.”

North Bound Education Public School will utilize differentiation within their framework for assessing.

- Students who are the same age differ in their readiness to learn, their interests, their styles of learning, their experiences, and their life circumstances.
- The differences in students are significant enough to make a major impact on what students need to learn, the pace at which they need to learn it, and the support they need from teachers and others to learn it well.
- Students will learn best when supportive adults push them slightly beyond where they can work without assistance.
- Students will learn best when they can make a connection between the curriculum and their interests and life experiences.
- Students will learn best when learning opportunities are natural.
- Students are more effective learners when classrooms and schools create a sense of community in which students feel significant and respected
- The central job of schools is to maximize the capacity of each student.

Adapted From

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Citations and Resources

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

This section of North Bound Education Public School has been revised and adapted from Polaris Public School Charter Application, Generation 17, 2010.

North Bound Education Public School will evaluate the proposed curriculum through the utilization and analysis of assessment data in both Vertical Teams through a Vertical Team Lead (VTL), CASL (Collaborative Analysis of Student Learning) Teams, Individual Learning Contracts, digital portfolios, formal assessment (STAAR, ACT/SAT, Discovery/Map), and progress monitoring..

The schedule to evaluate the assessed curriculum is as follows:

1st Trimester/1st Express

Monthly Individual Learning Contracts

Issue Map/Discovery in first 4 weeks for a baseline to measure growth

Digital portfolios receive feedback weekly

VTL's meet monthly to assess curriculum; CASL Teams meet monthly

Formal assessment (STAAR checkpoint) administered at the end of trimester

2nd Trimester/2nd Express

Monthly Individual Learning Contracts

Formal assessment checkpoint in first 4 weeks to measure growth

Digital portfolios receive feedback weekly

VTL's meet monthly to assess curriculum; CASL Teams meet monthly

Formal assessment (STAAR checkpoint) administered at the end of trimester

3rd Trimester/3rd Express

Monthly Individual Learning Contracts

Formal assessment checkpoint in the 3rd trimester to measure final growth

Digital portfolios receive feedback weekly; final portfolios turned in at the end of the trimester

VTL's meet monthly to assess curriculum; CASL Teams meet monthly

Formal assessment (STAAR) administered at the end of trimester

Vertical Team Leads play a crucial role in the evaluation of curriculum effectiveness. They lead content area vertical teams as reflective practitioners and ask the right questions about the curriculum in regards to what is being taught and how it is working.

- Is every reporting category addressed?
- Are we spending the most time on the greatest areas of need in terms of TEKS and reporting categories?
- Are we ensuring that the highest impact TEKS and reporting categories are being mastered? If not, how are they spiraled into future units of study?
- What do we already expect our students to know before beginning this year/unit?
- What skills and knowledge must our students know before moving to the next year/unit?
- What changes need to be made in the scope and sequence before next year? What is the anticipated result of this change?

North Bound Education Public School will incorporate the Collaborative Analysis of Student Learning (CASL) system which is designed to help teachers analyze student work to improve instructional decisions and, thus, students' learning. Student work is defined as any data or evidence teacher's collect that reveals information about student learning (e.g., standardized test data, classroom assessments, writing samples, projects, oral reports, videotapes, pictures, and student observation data). As part of the system, teachers join a study group to interpret and document students' progress toward local learning standards and reflect upon how students learn as well as upon their own professional growth. When the analysis focuses on the same students over an extended period of time, teachers make discoveries about how students construct meaning of key concepts and skills. As a result of the insights and skills

gained through this system, teachers become much more purposeful about selecting instructional and curriculum approaches, moving students ever closer to the appropriate learning outcomes.

The system is characterized by these four components: A framework for reflective inquiry; A culture for collaborative inquiry; The CASL inquiry phases; Facilitation, leadership, and support.

The Framework for Reflective Inquiry is: Research- and theory-based conceptual map; A vision to guide teacher growth; Used for problem solving and adaptations.

The Culture for Collaborative Inquiry allows for: Norms that help the group function in a collaborative way; Specific communication skills that establish and maintain a safe and trusting environment encourage group members to reexamine, clarify, and transform their thinking so that they can help students succeed

The CASL Inquiry Phases include:

- Define a target learning area as the focus of inquiry
- Analyze classroom assessments to identify focus students
- Meet in study groups to analyze student work, experiment with new strategies, and write documentation
- Find more information to understand students, content, and strategies
- Assess and analyze whole-class performance on the target learning area
- Reflect upon student and teacher learning
- Celebrate successes and share portfolios

Facilitation, Leadership, and Support for the process includes: Facilitator/administrative support; structures (time, incentives, etc.)

North Bound Education Public School will use Individual Learning Contracts as a means to extend learning opportunities for all levels of learners.

The educational vision of the Learning Contract is to meet the needs of each student, engage them in challenging class work, and empower students to become responsible for their own learning. The goal of thi type of differentiated instruction is to allow students to take in information, make sense of it, and demonstrate through different modalities what they have learned.

Learning contracts assist students with ownership of learning by leveling products according to Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation) and providing an opportunity for students to demonstrate successful mastery of the objectives. Learning contracts are an extension of the learning opportunity in the classroom. During guided instruction, in which the teacher will be working with students in small groups, time will be allotted for completion of the learning contract. While most of the work can be done in the classroom, time should be allotted during the evening for students and parents to communicate as to the progress of each project and to become involved in their learning.

Learning contracts will cover the objectives taught the week prior to the contract being issued and end with the objectives taught during the third week of the month. Learning contracts will assess multiple TEKS and ensure mastery of TEKS and opportunities for reteaching throughout each contract cycle. In addition TEKS mastery, assessment is seamlessly integrated with learning in a manner that reflects how a quality product is judged in the real world.

Digital Portfolios will be used to assess end of year mastery (end of three trimesters) for subject TEKS. Portfolios provide the opportunity for students to continuously revise and edit their work, emphasizing that work is never done, just due. This creation and revision process allows the teacher and student to assess gaps in student learning through a continuous project, allowing opportunities to demonstrate different modalities of learning. Additionally, it allows the teacher opportunities to evaluate and revise the curriculum by addressing gaps early and often. Portfolios allow for the students and teachers to gather formal and informal assessment data to support or potentially revise the curriculum. Based on the portfolio, students should be scoring proficient on all TEKS, culminating in the demonstration of 1.5 years of growth in TEKS mastery from year to year as demonstrated in the digital portfolio that

follows the student through their individual journey.

Finally, the curriculum will be evaluated using Formal Assessment (STAAR, ACT/SAT, Discovery/Map). Teachers and leaders design learning experiences from available pre-assessment and baseline data taken from MAP, Discovery, and previous STAAR results. Teachers and leaders identify TEKS that are strengths and TEKS that are challenges. From this, we must consider what type of inquiry opportunities in the curriculum that are most accessible for the skill, content and student, research and understand the real-world relevancy, and consider the application. They must then design a product and a pathway of standards to get there. Through data provided through STAAR and other formal checkpoints such as ACT/SAT and Discovery/MAP, teachers and leaders gather and analyze new data - specifically tied to standards and 21st century skills - from checkpoints, learning process, and final products and design a course of action to ensure mastery or enrichment for each individual student through the curriculum.

Skill

Phoneme

Awareness

Phoneme deletion and substitution

Phoneme segmentation

Name upper and lower case letters, known consonant and short vowel sounds

Phonics and word reading

Oral reading (fluency)

Indicator

Spring (Initial and Final sounds) Fall/Winter (Initial, and Medial sounds diagnostic only)

Initial sounds, Final sounds, First sound of a consonant blend, embedded sound of a consonant blend

Segment sounds, Count phonemes

Fall/Winter/Spring

Decoding sound-spelling correspondences, High frequency words, Syllabication

Words correct per minute on grade-level text

K

Diagnostic only

Fall/Winter (Diagnostic only)

Fall/Winter Diagnostic only

Fall (Diagnostic only)

Fall/Winter/ Spring

Optional 1st 18 weeks, then every 6-8 weeks

One

Diagnostic only

Diagnostic only

Diagnostic only

Diagnostic only

Every 4-6 weeks until mastery

Optional 1st 18 weeks, then every 6-8 weeks

Two

Diagnostic only

Diagnostic only

Diagnostic only

Diagnostic only

Every 4-6 weeks until mastery

Optional 1st 18 weeks, then every 6-8 weeks

Three
Diagnostic only
Diagnostic only
Diagnostic only
Diagnostic only
Every 4-6 weeks until mastery
Optional 1st 18 weeks, then every 6-8 weeks

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

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

6th - 8th Reading Instruction (Reading and Learning for Life): The standards for grades sixth through eight are expansive, revealing the important and weighty transitions in knowledge and skills expected of all students after the intermediate grades. Emphasis on subject-matter reading begins to exert its full force on all students at this stage as they begin to study history-social science and other sciences. The transition from learning to read and reading to learn precedes the next stage that extends through grade eight. That stage is perhaps best characterized as reading and learning for life, during which students begin to grapple with the full and complex range of lifelong language and literacy skills (Biancarosa and Snow 2004; Snow 2002). Socratic questioning will also help students process in a way that leads to critical thinking. A individualized reading project will be completed each grading period using cross-disciplinary standards that include writing across the curriculum strategies.

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

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

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

At North Bound Education Public School , all students will be given the opportunity to take in information, make sense of it, and demonstrate what they have learned. Through a process of “Designing Instruction” each teacher will have the ability to create individual learning plans for each student and incorporate “learning contracts” as they meet

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

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.

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Special Programming

North Bound Education Public School will provide special programming that meets the objectives of the Every Student Succeeds Act (ESSA) by ensuring programs are geared toward student progress and achievement, closing the achievement gap, providing opportunities for academic and social growth for post-secondary readiness, and opportunities for community and student engagement.

North Bound Education Public School plans to have the majority of student activities and clubs be led by teachers and staff members. However, there are some activities that will be led by community members, parents, and area colleges. Some clubs will require that the school hire, or invite, private providers, such as some fine arts activities and technology based activities. Other partnerships will be developed with the area colleges. Faculty and college students in fine arts, technology, math and science, kinesiology and other departments that are interested in working with our students will be invited to guide our students under the supervision of a North Bound Education Public School or college staff member. Leadership development with the Hispanic/African American Chambers of Commerce will be also incorporated. Destination Imagination activities will provide a positive way to include parents and community members in school activities. Each team has a Team Manager of Record, 18 years of age or older, who may be a parent, teacher, or other interested adult. This group would meet on campus, and be monitored closely by school personnel. Additionally, all Team Managers will be required to pass a criminal background check prior to being assigned a group. The campus will have a coordinator for this program that is a staff member.

Additionally, North Bound Education Public School will look for talented adults who can serve as coaches and sponsors in the above-mentioned areas. As research clearly shows, students who are involved in extracurricular activities have higher interest in staying in school. Many times these classes/activities become the "anchor" for children to continue coming to school, even when they are struggling in core academic areas.

After school Programming: North Bound Education Public School will actively seek opportunities to write grants and partner with outside organizations to provide after school care and programming to meet the needs of our student population. In DFW, there is an active YMCA, Boys and Girls Club, theNet, Girls Inc, Big Thought, ACE grant, etc. Without a doubt, North Bound Education Public School will provide our students care and enrichment through partnerships with the community. Jess Holly has also given us his support and will assist in developing opportunities for us to partner with local sports teams.

Field Experiences: North Bound Education Public School reach out to connect students to the cultural and learning opportunities in their local communities, such as: Dallas Museum of Art, Kimball Art Museum, Dallas Museum of Natural History, Modern Art Museum of Ft. Worth, Sixth Floor Museum at Dealy Plaza, Latino Cultural Center, Nasher Sculpture Center, Perot Museum of Nature and Science, Dallas Theater Center, Amon Carter Museum, National Cowgirls Museum, Botanical Gardens, Arboretum, Dallas Holocaust Museum, Meadows Museum, etc. Field trips enrich a child’s schooling experience and bring new light to the communities in which they live. Local

colleges and universities in LA will provide us with the ability to attend college and local sporting, music, theater, dance, and festival events. Many of our target students do not even realize the richness of cultural experiences available to them in their own local communities. North Bound Public Schools will seek these out these experiences to enrich and better our students' lives.

Saturday School: In the event that students are in need of extra support in mastering TEKS, occasionally Saturday School will be offered to assist students by invitation only. However, North Bound Education Public School also intends to offer at least one Saturday enrichment opportunity a trimester, whether a school festival, family field trip, guest speaker, or a unique learning opportunity designed by a community group or staff.

Volunteer opportunities: North Bound Education Public School requires students to graduate with 100 community service hours. Students are to demonstrate service and solutions within our community and find ways to engage in community leadership. North Bound Education Public School students are encouraged to participate and design volunteer opportunities for themselves and each other. They may take on service projects such as: recycling, nursing home activities, neighborhood clean-up, assisting at animal shelters, food/clothing/book drives, feeding/clothing the local homeless, etc. Pathways and Compass classes are encouraged to design their own volunteer and service projects.

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

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

- Provides students with educational experiences through competition
- Promotes good sportsmanship and cooperation among member schools
- Works to prevent exploitation of students by special interest groups
- Sponsors regional conferences and clinics for athletic, music, drama and academic contests
- Provides materials to schools for use in UIL contests
- Sponsors district, regional, and state tournaments or meets in athletic, music, drama and academic contests.
- Provides drama teachers with an extensive Drama Loan Library of more than 26,000 plays.
- Administers the Texas Interscholastic League Foundation which provides
- scholarships for drama and academic state competitors.
- UIL Activities can include: Academics: theatre, journalism, speech/debate, A+ Program, accounting, calculator applications, computer applications, computer science, current issues and events, literary criticism, mathematics, number sense, ready writing, science, spelling & vocabulary, editorial writing, feature writing, headline writing, news writing, social studies, informative speaking, persuasive speaking, poetry & prose interpretation, one act play and debate. Music: band, choir, orchestra, mariachi

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

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

Summer School: Students attend three weeks of summer school for four hours per day, four days a week. This session

serves to support students who have not met promotion requirements or who would like a jump start on the next levels coursework.

Culture Camp: Though not remedial in nature, this session serves to give students an introduction to the upcoming year before the start of school in September. Since students are out of school less time in the summer, more academic retention takes place and less review is needed at the start of the year. Students are also able to become familiar with the model used in our school as a whole, as well as the rules and conditions of learning with the new teacher. In addition, assessment is a key feature of the summer program, which enables teachers to know students' strengths and weaknesses and plan learning activities accordingly. Culture Camp Sessions are primarily focused on project based learning, and co-creating learning opportunities in reading and math with social studies and science integrated when possible. Another component of the Culture Camp model is the team building that takes place for teachers and students. Students and teachers become indoctrinated into the culture of the school, learning about its mission, vision, values, goals, and character development program. Projects and read alouds focus on character building traits as demonstrated by others such as ingenuity, curiosity, reflection, and integrity. Students learn how to set high expectations for themselves and techniques for monitoring and ensuring they reach those goals.

Internships: As part of the Pathways and Compass Course curriculum, students will be required to complete an internship based on their future college and vocational goals. Based on the location of North Bound Education Public School, local business partnerships will be made to provide opportunities to build real world experience as part of the high school curriculum.

DOT (Designers of Teaching) Academies: Differentiated and tiered instruction for intern, resident and master teachers' and administrators that enables North Bound Education Public School to strengthen individual capacity of teaching in order for teachers to reduce the achievement gap from all socioeconomic backgrounds.

Parent Ambassador University: An educational program for families of high need students to ensure knowledge of state requirements and an ability to support student college readiness and academic success. Topics to be presented to the parents include the 4A's- Acculturation, Academics, Area support and Advocacy. North Bound Education Public School will serve the students in Dallas and Ft. Worth and beyond who might have otherwise dropped out of school by committing to serve the parents as well as the students.

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.

Not Applicable

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.

Team members include: Nora Elizondo Berry-, Founding Director/ Superintendent of Summit International Preparatory, Manuel Medrano- Retired Superintendent,, Kimberlea Jackson- Uplift Education, Samantha Riley- Uplift Education, Susan Loera Math/Science- Arlington ISD- Total yrs. service to the students- over 130 years

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.

Press to Input Narrative Response

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: 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.*

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North Bound Education Public School follows all state mandated required curriculum in accordance with TAC 74.1 - 74.3. NBE also meets required instructional minutes as stated in HB 2610 - 75,600 minutes. In addition to mandated state minutes, North Bound Education Public School integrates an additional 5,400 minutes a year, totaling 81,000 minutes a year to ensure mastery of foundation curriculum, enrichment curriculum, TEC 28.002L - moderate to vigorous physical activity requirements, and Pathway and Compass Classes.

K-6 (Discovery Years) - Schedule will be based on 6 sections in each grade level

- Foundational Curriculum: English Language Arts & Reading, Math, Science, Social Studies
- Double Blocked Math - Math requires both foundational skills and also real world relevancy. By double blocking this course, both of these needs are met as well as further differentiation opportunities at the teacher's discretion.
- Social Studies and Reading will alternate every other day. As students move towards 4-6 grades, reading changes to a mode of learning. For this reason, reading will take the form of an intervention or enrichment class based on individual student needs. Reading is a necessity for all learning to take place. Mastery of Social Studies TEKS ensures that students are prepared to be global citizens, culturally aware individuals, and capable of seeing patterns in human behaviors and history.

7-8 Grades (Transitional Years) - Students will be block scheduled, 8 sections of each core course in each grade level

- Foundational Curriculum: English Language Arts, Math, Science, Social Studies
- Math - Students in 7th grade will have the opportunity to take 8th grade math, and students in 8th grade will have the opportunity to take Algebra I in Transitional Years for High School credit if they show Skilled and Exemplary Mastery of 90% of TEKS in mathematics in 6th grade. Mastering Algebra I in middle school will provide students who are gifted and talented in mathematics to take higher level math classes in high school and potentially cultivate an independent study capstone project based in mathematical principles.

9-10 (Focal Years) - Students will be block scheduled, 8 sections of each core course in each grade level

- North Bound Education Public School offers endorsements in Arts & Humanities, Multidisciplinary Studies, and eventually Business & Industry. By the end of 9th grade, a graduation plan and endorsement will be documented. Students will have through 10th grade to make changes. Students will choose between the Distinguished Achievement Plan and Recommended High School Plan. In some situations, a student may be allowed to opt into the Foundational High School Plan or Minimum High School Plan after a meeting with school leaders, parents, and the student.

11-12 (Design Years) - Students will be block scheduled, 6 sections of each core course in each grade level

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.

In comparison to the local school district, North Bound Education Public School will focus on...

- School Culture
- Environment
- Choice
- Teachers (Experts/Retention)
- Commitment to PBL
- Giving students ‘Voice-and-Choice’

Based on grade level, students will recognize the the following differences in the day-to-day operations and learning paradigms of the school:

Components of Educational Experience

Local School District

K-6: Discovery Years

7-8: Transitional Years

9-10: Focal Years

11-12: Design Years

Grading

Numerical based grading in K-12; remediation happens in summer school, Saturday school, and during extended school hours.

Standards-

Based Marking instead of numerical grading to measure true mastery instead of a contrived numerical system that can be inflated and does not accurately reflect mastery of standards.

Standards-Based Marking instead of numerical grading to measure true mastery instead of a contrived numerical system that can be inflated and does not accurately reflect mastery of standards.

Portfolio will be developed in each core course, which will be graded based on revisions and mastery.

GPA

GPA calculated by culmination of numerical grades at the end of each semester

No GPA reported

Students will receive a “mock” GPA in preparation for the Focal and Design years as based on the Portfolio of the entire Trimester’s work (revised and edited), Trimester Exam, Trimester Project/Research.

Students will receive a GPA in core classes as determined by the following components: Portfolio of the entire Trimester’s work (revised and edited), Trimester Exam, Trimester Project/Research.

Educational Model

District Model- Heterogeneous Classrooms

Young Men & Young Women Leadership Academies (Homogeneous classrooms) (Grades 3-6)

Project Based Learning
 Data-Driven and Student-Driven Learning in Each Classroom

Young Men & Young Women Leadership Academies (Homogeneous classrooms) (Grades 7-8)

Project Based Learning
 Data-Driven and Student-Driven Learning in Each Classroom

Heterogeneous Classrooms
 Project Based Learning
 Data-Driven and Student-Driven Learning in Each Classroom

Creative Space(s)
 Limited to classroom availability
 Intentional
 Design Spaces
 and Discovery Labs per Grade Level
 Inquiry and Questioning

Teacher Driven

4 “D”

Instructional Model (Design, Develop, Deliver, Data) for Teaching and Learning

Demonstration of Mastery

Traditional Letter Grade Designation of Pass/Fail

Transition away from seat time

Demonstration of mastery of academic content, regardless of time, place, or pace of learning

Credit earned or awarded

Students personalized learning opportunities

Create of multiple pathways to graduation

Support new staffing patterns that utilize teacher skills and interests

Learning opportunities outside of school hours and walls

Increased awareness to help identify opportunities to target interventions to meet the specific learning needs of students.

Lunch

Cafeteria

Students Design, Develop, and Deliver food options through onsite career tech Culinary Classes.

Flexible lunch, recess, socializing, and tutorials in a community dining setting. Songs, chants, and choice encompass our dining experience creating culture, energy, family, and joy.

Value of Play/Curiosity

Limited to 30 minutes a day

Through extended role playing students will actively participate in social/emotional learning opportunities; collaboration, creativity, communication and career exploration

Students will learn about engineering design, scaling, and iterating, as well as imagining, selecting materials, and deciding on next steps toward a larger, complex goal.

Students will Learning Through Play

Imagination and Exploration

Teachers will plan an education program by identifying the content and skills students want to develop, and approach it as teaching creativity via PBL and design thinking.

Through extended role playing students will actively participate in social/emotional learning opportunities; collaboration, creativity, communication and career exploration

Students will learn about engineering design, scaling, and iterating, as well as imagining, selecting materials, and

deciding on next steps toward a larger, complex goal.

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Understanding and empathy

Defining the problem

Brainstorming solutions

Prototyping a solution

Testing the solution

Reiterating.

Feedback

T TESS/

PPESS - Limited and cyclical interactions

In addition to T TESS and P PESS, leaders will receive feedback on:

- 1..Applied Competencies of Teaching and Learning
- 2.Critical Thinking, Problem-Solving and Communicative Competencies.
- 3.Collaborative and Leadership Competencies.

Continuous Open Collaboration BETWEEN Teachers and Administrators. Giving Voice-and-Choice to ALL!

Citations and Resources

Competency-Based Learning or Personalized Learning. (2016). Retrieved from <http://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>

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Texas Education Agency. (2016).Teacher Evaluation and Support System: (T-TESS) Appraiser Evaluation Handbook. Retrieved from <http://www.pngisd.org/modules/groups/homepagefiles/cms/446867/File/Skyward EAPLUS/Ruberic only.pdf>

Yokana, L. (2014, December 2). Capture the Learning: Crafting the Mindset. Retrieved from <https://www.edutopia.org/blog/capture-learning-crafting-maker-mindset-lisa-yokana>

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.

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Needs Not Met by Local ISD/Charters

Our sponsoring entity proposes to establish North Bound Education Public School (Dare to Dream; Dream to Design) in the Dallas and Ft. Worth Metropolitan area. We will address and provide evidence below which will indicate a need to solve present and future issues surrounding the education of students in the Dallas Independent School, Grand Prairie Independent School, Arlington Independent School, Ft. Worth Independent School, Irving Independent School, Birdville Independent School and Hurst-Euless Bedford Independent School District students. These needs include, but are not limited to, the average to below performance standards, the high dropout rate, the retention rate, and a lack of equity and sense of belonging reported in the 2015 Texas Academic Excellence Indicator System (AEIS) report for Dallas ISD, Grand Prairie ISD, Arlington ISD, Ft. Worth ISD, Irving ISD, Birdville ISD, and Hurst-Euless Bedford ISD.

Research by the National Center for Educational Statistics (2010), Cotton (1996), Raywid and Oshiyama (2000), Cushman (1997), Klonsky (1998) and Funk and Bailey (1999) indicate that when the size of the learning environment is reduced, students experience a greater sense of belonging, fewer discipline problems occur, crime and violence decrease, alcohol and tobacco use decrease, dropout rates decrease, graduation rates and postsecondary enrollment increase, and student attendance increases. Factors to be considered for each of these areas include: characteristics of high poverty schools, participation in education, such as low LEP (Limited English Proficient) graduation rates, low numbers of these students obtaining their GED and a high number of economically disadvantaged, and learner outcome such as LEP and at risk students classified as dropouts.

Also to be addressed are the low college readiness statistics, commended performance percentages, at-risk and economically disadvantaged statistics, teen pregnancy and drug issues that are hindering our students from academic success for the Dallas Independent School, Grand Prairie Independent School, Arlington Independent School, Ft. Worth Independent School, Irving Independent School, Birdville Independent School, and Hurst-Euless-Bedford Independent School District students. The need to have smaller learning communities will also to be addressed. As educators in the State of Texas, in response to the state cuts in public funding, districts are expected to increase class sizes. This year financial hardship has been added to the list of acceptable reasons for exceeding the twenty two to one student ration in grades one through four. Formal class size waivers in these grades are expected to dramatically increase across the state of Texas.

Based on estimates from the state and local school districts, many hundreds more classrooms in kindergarten through fourth grade will bump over the mandated maximum of 22 students; average class size will be limited from kindergarten to twelfth grade. Research by Cotton (2004) indicates the following benefits of Smaller Learning Communities: improved achievement, greater equity, greater sense of affiliation and belonging, a larger degree of safety and order, improved attendance, better preparation for higher education, more highly satisfied teachers, and more diverse curriculum. Research in Chicago schools found that students in smaller schools come to class more often, drop out less frequently, encounter less violence in school, and get better grades than those in large schools (Viadero, 2000). Other studies also indicate that smaller schools improve school climate, elevate teacher satisfaction, increase parent and

community involvement, and operate more economically (Bracey, 2001). Small schools consistently reported high levels of social support and caring, because of the more attentive environment possible in smaller settings, which makes it harder for any student to fall between the cracks.

North Bound Education Public School Statement of Need

In the 2010 Congress mandated National Center for Educational Statistics (NCES) annual report, statistics were released demonstrating the important developments and trends in US Education. The report developed a profile of high poverty schools in the US. It examined the characteristics of students, staff and administration. Using the percentage of a school's enrollment for the National School Lunch Program free and reduced program here are the characteristics for a low poverty school:

- The percentage of students who were limited English proficient was higher in high-poverty schools than in low percentage schools.
- The educational attainment of the administrators varied by school poverty level among secondary schools but not in elementary. In high poverty secondary schools, the percentage of administrators whose highest educational level was an educational specialist or professional diploma was smaller than the respective percentage of administrators in low poverty schools.
- The educational attainment and professional certification varied by school poverty level. For both elementary and secondary schools, smaller level of teachers working in high poverty schools had a master's degree for their highest educational level than teachers working in low-poverty schools.
- The outcome for students who attended high poverty public schools was lower at high poverty schools than low poverty schools.
- The percentage of graduates attending a 4-year college was lower for graduates from high poverty schools than for graduates from low poverty schools.

Participation in Education:

- As the US population increases in size, so does enrollment in all levels of education. Because of the mandatory enrollment laws at the elementary and secondary levels, growth is due largely to increases in the size of the school-aged population.
- The number of school-aged children who spoke a language other than English at home increased from 3.8 million to 10.9 million (or from 9% to 21 %). The number of students receiving special education services under IDEA, increased from 3.7 million (about 8%) to 6.6 million (or about 13%). Of those receiving services, 39% received them for a specific learning disability.

Learner Outcomes:

- Average reading scores assessed by National Assessment for Educational Progress (NAEP) increased by 4points for each 4 th graders and for 8th graders.
- There was no measurable change in the NAEP reading scores for black or Hispanic 4 th grade students. The White-Black gap was 26 points and the white-Hispanic gap was 24 points.
- NAEP scores for math record improved trends in math but significant achievement gaps among racial and ethnic groups remains high.
- On the NAEP Arts Assessment high poverty students scored 45 points lower in music and 43 points lower in visual arts than students in low poverty schools.

North Bound Education Public School intends to address these educational trends by:

- Providing an exceptional educational environment that breaks the chains that high poverty students have had to endure in high poverty schools
- Increase the participation in education by providing a series of educational seminars for current students, parents, and relatives in the areas of academics, acculturation, advocacy and area support

- Increase learners outcomes by providing smaller learning environments, differentiated instruction, individual learning plans, and individual learning contracts, DOT (Designer of Teaching) Academies for intern, resident and master teachers' and administrators.

An ever-increasing number of studies provide a strong research base for smaller learning communities. The research demonstrates positive impacts on all students in terms of increasing student participation and engagement, reducing dropout rates, increasing graduation rates and attendance, enhancing academic achievement, and increasing extracurricular participation. According to Breaking Ranks II, a publication of the National Association of Secondary School Principals and The Education Alliance, one of the seven key strategies to improving student performance is to "increase the quantity and improve the quality of North Bound Education Public School interactions between students, teachers and other school personnel by reducing the number of students for which any adult or group of adults is responsible." In order to accomplish this goal, North Bound Education Public School will:

- Reduce the traditional large school settings into smaller units by capping enrollment numbers
- Reduce the number of students for which an individual teacher is responsible
- Create interdisciplinary teams of teachers
- "Looping" teachers with students so that a group of teachers and students are teamed together for more than one year.

For decades, society has seen our educational system attempt to keep up with the technological trends. Public school reform and infusing technology into the curriculum have been consistent themes to improve the American Educational System. Yet for the past several decades our school system looks the same. The pedagogy is consistently the same, and the results have not improved. North Bound Education Public School is poised to make a difference. In partnership with Children's Beginning, North Bound Education Public School will make changes with the educational system resulting in major changes student results. North Bound Education Public School intends to make a difference by shifting the paradigm in which the students will reach new levels of performance gaining confidence in finding their "Voice-and-Choice":

- Be a series of small schools of approximately 700-800 students enrolled in grades 9-12 fully committed to "Design Thinking". Additionally at full implementation, North Bound Education Public School will serve approximately 1200 students enrolled in grades K-8 committed to educational reform also through "Design Thinking".
- Encourage individual interest and responsible learning through Project Based Learning, Individual Learning Plans and Individual Learning Contracts
- Teach student to think about their learning not just to learn for the sake of learning
- Accept students of all levels and graduate students of all levels
- Foster a business like culture that values learning at high levels
- Embrace diversity
- Prepare all graduates for college and/or living wage careers.

As a result of these intentional efforts, North Bound Education Public School will be an exemplary community school where progressive teaching and learning are placed at the forefront of educational development in the community by providing teaching and learning laboratories for imagination and inquiry that ignites a system distinguished by profound questioning, collaborative relationships, personalized experiential learning, global networking, use of technology and pioneering of outreach.

In 2015, the AEIS Graduation Analysis of Dallas ISD, Grand Prairie ISD, Arlington ISD, Ft. Worth ISD, Irving ISD, Birdville ISD, and Hurst- Eules- Bedford ISD indicated that the graduation rate in many of the school district showed little to no progress, with most showing the high school graduates were less inclined to be "college ready" than in previous years. Profile above, it is noted that in 2016 less than 30% of the current third graders were reading on grade level. Research demonstrates that students not reading on grade level by the third grade struggle increasingly as compared with their peers at the same grade level. The ability to reduce the achievement gap becomes increasingly more difficult.

Although the Dallas Ft. Worth area has concentrated its efforts on providing graduation opportunities for all students, data from 2015-2016 AEIS report indicates that the LEP students, and the at risk students lag behind significantly in learning outcomes and educational participation. Many of the LEP students are often left behind due to language proficiency and gaps in education. Providing a smaller individualized learning environment will foster relations and

increase the opportunity for individual academic success. Small schools and small learning communities tend to have greater "holding power" than do large schools. One significant reason for these findings is the increased personalization at small schools and small learning communities-teachers know students well. Students in small learning environments also have more opportunities to participate in extracurricular activities, including social events, which help bind them to school (Cotton, 2001).

The 2015-2016 AEIS report shows that economically disadvantaged and at-risk students do not continue their high school education (participation in education). While some pockets of the LEP population have chosen to continue their high school education, the data from the AEIS report indicates that a large percentage of these students are not making the same choice. Factor contributing to this effect include large school environments, non-personalized instruction, and no personal interaction with the teacher. Small schools and schools-within-schools create a more intimate learning environment than large schools. When teachers know their students well, they can more easily identify individual talents and unique needs and offer a more tailored learning experience. Being known well and acknowledged is essential to students' psychological well-being and learning, especially for those students who are typically overlooked in large and impersonal settings. In "Reflections of an African American on the Small Schools Movement," Perry (2003) notes that small schools provide the opportunity for a more personalized learning environment in which students interact more often and more substantively with their teachers, formally and informally, on both school and non-school issues. Although, as indicated in the 2015-2016 AEIS Drop-Out Analyses, there was a slight decline in the number of students who dropped out over the past two years in the DFW area, the data still reflects areas of concern for completion rate. According to the AEIS report, the Annual Dropout rates for Dallas ISD, Grand Prairie ISD, Arlington ISD, Ft. Worth ISD, Irving ISD, Birdville ISD, and HEB ISD reflect that a significant number of economically disadvantaged students dropped out of school, while an even high number of at-risk were classified as drop-outs, an even higher number of LEP students were recorded as drop-outs. Small schools and schools-within-schools create communities in which teachers and students know and value each other as individuals. The Association for Supervision and Curriculum Development (2000) refers to this phenomenon as "human-scale" schooling, which increases school safety by reducing anonymity and isolation while increasing students' sense of belonging. Studies show that small learning environments are characterized by fewer incidents of violence and disruptive behaviors, less school graffiti, lower crime levels, and less serious student misconduct.

It is well known in the Dallas and Ft. Worth areas that: IF students graduate high school, IF they apply for college, and IF they actually enroll (smaller numbers each time), they have a 75%+ chance of having to begin with remedial courses. We must recognize that students should be college ready when they enter college and therefore not required to enroll in remedial classes. Although the state of Texas continues to develop measures to accurately record the dropout rate, the figures currently being reported reflect a lag in time. The reports also reflect an inability to accurately document where a student goes once they leave school. Statistics though recorded have been elusive. Single digit dropout numbers are common misleading claims made by schools. The audiences, who hear such numbers rarely, if ever, understand them. Longitudinal data is often misrepresented by inaccurate numbers report by the school district. In numerous schools such as those analyzed above the number of graduates that are being reported is often a small percentage of the actual number of students that began in the graduating cohort. Statistics in Ft. Worth and surrounding districts reflect similar occurrences. In order to combat the dropout epidemic, reform efforts must include the education of the school parents. North Bound Education Public School will offer "Parent Ambassador University" (an educational program for families of high need students to ensure knowledge of state requirements and an ability to support student college readiness and academic success). Topics to be presented to the parents include the 4A's- Acculturation, Academics, Area support and Advocacy. North Bound Education Public School will serve the students in Dallas and Ft. Worth and beyond who might have otherwise dropped out of school by committing to serve the parents as well as the students.

Together the school, the student, and the parents/community will form a triangular relationship - the "Stellar Triangle," in which when all three are cohesively working towards the same goal "College Readiness". The student's potential or the "pinnacle of success" is the path to success limited only by the determination of each individual. The "Stellar Triangle" will be addressed in the Section 3: Community Support. Levels of parent involvement and parent satisfaction are greater in small school environments than in large ones. Communication between parents and teachers tends to be more substantive given the fact that the teachers often know the students better in the smaller learning environment (Cotton, 2001).

The AEIS report for 2015-2016 indicates that African American and Hispanic student STAAR scores in Dallas ISD,

Grand Prairie ISD, Arlington ISD, Ft. Worth ISD, Irving ISD, Birdville ISD, and pockets of HEB ISD, have seen some success but they also are on a downward trend. As their minority population increases due to the shift in demographics, so does the at-risk factor. Neighborhoods of high need academic need as evidenced by the lack of educational attainment by the student's parents continue to challenge many areas of Dallas Ft. Worth. Students becoming parents as a result of teenage pregnancy demand alternative solutions that are currently being offered by traditional public schools. Our students deemed "at risk" must be given the educational opportunity to become our "students of promise". As evidenced in the data, STAAR test results are significantly lower for African American, and Hispanic students in the DFW area. Of even greater disparity are the STAAR testing results for the economically disadvantaged, LEP and at-risk students in all of the areas that North Bound Public School intends to serve. The U.S. Census Bureau released detailed 2010 Census population totals and demographic characteristics in Texas. This data provided the first look at population counts for small areas and race, Hispanic origin, voting age and housing unit data released from the 2010 Census. Data for Texas show that the five most populous incorporated places and their 2010 Census counts are Houston, 2,099,451; San Antonio, 1,327,407; Dallas, 1,197,816; Austin, 790,390; and Fort Worth, 741,206. Houston grew by 7.5 percent since the 2000 Census. San Antonio grew by 16.0 percent, Dallas grew by 0.8 percent, Austin grew by 20.4 percent, and Fort Worth grew by 38.6 percent. The largest county is Harris, with a population of 4,092,459. Its population grew by 20.3 percent since 2000. The other counties in the top five include Dallas, with a population of 2,368,139 (increase of 6.7 percent); Tarrant, 1,809,034 (increase of 25.1 percent); Bexar, 1,714,773 (increase of 23.1 percent); and Travis, 1,024,266 (increase of 26.1 percent). North Bound Education Public School will serve the underserved economic and academic communities of Dallas and Ft. Worth and surrounding areas. As demonstrated by the 2010 Census, the population explosion of both the Dallas and the Ft. Worth indicate that these areas are prime targets in which our school will provide a solution to the rapid growth; a school of choice. The presence of North Bound Education Public School in these areas provides a choice for parents that are otherwise strapped into the traditional overcrowded schools whose tendency is to overlook the population that North Bound Education Public School intends to serve.

According to the Texas Tribune posted in April 2016, "Passing rates on the statewide standardized exam known as STAAR have barely changed among fifth- and eighth-graders, newly released testing results show. They may be viewed as an improvement, however, given this year's higher passing standards. Results on fifth and eighth grade reading and math exams administered this spring, released Friday by the Texas Education Agency, show performance shifted up or down from last year by a few percentage points. On reading exams, 75 percent of fifth-graders passed, compared to 78 percent last school year. This year's eighth-graders improved slightly, with 82 percent passing reading exams this year compared to 78 percent last school year."

While STAAR scores have remained steady over the last five years, on the surface these numbers project the illusion of the schools doing fine. But as the state accountability standards are aligned with STAAR and the elimination of TPM (Texas Projection Measurement), it is anticipated that many scores will fall from Acceptable to Unacceptable especially in the math and science. The college readiness indicators from 2005 to 2010 indicate that the SAT and ACT scores are not improving and they are also below state results. North Bound Education Public School will open in time to help students in the Dallas ISD, Grand Prairie ISD, Arlington ISD, Ft. Worth ISD, Irving ISD, Birdville ISD, and pockets of the HEB ISD increase their college readiness. Students in Dallas ISD, Grand Prairie ISD, Arlington ISD, Ft. Worth ISD, Irving ISD, Birdville ISD, and pockets of the HEB ISD often move between districts more than once during a student's school career, with families searching for less expensive rents and are moving in with extended families due to the economic downturn.

North Bound Education Public School recognizes these trends and will open an academy in several districts to provide an opportunity for students to transfer from one school to another without a loss of instructional opportunities. Serving as the focus for our mission, North Bound Education Public School main focus will be to provide a smaller learning environment than traditional public schools for students of single parent families enrolled in school or employed, students of first or second generation immigrants and low socioeconomic status with the intent of building relationships, rigor and relevancy and giving students a "Voice-and Choice". A partnership with Children's Beginnings, along with smaller primary, middle and high schools, learning lab, and project-based learning will ensure an innovative "Designer Learning" approach to education. Technology, ILC's (Individual Learning Contracts), a rich K-12 college readiness curriculum, a "Transforming the Teacher Profession" teacher training program, "Choice Leadership Management Program", and a collaborative community based Mentoring Program will increase and enhance academic achievement and increase college readiness for all our students. Research shows that because of greater personalization, instruction in small learning environments tends to have a greater focus on active learning and problem solving, with students more

engaged in project-based and community-based learning experiences. Additionally, students in small schools are usually grouped more in heterogeneous and flexible arrangements, with all students receiving the same challenging core academic curriculum. Finally, teachers tend to feel greater efficacy about their teaching in small learning communities and small schools (Cotton, 2001; Wasley et al., 2000).

Targeted area for the FOUNDING North Bound Education Public School is focused on the area that surrounds Interstate 35 in Ft. Worth (graphic to the right). As demonstrated in the graphic on page 4, a high percentage of academically qualified FWISD graduates do not seamlessly matriculate into four-year colleges and a slightly higher percentage of FWISD ninth graders graduate high school. FWISD's demographic is exactly the type of community we are searching to serve. Currently, there are limited opportunities to attend schools of choice in the Fort Worth area; Fort Worth is experiencing significant growth in the DFW metroplex and there there is a high need for additional high quality schools of choice in the area.

North Bound Education Public School intends to change public school education by positively addressing the characteristics of high poverty schools, increase participation in education, and intentionally change learner outcomes. Students in high poverty urban schools often drop out because of lack opportunity to bond with other human beings resulting in lack or gaps of academic success. These percentages further provide insight into the immediate need for intervention for students that are "at risk". North Bound Education Public School is committed to providing equal opportunity academic by "teaching tomorrow's skills to today's students" challenging them to "Dare to Dream: Dream to Design".

"Why do we have to do this?" Many teachers have been asking this question more frequently in recent years. As students detect a deepening divide between "real life" and "school life," the level of engagement has become a critical instructional point. North Bound Education Public School is committed to linking instruction directly to the skills students will need in higher education and the workplace. In recent surveys of teachers to determine the most important skills that are fundamental to stakeholders in education and business, the top five skills include: communication, collaboration, problem solving, questioning, and independent learning. As Wolpert-Gawron wrote, "If you begin the year with all of these skills in mind, the content of your lessons will be more engaging, and ultimately, more applicable to life beyond school." Another factor to consider in the evolution of innovative teaching is the fact that teachers in urban areas often leave their posts due to inadequate preparation and ongoing support. These factors have contributed to the increase in dropout rate of students in the DFW area. We are in need of better attention and solid support systems. As stated by Bill Daggett, CEO of the International Center for Leadership in Education, a systematic approach must be put in place that focuses on preparing students for THEIR future, not OURS. We must create a clear path of success for our students, teachers, parents and community.

As the United States continues to compete in a global economy that demands innovation, North Bound Education Public School will provide tools and resources to help the U.S. Education system keep up by focusing the 3Rs and 4Cs (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation). The need for schools like North Bound Education Public School is obvious in the Dallas-Ft. Worth area. The low percent of graduates and college readiness further define that students in are in need of early intervention. These factors of concern need to be addressed immediately. Dallas-Ft. Worth area has a high percentage of teen pregnancy and drug use. The number of teens being treated in Dallas County only increased from 33 in 2005 to 215 in 2009 and is currently still on the rise. Second, Texas teens lead the nation in having babies, with 24% having multiple births before the age of 20. With this increase of students on drugs and teens leading the nation in having babies, there is an overwhelming need to intervene to save our children. North Bound Education Public School is focused on the transformation of the "WHOLE" child; socially and intellectually, with college a viable reality or a work force readiness because of the preparation received at our school and the partnership with our parents and community members. North Bound Education Public School will be located in Dallas and Tarrant County; specifically, with locations identified in low social economical (zip code analysis), low parent level of education (zip code analysis), and high education need (STAAR/ SAT/ACT analysis). Although there are non-public schools in both these areas, they come with a price tag attached to attend. North Bound Education Public School will offer students and families a free educational choice without having to worry about whether or not they can afford it.

North Bound Education Public School sponsors know the importance of providing families and students with an alternative for educational success. The student center-learning environment facilitated by knowledgeable, trained

teachers will be state of the art. State and National Standards taught in real world learning environment will serve dual roles: education for today as well as for the future.

North Bound Education Public School will create multiple perspectives from which students will design, develop and deliver a product. North Bound Education Public School provides the opportunity for students to examine the task from different perspectives using a variety of resources, and separate relevant from irrelevant information (Reeves, 2002).

- Collaborative: Collaboration is integral and required for task completion.
- Value laden: Provide the opportunity to reflect and involve students' beliefs and values.
- Interdisciplinary: Activities encourage interdisciplinary perspectives and enable learners to play diverse roles and build expertise that is applicable beyond a single well-defined field or domain.
- Authentically assessed: Assessment is seamlessly integrated with learning in a manner that reflects how quality is judged in the real world.
- Authentic products: Authentic activities create polished products valuable in their own right rather than as preparation for something else.
- Multiple possible outcomes: Activities allow a range and diversity of outcomes open to multiple solutions of an original nature, rather than a single correct response obtained by the application of predefined rules and procedures.

This unique approach will provide a new learning model for students in the Dallas-Fort Worth metroplex. As students are expected to be prepared for postsecondary success in an ever-changing global landscape, North Bound Education Public School is prepared to meet their needs as a high quality school of choice in areas of need.

Adapted From

Berry, N. (2010). Polaris Application Generation 17.

Citations and Sources

Collier, K. (2016, April 29). STAAR Passing Rates Flat Under Higher Standards. Retrieved from <https://www.texastribune.org/2016/04/29/staar-scores-stagnant-despite-higher-passing-stand/>

Cotton, K., & Wikelund, K. (n.d.). Parent Involvement in Education. Retrieved 2016, from <http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf>

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National Center for Educational Statistics. (2016). Retrieved from <http://nces.ed.gov/>

Reeves, T. C., Herrington, J., & Oliver, It (2002). Authentic activity as a model for learning. 2002 Annual Meeting of the American Educational Research Association, New Orleans, LA, USA.

Texas Education Agency Academic Excellence Indicator System (AEIS). (2016). Retrieved from <https://rptsvr1.tea.texas.gov/perfreport/aeis/>



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...

Standards Based Assessments such as: TELPAS, DMA, DRA, IStation, Renaissance Learning, Dibbles,

II. Name(s) of Proposed Assessment(s):
for Grade 3 and up...

Standards Based Assessments such as: STAAR, TELPAS, Discovery, MAP, ACT, SAT, PSAT,

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.

Team members include: Nora Elizondo Berry-, Founding Director/ Superintendent of Summit International Preparatory, Manuel Medrano- Retired Superintendent,, Kimberlea Jackson- Uplift Education, Samantha Riley- Uplift Education, Susan Loer

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

North Bound Education Public School will implement an education framework that has results in academic growth for students and helped make data-driven instruction a reality. By using this framework, we have developed a way to secure the data we need to make better instructional decisions and improve student achievement on a continuing basis throughout the school year.

- DESIGN- Curriculum alignment: What are we going to teach?
- DEVELOPMENT-Curriculum mapping: When are we going to teach it?
- DELIVERY- Differentiation: What teaching methods would be best for each student? DATA

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

Team members include: Nora Elizondo Berry-, Founding Director/ Superintendent of Summit International Preparatory, Manuel Medrano- Retired Superintendent,, Kimberlea Jackson- Uplift Education, Samantha Riley- Uplift Education, Susan Loera Math/ Science- Arlington ISD- Service to the students in the Texas public school system for over 130 year

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

Team members include: Nora Elizondo Berry-, Founding Director/ Superintendent of Summit International Preparatory, Manuel Medrano- Retired Superintendent,, Kimberlea Jackson- Uplift Education, Samantha Riley- Uplift Education, Susan Loera

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.

This section of North Bound Education Public School has been revised and adapted from Polaris Public School Charter Application, Generation 17, 2010.

North Bound Public School understands that assessments for children must be used to guide parents, teachers, and the school as a whole on how to focus on the most important skills for school success. Teachers and Leaders will use MAP for Primary Grades (MPG) to measure reading and mathematics ability in our K-2 students. MPG is intended to be used 3-4 times a year to examine growth and identify target areas of strengths and needs (NWEA, 2016).

In addition to MPG assessment, students at North Bound Education Public School will be measured and assessed throughout the year in a project based learning modality using rubrics that target specific TEKS and determine whether or not they have been mastered. This learning environment embodies the fact “that learning through problem solving is much more effective than memory-based learning for creating a usable body of knowledge; the second, that academic skills, which are most important for success in life, are problem-solving skills, not memory skills” (2009, Biggs). North Bound Public School will maintain a digital portfolio of student projects that follows each student through their North Bound journey. Examples of the student work that best exemplifies mastery of TEKS will be included in each core content and be built on each trimester to demonstrate growth from beginning to end of year and from year to year.

J. Biggs in “Teaching for Quality Learning at University,” states that PBL reflects the way people learn in real life. They simply get on with solving the problems life puts before them with whatever resources are at hand. Overall, there is agreement amongst enthusiasts that the approach is intended to facilitate collaborative learning and deep engagement with complex problems. Problem-based learning starts with problems or situations rather than the exposition of knowledge. Students acquire knowledge and skills through a staged sequence of problems in context, together with associated learning materials and support from facilitative tutors. In this way, it is fundamentally different from problem-solving learning, where the students are set a problem after they have been taught the knowledge conventionally.”

North Bound Education Public School will adopt the The PBL toolkit which has identified the following key areas that have a particular resonance with curriculum development, delivery, and assessment:

- Curriculum design:
- Facilitation of PBL+
- Student experience of PBL:

For the entire student cohort, CASL teams, Vertical teams, and teachers will examine both MPG and digital portfolios to identify patterns of mastery and non-mastery to provide targeted intervention opportunities and guidance for further curricular development.

The Progress-Monitoring Assessment Schedule chart below illustrates the decoding and encoding skills necessary for reading and writing that will be diagnostically assessed in K-3 grades prior to STAAR testing. These basic reading skills must be mastered for academic readiness.

Those responsible for planning, implementation, data collection, analysis, and

reporting of data include: Nora Elizondo Berry-, Founding Director/ Superintendent of Summit International Preparatory, Manuel Medrano- Retired Superintendent,, Kimberlea Jackson- Uplift Education, Samantha Riley- Uplift Education, Susan Loera Math/Science- Arlington ISD- Service to the students in the Texas public school system for over 130 year

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.

This section of North Bound Education Public School has been revised and adapted from Polaris Public School Charter Application, Generation 17, 2010.

In the 2010 Congress mandated National Center for Educational Statistics (NCES) annual report, statistics were released demonstrating the important developments and trends in US Education. The report developed a profile of high poverty schools in the US. It examined the characteristics of students, staff and administration. Using the percentage of a school's enrollment for the National School Free and Reduced Lunch Program, the characteristics for high poverty schools are as follows:

- The percentage of students who were limited English proficient was higher in high-poverty schools than in lower percentage schools.
- The educational attainment of the administrators varied by school poverty level among secondary schools but not in elementary. In high poverty secondary schools, the percentage of administrators whose highest educational level was an educational specialist or professional diploma was smaller than the respective percentage of administrators in low poverty schools.
- The educational attainment and professional certification varied by school poverty level. For both elementary and secondary schools, smaller level of teachers working in high poverty schools had a master's degree for their highest educational level than teachers working in low-poverty schools.
- The outcome for students who attended high poverty public schools was lower at high poverty schools than low poverty schools.
- The percentage of graduates attending a 4-year college was lower for graduates from high poverty schools than for graduates from low poverty schools.

Participation in Education:

As the US population increases in size, so does enrollment in all levels of education. Because of the mandatory enrollment laws at the elementary and secondary levels, growth is due largely to increases in the size of the school-aged population.

- The number of school-aged children who spoke a language other than English at home increased from 3.8 million to 10.9 million (or from 9% to 21 %).
- The number of students receiving special education services under IDEA, increased from 3.7 million (about 8%) to 6.6 million (or about 13%).
- Of those receiving services, 39% received them for a specific learning disability.

Learner Outcomes:

- Average reading scores assessed by National Assessment for Educational Progress (NAEP) increased by 4 points for 4th graders and for 8th graders.
- There was no measurable change in the NAEP reading scores for black or Hispanic 4 th grade students. The White-Black gap was 26 points and the white-Hispanic gap was 24 points.

•NAEP scores for math record improved trends in math but significant achievement gaps among racial and ethnic groups remains high.

•On the NAEP Arts Assessment high poverty students scored 45 points lower in music and 43 points lower in visual arts than students in low poverty schools.

Based on the above research, North Bound Education Public School recognizes the following needs of our student population:

General Needs

Unique Needs

Gains in mathematics and reading for all subpopulations: SPED, LEP, at-risk, etc.

Fine Arts & Humanities enrichment

Levels of Post-Secondary Education attainment/Professional certifications

Investment in educational attainment (K-12, post-secondary, professional certification)

Focus on social emotional learning for general population and sub-pops (SPED, LEP, at-risk, etc.)

Access to books and cultural enrichment opportunities; interdisciplinary learning

Voice and choice in communities and schools

Growth in parent partnership and support with the school

Academic language acquisition: basic, interpersonal

Differentiated learning for individuals with learning differences

The beauty of North Bound Education Public School’s Educational Plan is that we have purposefully created a variety of entry points to ensure that students of differing abilities, strengths, and needs are all taken into consideration and are successful. Simply, the goal of differentiated instruction, which includes individualized learning contracts, project based learning, and inquiry learning, is to allow students in their own UNIQUE, INDIVIDUALIZED WAYS TO: take in information (Input), make sense of it (Process), and demonstrate what they have learned (Output).

North Bound Education Public School is committed to providing differentiated instruction and assessment in a variety of ways for all student subpopulations by following the principles below:

•Choice is key to successful differentiation in terms of learning activity, as well as choice in assessment (how the student will demonstrate understanding). Learning tasks consider modes of input, processing, and output while taking into account students' strengths/weaknesses and learning styles.

•Groupings of students will vary, some will work better independently and others will work in various group settings. Moreover, heterogenous and homogenous groupings should always be strategic to increase the each group member’s learning.

•Multiple intelligence is taken into consideration as are the students' learning and thinking styles. Teachers carefully develop projects and inquiry opportunities that are both aligned with standards and multiple intelligences to ensure mastery.

•Authenticity: Lessons are purposeful and relevant to ensure that all students can make connections to themselves and the world around them.

•Flexibility: Lessons and assessments are adapted to meet the needs of all students. With that being said, there are times when the process needs to be adapted and changed in the middle of the work cycle to accommodate for necessary student learning.

•Critical Thinking: Project based and inquiry learning gives students an opportunity to think for themselves and demonstrate the results of their thinking, questioning, and research. Discovering and learning for oneself is a much more powerful way to learn than to passively “sit and get.”

•Extension Opportunities: Students who meet mastery quickly will be provided with opportunities to extend their curiosity and choice by exploring new avenues to apply their knowledge and skillsets. Likewise, students who are struggling will be given the option to try additional modalities to grasp the TEKS.

Benefits of Learning Contracts for ALL Subpopulations

North Bound Education Public School will use Learning Contracts (LC) as a means to extend learning opportunities

for all levels of learners. The educational vision of the Learning Contract is to: meet the needs of each individual learner, engage learners in challenging class work that meets their individual needs, pushes learners to be responsible and take ownership of their own learning. Learning contracts assist students with ownership of learning by leveling products according to Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation) and providing an opportunity for students to demonstrate successful mastery of the objectives.

Learning contracts are an extension of the learning opportunity in the classroom. During guided instruction, in which the teacher will be working with students in small groups, time will be allotted for completion of the learning contract. While most of the work can be done in the classroom, time should be allotted during the evening for students and parents to communicate as to the progress of each project and to become involved in their learning. Authentic Learning Activities (Individual Learning Contracts) provide:

- Real-world relevance: Activities match as nearly as possible the real-world tasks of professionals in practice rather than decontextualized or classroom-based tasks.
- Well-defined: Activities require students to define the tasks and subtasks needed to complete the activity.
- Complex, sustained tasks: Activities are completed in days, weeks, and months rather than minutes or hours. They require significant investment of time and intellectual resources.
- Multiple perspectives: Provides the opportunity for students to examine the task from different perspectives using a variety of resources, and separate relevant from irrelevant information.
- Collaborative: Collaboration is integral and required for task completion.
- Value laden: Provide the opportunity to reflect and involve students' beliefs and values.
- Interdisciplinary: Activities encourage interdisciplinary perspectives and enable learners to play diverse roles and build expertise that is applicable beyond a single well-defined field or domain.
- Authentically assessed: Assessment is seamlessly integrated with learning in a manner that reflects how a quality product is judged in the real world.
- Authentic products: Authentic activities create polished products valuable in their own right rather than as preparation for something else.
- Multiple possible outcomes: Activities allow a range and diversity of outcomes open to multiple solutions of an original nature, rather than a single correct response obtained by the application of predefined rules and procedures.

Benefits of Project Based Learning for ALL Subpopulations

According to The Buck Institute for Education and Boise State University, Department of Educational Technology, Project Based Learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. Through the flexibility and individualized structure of project based learning, North Bound Education Public School has the opportunity to address the learning needs of all students through “choice and voice”, interests, process, and products.

Project Based Learning is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline.

Project Based Learning teaches students 21st century skills as well as content. These skills include communication and presentation, organization and time management, research and inquiry, critical thinking, self-assessment and reflection, and group participation and leadership. Project Based Learning combines academic rigor with social emotional development and is generally accomplished by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

Finally, Project Based Learning allows ALL students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general. Combining these considerations, Project Based Learning is defined by North Bound Education Public School as:

- a systematic teaching method that engages ALL students (above or below grade level, with disabilities, gifted and talented, and requiring bilingual/ESL services) in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed

products and tasks.

This model aligns closely with recent youth development research and theory, and reflects current

thinking about rigor, relevance, and relationships as the keys to educational reform at the secondary level. Both of these fields emphasize the importance of relationship-driven classrooms where adult mentors help students engage more deeply in the learning process and develop rigorous, positive attitudes towards academic achievement and internal motivation.

Through a combination of rigor, relevance, and relationships, North Bound Education Public School will address the needs of all student sub-populations to achieve the following outcomes:

- Proficiency in 21st Century Skills
- Ability to demonstrate a system of core values designed to assist students in making positive choices that benefit not only themselves but the entire community
- Ability to apply knowledge in the real world contexts within the curriculum to conduct research, identify opportunities and problems, and implement solutions as part of the project based curriculum. Student will be expected to document these skills within their Digital Portfolio
- Complete a Capstone Project involving at least 106 hours of work that demonstrates real-world proficiency (Design Years)
- Students will be able to demonstrate and document within their portfolio, mastery of technology and academic skills in a real world application by successfully completing a capstone project their senior year demonstrating personal curiosity in college or a career field. Students will also have a choice in internship, field experience, or work towards a cause related to their career and or personal interest.
- Master the Texas academic standards in the four core academic subjects as measured by STAAR, Standards-based markings, and GPA
- Achieve proficiency in English and in Spanish

Personalized Learning Initiatives

In an effort to provide time for adequate instruction and inquiry, North Bound Education Public School is providing Personalized Learning Initiatives through Pathways and Compass Courses, along with express mini-mester enrichment and intervention offerings.

Pathways (K-8) and Compass (9-12) Courses allow students to exercise choice and voice in their preparations for post-secondary success, whether they choose a college or career track. These classes will meet at least twice a week and provide them learning labs that allows them extra time to develop projects, ask questions, cultivate creative thinking, and experience future career options. This schedule allows for the flexibility to meet individual learning styles and idea, as well as opportunities to develop individual college and career goals

Mini-mester enrichment and intervention offerings allow for deeper differentiation opportunities for students who are above and below grade level, with disabilities, identified as gifted and talented, and requiring language support services. The goal of mini-mester express courses cultivate each student's individual strengths, develop interests, and reduce the achievement gap for students of all socioeconomic backgrounds. Addressing differentiation becomes a daily affair at North Bound Education Public School where individual needs are addressed instead of a one-size-fits-all pacing, curriculum, and demonstrations of learning.

The Differentiated Classroom Model

While the Instructional Design for North Bound Education Public School relies heavily on data and believes that the data is important, we believe that instruction must be personalized. Classrooms at North Bound Education Public School will be designed for teachers to allow us to personally know interest of each child and offer them ways to find their "True North."

North Bound Education Public School will utilize differentiation within their framework for assessing.

- Students who are the same age differ in their readiness to learn, their interests, their styles of learning, their experiences, and their life circumstances.
- The differences in students are significant enough to make a major impact on what students need to learn, the pace at

which they need to learn it, and the support they need from teachers and others to learn it well.

- Students will learn best when supportive adults push them slightly beyond where they can work without assistance.
- Students will learn best when they can make a connection between the curriculum and their interests and life experiences.
- Students will learn best when learning opportunities are natural.
- Students are more effective learners when classrooms and schools create a sense of community in which students feel significant and respected.
- The central job of schools is to maximize the capacity of each student.

Adapted From

Berry, N. (2010). *Polaris Application Generation 17*.

Citations and Resources

Dale, N. (2016). How to Find the Balance Between Data-Driven and Student-Driven Learning in Your Classroom. Retrieved from <https://www.edsurge.com/news/2016-11-16-how-to-find-the-middle-ground-between-data-driven-and-student-driven-learning-in-your-classroom>

Reeves, T. C., Herrington, J., & Oliver, R (2002). Authentic activity as a model for web-based learning. 2002 Annual Meeting of the American Educational Research Association, New Orleans, LA, USA.

Tomlinson, C. (2000, September). Reconcilable Differences? Standards-Based Teaching and Differentiation. *Educational Leadership*, 58(1), 6-11.

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: ASCD.

Schlechty, P. (1997). *Inventing better schools: An action plan for educational reform*. San Francisco: Jossey-Bassey



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

02/10/2016/7:00 am-7:00 pm
 21/10/2016/ 10 am
 28/10/2016/ 5:30
 16/11/2016/ 6:00 pm

II. Number of Attendees - # per meeting

700 families
 180 families
 100 families
 45 families

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

Whitney Lake Community Center
 Lake Whitney
 Whitney Lake, Texas 76692

Masonic Temple
 507 S. Harwood St.
 Dallas Texas 75201

Children's Beginnings 1525 W. Mockingbird,
 Dallas, Texas 75235

Comerica
 1508 W. Mockingbird,
 Dallas, Texas 75235

 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 Other Social Media to include Face book, Tweeter, and Snap Chat were the drives for outreach

Telephone

Social Media

Direct Mail

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.

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).

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.

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

The significant part of a successful meeting is the preparation phase. Strategies that were discuss prior to the meeting(s) include:

- 1.The purpose
- 2.Develop a plan
- 3.Schedule the meetings
- 4.Circulate supporting information
- 5.Meeting
- 6.Collaborative feedback

Communities that are targeted is the low socioeconomic families.

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

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

North Bound Education chose to begin with recognized educators, to receive collaborative feedback. Things that were discussed are:

- 1.Core Belief
- 2.Identify needs of young scholars
- 3.Project based learning
- 4.Projected Enrollment
- 5.Grading system (No traditional grading until 7th grade)
- 6.Same Gender classes (3rd-8th)
- 7.Geographic Attendance
- 8.Cost

The Audience and questions:

- a.Cost
- b.Cost to Attend
- c.Class set up
- d.Proposed date to begin school

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

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

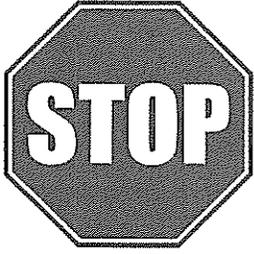
Strategies that increased attendance is to expose and publicize North Bound and their educational core beliefs through social media, word of mouth, college reunions, and past scholars that have taught. Strategies that were used

are:

1. Gather input and feedback
2. Social Media
3. Word of Mouth
4. Find an easy location
5. Ask attendees to help promote the event

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).

Press to Input Narrative Response

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.

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?

IV. 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) - 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.

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.

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

North Bound Education Public School will provide a learning facility that encourages and enables individuals (students, staff and community members) to "Dare to Dream; Dare to Design". Through an innovative approach to the delivery of instruction from cradle to career students achievement will be driven in a reflective environment that approaches student learning holistically through the arts and humanities, inspiring students to become ethical citizens, dialectical thinkers, and servant leaders.

Design studios strategically located between classrooms will provide and encourage students to design, develop, and participate in project-based learning. Instructional seat time will occur in the learning labs (i.e. classroom) 25% of the time with the remaining time being spent in the design studios. Adjacent classrooms will have door that can easily be opened to provide an open learning environment. Discovery Centers, large open concept rooms, will be provided for the students to explore and participate in programs with the arts and humanities, compass classes, and core cross-curricular exploration. In alignment with our vision our desired facility will provide students of North Bound Education Public School the foundation for students to become independent and resourceful problem solvers, critical enquirers, and co-creators in the classroom.

A strategically design and centrally located professional development center will serve as the heart of professional development. North Bound Education Public School guarantees academic excellence by providing quality teaching from educators that are experts in content and pedagogy, a caring and innovative community for students and educators, and support for students as they make intellectual decisions about college and career opportunities.

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).

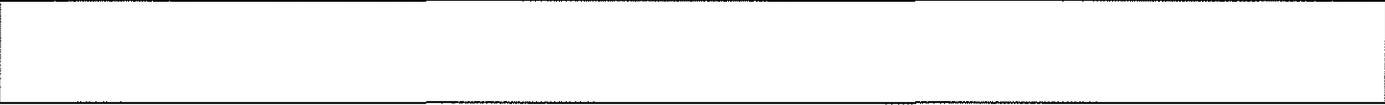
INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.

North Bound Education is currently working with a developer to identify a potential site locate for the school that is located in the school's identified area of need. Once the charter application has been approved, the developer will begin working with the construction team on either construction or renovation of the school site. The team from North Bound Education Public School will utilize the "school Start Up" template to direct them in completing the work.

Currently North Bound Education has secured a \$10,000,000 start up funder who will be financing the project. In turn North Bound will become a lease tenant. Fund Raising will simultaneously occur to ensure that all cost during and after the zero year are covered.

North Bound Education Public School will comply with Title III of the Americans with Disabilities Act, which requires public accommodations to provide goods and services to people with disabilities on an equal basis with the rest of the general public.

Each school facility will provide appropriate parking, restrooms, and all other requirements pertaining to accessibility to comply with federal and state law.





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

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.

Press to Input Narrative Response

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.

North Bound Education Public Schools will not provide transportation for general education students. Due to cost limitations, vouchers will only be extended to homeless students.

North Bound Education Public School will provide transportation neither to or from school except as listed in an individual's student IEP. Transportation will be provided to students eligible for special education and related services as required by their Individualized Education Program (IEP).

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).

NARRATIVE (1) - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment.

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

SOURCE: POLARIS

North Bound Education Public School will adhere to: If a grade or class is oversubscribed, the school will conduct a lottery, acknowledging that the school is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education. The school will not discriminate admissions based on academics, religion, gender, national origin, ethnicity, religion, disability, academic, or the district of residency, basis of sex, academic, artistic, or athletic ability, regency, marital status, or sexual orientation.

The school will be an open enrollment school with no test or academic requirements for admissions as well as no tuition charges. A student is eligible for admission if they reside within the boundaries for our school district and will be entering the grade for which they are applying.

Adapted From
Berry, N. (2010). Polaris Application Generation 17.

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).

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

As authorized by Texas Education Code § 12.111(a)(5)(A), North Bound Education Public School reserves the right to exclude students with a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Subchapter A, Chapter 37 of the Education Code. Once enrolled North Bound Education will adhere to the discipline policies and procedures as outline according to TEA.

I. Target number of hours dedicated to student recruitment per month? *If any,* 40

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

Members of the North Bound Education Public School Academic Leadership Team have provided service to the students in the Texas public school system for over 130 years. Educational experience among the team ranges from Bilingual/ESL teacher, College and Career Readiness, Federal Programs, Bilingual Programs, Teacher Preparation, Superintendent Leadership, Math and Science and ELA instructional leadership and will be responsible for planning, implementing, and evaluating recruitment activities

III. What percentage of the budget will be used towards student recruitment? 15

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 Minority students at risk- not on grade level especially in the third grade

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

This section of North Bound Education Public School has been revised and adapted from Polaris Public School Charter Application, Generation 17, 2010.

Needs Not Met by Local ISD/Charters

Our sponsoring entity proposes to establish North Bound Education Public School (Dare to Dream; Dream to Design) in the Dallas and Ft. Worth Metropolitan area. We will address and provide evidence below which will indicate a need to solve present and future issues surrounding the education of students in the Dallas Independent School, Grand Prairie Independent School, Arlington Independent School, Ft. Worth Independent School, Irving Independent School, Birdville Independent School and Hurst-Euless Bedford Independent School District students. These needs include, but are not limited to, the average to below performance standards, the high dropout rate, the retention rate, and a lack of equity and sense of belonging reported in the 2015 Texas Academic Excellence Indicator System (AEIS) report for Dallas ISD, Grand Prairie ISD, Arlington ISD, Ft. Worth ISD, Irving ISD, Birdville ISD, and Hurst-Euless Bedford ISD.

Research by the National Center for Educational Statistics (2010), Cotton (1996), Raywid and Oshiyama (2000), Cushman (1997), Klonsky (1998) and Funk and Bailey (1999) indicate that when the size of the learning environment is reduced, students experience a greater sense of belonging, fewer discipline problems occur, crime and violence decrease, alcohol and tobacco use decrease, dropout rates decrease, graduation rates and postsecondary enrollment increase, and student attendance increases. Factors to be considered for each of these areas include: characteristics of high poverty schools, participation in education, such as low LEP (Limited English Proficient) graduation rates, low numbers of these students obtaining their GED and a high number of economically disadvantaged, and learner outcome such as LEP and at risk students classified as dropouts.

Also to be addressed are the low college readiness statistics, commended performance percentages, at-risk and economically disadvantaged statistics, teen pregnancy and drug issues that are hindering our students from academic success for the Dallas Independent School, Grand Prairie Independent School, Arlington Independent School, Ft. Worth Independent School, Irving Independent School, Birdville Independent School, and Hurst-Euless-Bedford Independent School District students. The need to have smaller learning communities will also to be addressed. As educators in the State of Texas, in response to the state cuts in public funding, districts are expected to increase class sizes. This year financial hardship has been added to the list of acceptable reasons for exceeding the twenty two to one student ration in grades one through four. Formal class size waivers in these grades are expected to dramatically increase across the state of Texas.

Based on estimates from the state and local school districts, many hundreds more classrooms in kindergarten through fourth grade will bump over the mandated maximum of 22 students; average class size will be limited from kindergarten to twelfth grade. Research by Cotton (2004) indicates the following benefits of Smaller Learning Communities: improved achievement, greater equity, greater sense of affiliation and belonging, a larger degree of safety and order, improved attendance, better preparation for higher education, more highly satisfied teachers, and more diverse curriculum. Research in Chicago schools found that students in smaller schools come to class more often, drop out less frequently, encounter less violence in school, and get better grades than those in large schools (Viadero, 2000). Other studies also indicate that smaller schools improve school climate, elevate teacher satisfaction, increase parent and community involvement, and operate more economically (Bracey, 2001). Small schools consistently reported high levels of social support and caring, because of the more attentive environment possible in smaller settings, which makes it harder for any student to fall between the cracks.

In the 2010 Congress mandated National Center for Educational Statistics (NCES) annual report, statistics were released demonstrating the important developments and trends in US Education. The report developed a profile of high poverty schools in the US. It examined the characteristics of students, staff and administration. Using the percentage of a school's enrollment for the National School Lunch Program free and reduced program here are the characteristics for a low poverty school:

- The percentage of students who were limited English proficient was higher in high-poverty schools than in low percentage schools.
- The educational attainment of the administrators varied by school poverty level among secondary schools but not in elementary. In high poverty secondary schools, the percentage of administrators whose highest educational level was an educational specialist or professional diploma was smaller than the respective percentage of administrators in low poverty schools.
- The educational attainment and professional certification varied by school poverty level. For both elementary and secondary schools, smaller level of teachers working in high poverty schools had a master's degree for their highest educational level than teachers working in low-poverty schools.
- The outcome for students who attended high poverty public schools was lower at high poverty schools than low poverty schools.
- The percentage of graduates attending a 4-year college was lower for graduates from high poverty schools than for graduates from low poverty schools.

Participation in Education:

- As the US population increases in size, so does enrollment in all levels of education. Because of the mandatory enrollment laws at the elementary and secondary levels, growth is due largely to increases in the size of the school-aged population.
- The number of school-aged children who spoke a language other than English at home increased from 3.8 million to 10.9 million (or from 9% to 21 %). The number of students receiving special education services under IDEA, increased from 3.7 million (about 8%) to 6.6 million (or about 13%). Of those receiving services, 39% received them for a specific learning disability.

Learner Outcomes:

- Average reading scores assessed by National Assessment for Educational Progress (NAEP) increased by 4points for each 4 th graders and for 8th graders.
- There was no measurable change in the NAEP reading scores for black or Hispanic 4 th grade students. The White-Black gap was 26 points and the white-Hispanic gap was 24 points.
- NAEP scores for math record improved trends in math but significant achievement gaps among racial and ethnic groups remains high.
- On the NAEP Arts Assessment high poverty students scored 45 points lower in music and 43 points lower in visual arts than students in low poverty schools.

North Bound Education Public School intends to address these educational trends by:

- Providing an exceptional educational environment that breaks the chains that high poverty students have had to endure in high poverty schools
- Increase the participation in education by providing a series of educational seminars for current students, parents, and relatives in the areas of academics, acculturation, advocacy and area support

- Increase learners outcomes by providing smaller learning environments, differentiated instruction, individual learning plans, and individual learning contracts, DOT (Designer of Teaching) Academies for intern, resident and master teachers' and administrators.

An ever-increasing number of studies provide a strong research base for smaller learning communities. The research demonstrates positive impacts on all students in terms of increasing student participation and engagement, reducing dropout rates, increasing graduation rates and attendance, enhancing academic achievement, and increasing extracurricular participation. According to Breaking Ranks II, a publication of the National Association of Secondary School Principals and The Education Alliance, one of the seven key strategies to improving student performance is to "increase the quantity and improve the quality of North Bound Education Public School interactions between students, teachers and other school personnel by reducing the number of students for which any adult or group of adults is responsible." In order to accomplish this goal, North Bound Education Public School will:

- Reduce the traditional large school settings into smaller units by capping enrollment numbers
- Reduce the number of students for which an individual teacher is responsible
- Create interdisciplinary teams of teachers
- "Looping" teachers with students so that a group of teachers and students are teamed together for more than one year.

For decades, society has seen our educational system attempt to keep up with the technological trends. Public school reform and infusing technology into the curriculum have been consistent themes to improve the American Educational System. Yet for the past several decades our school system looks the same. The pedagogy is consistently the same, and the results have not improved. North Bound Education Public School is poised to make a difference. In partnership with Children's Beginning, North Bound Education Public School will make changes with the educational system resulting in major changes student results. North Bound Education Public School intends to make a difference by shifting the paradigm in which the students will reach new levels of performance gaining confidence in finding their "Voice-and-Choice":

- Be a series of small schools of approximately 700-800 students enrolled in grades 9-12 fully committed to "Design Thinking". Additionally at full implementation, North Bound Education Public School will serve approximately 1200 students enrolled in grades K-8 committed to educational reform also through "Design Thinking".
- Encourage individual interest and responsible learning through Project Based Learning, Individual Learning Plans and Individual Learning Contracts
- Teach student to think about their learning not just to learn for the sake of learning
- Accept students of all levels and graduate students of all levels
- Foster a business like culture that values learning at high levels
- Embrace diversity
- Prepare all graduates for college and/or living wage careers.

As a result of these intentional efforts, North Bound Education Public School will be an exemplary community school where progressive teaching and learning are placed at the forefront of educational development in the community by providing teaching and learning laboratories for imagination and inquiry that ignites a system distinguished by profound questioning, collaborative relationships, personalized experiential learning, global networking, use of technology and pioneering of outreach.

In 2015, the AEIS Graduation Analysis of Dallas ISD, Grand Prairie ISD, Arlington ISD, Ft. Worth ISD, Irving ISD, Birdville ISD, and Hurst- Euless- Bedford ISD indicated that the graduation rate in many of the school district showed little to no progress, with most showing the high school graduates were less inclined to be "college ready" than in previous years. Profile above, it is noted that in 2016 less than 30% of the current third graders were reading on grade level. Research demonstrates that students not reading on grade level by the third grade struggle increasingly as compared with their peers at the same grade level. The ability to reduce the achievement gap becomes increasingly more difficult.

Although the Dallas Ft. Worth area has concentrated its efforts on providing graduation opportunities for all students, data from 2015-2016 AEIS report indicates that the LEP students, and the at risk students lag behind significantly in

learning outcomes and educational participation. Many of the LEP students are often left behind due to language proficiency and gaps in education. Providing a smaller individualized learning environment will foster relations and increase the opportunity for individual academic success. Small schools and small learning communities tend to have greater "holding power" than do large schools. One significant reason for these findings is the increased personalization at small schools and small learning communities-teachers know students well. Students in small learning environments also have more opportunities to participate in extracurricular activities, including social events, which help bind them to school (Cotton, 2001).

The 2015-2016 AEIS report shows that economically disadvantaged and at-risk students do not continue their high school education (participation in education). While some pockets of the LEP population have chosen to continue their high school education, the data from the AEIS report indicates that a large percentage of these students are not making the same choice. Factor contributing to this effect include large school environments, non-personalized instruction, and no personal interaction with the teacher. Small schools and schools-within-schools create a more intimate learning environment than large schools. When teachers know their students well, they can more easily identify individual talents and unique needs and offer a more tailored learning experience. Being known well and acknowledged is essential to students' psychological well-being and learning, especially for those students who are typically overlooked in large and impersonal settings. In "Reflections of an African American on the Small Schools Movement," Perry (2003) notes that small schools provide the opportunity for a more personalized learning environment in which students interact more often and more substantively with their teachers, formally and informally, on both school and non-school issues. Although, as indicated in the 2015-2016 AEIS Drop-Out Analyses, there was a slight decline in the number of students who dropped out over the past two years in the DFW area, the data still reflects areas of concern for completion rate. According to the AEIS report, the Annual Dropout rates for Dallas ISD, Grand Prairie ISD, Arlington ISD, Ft. Worth ISD, Irving ISD, Birdville ISD, and HEB ISD reflect that a significant number of economically disadvantaged students dropped out of school, while an even high number of at-risk were classified as drop-outs, an even higher number of LEP students were recorded as drop-outs. Small schools and schools-within-schools create communities in which teachers and students know and value each other as individuals. The Association for Supervision and Curriculum Development (2000) refers to this phenomenon as "human-scale" schooling, which increases school safety by reducing anonymity and isolation while increasing students' sense of belonging. Studies show that small learning environments are characterized by fewer incidents of violence and disruptive behaviors, less school graffiti, lower crime levels, and less serious student misconduct.

It is well known in the Dallas and Ft. Worth areas that: IF students graduate high school, IF they apply for college, and IF they actually enroll (smaller numbers each time), they have a 75%+ chance of having to begin with remedial courses. We must recognize that students should be college ready when they enter college and therefore not required to enroll in remedial classes. Although the state of Texas continues to develop measures to accurately record the dropout rate, the figures currently being reported reflect a lag in time. The reports also reflect an inability to accurately document where a student goes once they leave school. Statistics though recorded have been elusive. Single digit dropout numbers are common misleading claims made by schools. The audiences, who hear such numbers rarely, if ever, understand them. Longitudinal data is often misrepresented by inaccurate numbers report by the school district. In numerous schools such as those analyzed above the number of graduates that are being reported is often a small percentage of the actual number of students that began in the graduating cohort. Statistics in Ft. Worth and surrounding districts reflect similar occurrences. In order to combat the dropout epidemic, reform efforts must include the education of the school parents. North Bound Education Public School will offer "Parent Ambassador University" (an educational program for families of high need students to ensure knowledge of state requirements and an ability to support student college readiness and academic success). Topics to be presented to the parents include the 4A's- Acculturation, Academics, Area support and Advocacy. North Bound Education Public School will serve the students in Dallas and Ft. Worth and beyond who might have otherwise dropped out of school by committing to serve the parents as well as the students.

Together the school, the student, and the parents/community will form a triangular relationship - the "Stellar Triangle," in which when all three are cohesively working towards the same goal "College Readiness". The student's potential or the "pinnacle of success" is the path to success limited only by the determination of each individual. The "Stellar Triangle" will be addressed in the Section 3: Community Support. Levels of parent involvement and parent satisfaction are greater in small school environments than in large ones. Communication between parents and teachers tends to be more substantive given the fact that the teachers often know the students better in the smaller

learning environment (Cotton, 2001).

The AEIS report for 2015-2016 indicates that African American and Hispanic student STAAR scores in Dallas ISD, Grand Prairie ISD, Arlington ISD, Ft. Worth ISD, Irving ISD, Birdville ISD, and pockets of HEB ISD, have seen some success but they also are on a downward trend. As their minority population increases due to the shift in demographics, so does the at-risk factor. Neighborhoods of high need academic need as evidenced by the lack of educational attainment by the student's parents continue to challenge many areas of Dallas Ft. Worth. Students becoming parents as a result of teenage pregnancy demand alternative solutions that are currently being offered by traditional public schools. Our students deemed "at risk" must be given the educational opportunity to become our "students of promise". As evidenced in the data, STAAR test results are significantly lower for African American, and Hispanic students in the DFW area. Of even greater disparity are the STAAR testing results for the economically disadvantaged, LEP and at-risk students in all of the areas that North Bound Public School intends to serve. The U.S. Census Bureau released detailed 2010 Census population totals and demographic characteristics in Texas. This data provided the first look at population counts for small areas and race, Hispanic origin, voting age and housing unit data released from the 2010 Census. Data for Texas show that the five most populous incorporated places and their 2010 Census counts are Houston, 2,099,451; San Antonio, 1,327,407; Dallas, 1,197,816; Austin, 790,390; and Fort Worth, 741,206. Houston grew by 7.5 percent since the 2000 Census. San Antonio grew by 16.0 percent, Dallas grew by 0.8 percent, Austin grew by 20.4 percent, and Fort Worth grew by 38.6 percent. The largest county is Harris, with a population of 4,092,459. Its population grew by 20.3 percent since 2000. The other counties in the top five include Dallas, with a population of 2,368,139 (increase of 6.7 percent); Tarrant, 1,809,034 (increase of 25.1 percent); Bexar, 1,714,773 (increase of 23.1 percent); and Travis, 1,024,266 (increase of 26.1 percent). North Bound Education Public School will serve the underserved economic and academic communities of Dallas and Ft. Worth and surrounding areas. As demonstrated by the 2010 Census, the population explosion of both the Dallas and the Ft. Worth indicate that these areas are prime targets in which our school will provide a solution to the rapid growth; a school of choice. The presence of North Bound Education Public School in these areas provides a choice for parents that are otherwise strapped into the traditional overcrowded schools whose tendency is to overlook the population that North Bound Education Public School intends to serve.

According to the Texas Tribune posted in April 2016, "Passing rates on the statewide standardized exam known as STAAR have barely changed among fifth- and eighth-graders, newly released testing results show. They may be viewed as an improvement, however, given this year's higher passing standards. Results on fifth and eighth grade reading and math exams administered this spring, released Friday by the Texas Education Agency, show performance shifted up or down from last year by a few percentage points. On reading exams, 75 percent of fifth-graders passed, compared to 78 percent last school year. This year's eighth-graders improved slightly, with 82 percent passing reading exams this year compared to 78 percent last school year."

While STAAR scores have remained steady over the last five years, on the surface these numbers project the illusion of the schools doing fine. But as the state accountability standards are aligned with STAAR and the elimination of TPM (Texas Projection Measurement), it is anticipated that many scores will fall from Acceptable to Unacceptable especially in the math and science. The college readiness indicators from 2005 to 2010 indicate that the SAT and ACT scores are not improving and they are also below state results. North Bound Education Public School will open in time to help students in the Dallas ISD, Grand Prairie ISD, Arlington ISD, Ft. Worth ISD, Irving ISD, Birdville ISD, and pockets of the HEB ISD increase their college readiness. Students in Dallas ISD, Grand Prairie ISD, Arlington ISD, Ft. Worth ISD, Irving ISD, Birdville ISD, and pockets of the HEB ISD often move between districts more than once during a student's school career, with families searching for less expensive rents and are moving in with extended families due to the economic downturn.

North Bound Education Public School recognizes these trends and will open an academy in several districts to provide an opportunity for students to transfer from one school to another without a loss of instructional opportunities. Serving as the focus for our mission, North Bound Education Public School main focus will be to provide a smaller learning environment than traditional public schools for students of single parent families enrolled in school or employed, students of first or second generation immigrants and low socioeconomic status with the intent of building relationships, rigor and relevancy and giving students a "Voice-and Choice". A partnership with Children's Beginnings, along with smaller primary, middle and high schools, learning lab, and project-based learning will ensure an innovative "Designer Learning" approach to education. Technology, ILC's (Individual Learning

Contracts), a rich K-12 college readiness curriculum, a "Transforming the Teacher Profession" teacher training program, "Choice Leadership Management Program", and a collaborative community based Mentoring Program will increase and enhance academic achievement and increase college readiness for all our students. Research shows that because of greater personalization, instruction in small learning environments tends to have a greater focus on active learning and problem solving, with students more engaged in project-based and community-based learning experiences. Additionally, students in small schools are usually grouped more in heterogeneous and flexible arrangements, with all students receiving the same challenging core academic curriculum. Finally, teachers tend to feel greater efficacy about their teaching in small learning communities and small schools (Cotton, 2001; Wasley et al., 2000).

Targeted area for the FOUNDING North Bound Education Public School is focused on the area that surrounds Interstate 35 in Ft. Worth (graphic to the right). As demonstrated in the graphic on page 4, a high percentage of academically qualified FWISD graduates do not seamlessly matriculate into four-year colleges and a slightly higher percentage of FWISD ninth graders graduate high school. FWISD's demographic is exactly the type of community we are searching to serve. Currently, there are limited opportunities to attend schools of choice in the Fort Worth area; Fort Worth is experiencing significant growth in the DFW metroplex and there there is a high need for additional high quality schools of choice in the area.

North Bound Education Public School intends to change public school education by positively addressing the characteristics of high poverty schools, increase participation in education, and intentionally change learner outcomes. Students in high poverty urban schools often drop out because of lack opportunity to bond with other human beings resulting in lack or gaps of academic success. These percentages further provide insight into the immediate need for intervention for students that are "at risk". North Bound Education Public School is committed to providing equal opportunity academic by "teaching tomorrow's skills to today's students" challenging them to "Dare to Dream: Dream to Design".

"Why do we have to do this?" Many teachers have been asking this question more frequently in recent years. As students detect a deepening divide between "real life" and "school life," the level of engagement has become a critical instructional point. North Bound Education Public School is committed to linking instruction directly to the skills students will need in higher education and the workplace. In recent surveys of teachers to determine the most important skills that are fundamental to stakeholders in education and business, the top five skills include: communication, collaboration, problem solving, questioning, and independent learning. As Wolpert-Gawron wrote, "If you begin the year with all of these skills in mind, the content of your lessons will be more engaging, and ultimately, more applicable to life beyond school." Another factor to consider in the evolution of innovative teaching is the fact that teachers in urban areas often leave their posts due to inadequate preparation and ongoing support. These factors have contributed to the increase in dropout rate of students in the DFW area. We are in need of better attention and solid support systems. As stated by Bill Daggett, CEO of the International Center for Leadership in Education, a systematic approach must be put in place that focuses on preparing students for THEIR future, not OURS. We must create a clear path of success for our students, teachers, parents and community.

As the United States continues to compete in a global economy that demands innovation, North Bound Education Public School will provide tools and resources to help the U.S. Education system keep up by focusing the 3Rs and 4Cs (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation). The need for schools like North Bound Education Public School is obvious in the Dallas-Ft. Worth area. The low percent of graduates and college readiness further define that students in are in need of early intervention. These factors of concern need to be addressed immediately. Dallas-Ft. Worth area has a high percentage of teen pregnancy and drug use. The number of teens being treated in Dallas County only increased from 33 in 2005 to 215 in 2009 and is currently still on the rise. Second, Texas teens lead the nation in having babies, with 24% having multiple births before the age of 20. With this increase of students on drugs and teens leading the nation in having babies, there is an overwhelming need to intervene to save our children. North Bound Education Public School is focused on the transformation of the "WHOLE" child; socially and intellectually, with college a viable reality or a work force readiness because of the preparation received at our school and the partnership with our parents and community members. North Bound Education Public School will be located in Dallas and Tarrant County; specifically, with locations identified in low social economical (zip code analysis), low parent level of education (zip code analysis), and high education need (STAAR/ SAT/ACT analysis). Although there are non-public schools in both these areas,

they come with a price tag attached to attend. North Bound Education Public School will offer students and families a free educational choice without having to worry about whether or not they can afford it.

North Bound Education Public School sponsors know the importance of providing families and students with an alternative for educational success. The student center-learning environment facilitated by knowledgeable, trained teachers will be state of the art. State and National Standards taught in real world learning environment will serve dual roles: education for today as well as for the future.

North Bound Education Public School will create multiple perspectives from which students will design, develop and deliver a product. North Bound Education Public School provides the opportunity for students to examine the task from different perspectives using a variety of resources, and separate relevant from irrelevant information (Reeves, 2002).

- Collaborative: Collaboration is integral and required for task completion.
- Value laden: Provide the opportunity to reflect and involve students' beliefs and values.
- Interdisciplinary: Activities encourage interdisciplinary perspectives and enable learners to play diverse roles and build expertise that is applicable beyond a single well-defined field or domain.
- Authentically assessed: Assessment is seamlessly integrated with learning in a manner that reflects how quality is judged in the real world.
- Authentic products: Authentic activities create polished products valuable in their own right rather than as preparation for something else.
- Multiple possible outcomes: Activities allow a range and diversity of outcomes open to multiple solutions of an original nature, rather than a single correct response obtained by the application of predefined rules and procedures.

This unique approach will provide a new learning model for students in the Dallas-Fort Worth metroplex. As students are expected to be prepared for postsecondary success in an ever-changing global landscape, North Bound Education Public School is prepared to meet their needs as a high quality school of choice in areas of need.

Adapted From

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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

Members of the North Bound Education Public School Academic Leadership Team in collaboration with a 10 member advisory team primarily comprised of local citizens meets monthly to review the process for planning, implementation and evaluation of recruitment strategies. Strategic discussions are continuously held to ensure that recruitment of the targeted populations to be served occurs. Monthly meeting include dates for targeted public meetings. The public Relations representative for our organization continuously seeks opportunities to reach out to the community. Information pamphlets have been distributed throughout the communities that include “pledge cards” for donations, enrollment interests, and employment opportunities. Student information collected during this period is limited to name, grade level and interest in the school. All individuals submitting an interest card are placed on the applicant list. As of date over 2,500 names are currently on the North Bound Education Public School applicant list in grade K-8.

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

Members of the North Bound Education Public School Academic Leadership Team review anticipated applicants on a monthly base. Adjustments occur immediately as need arises. Strategic activities and schedules include: community meeting, open houses, community presentations, and targeted house visits as part of the recruitment strategies. North Bound Education Public School will use data from various sources, such as data from the US government, to focus our recruitment efforts. Other strategies include: Hosting interactive open houses, information nights and events that will get families to know your school; posting event registration calendars right on the school website; blogging and potential student guest bloggers; creating digital student ambassadors; create and send personalized email campaigns.

During monthly review of the budget process, the board and CEO will review current enrollment, and projected growth and fiscal alignment. Immediate provisions will be made to adjust for increases or decreases in enrollment. North Bound Education Public School will contain its growth within budget limitations to ensure positive financial responsibility and stewardship.

I. Anticipated Date of Opening:

Sep 4, 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:

8,100

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="7.5"/>	5th Grade	<input type="text" value="7.5"/>	10th Grade <input type="text" value="7.5"/>
1st Grade	<input type="text" value="7.5"/>	6th Grade	<input type="text" value="7.5"/>	11th Grade <input type="text" value="7.5"/>
2nd Grade	<input type="text" value="7.5"/>	7th Grade	<input type="text" value="7.5"/>	12th Grade <input type="text" value="7.5"/>
3rd Grade	<input type="text" value="7.5"/>	8th Grade	<input type="text" value="7.5"/>	
4th Grade	<input type="text" value="7.5"/>	9th Grade	<input type="text" value="7.5"/>	

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.

North Bound Education Public School follows all state mandated required curriculum in accordance with TAC 74.1 - 74.3. NBE also meets required instructional minutes as stated in HB 2610 - 75,600 minutes. In addition to mandated state minutes, North Bound Education Public School integrates an additional 5,400 minutes a year, totaling 81,000 minutes a year to ensure mastery of foundation curriculum, enrichment curriculum, TEC 28.002L - moderate to vigorous physical activity requirements, and Pathway and Compass Classes. The school day begins at 8:30 a.m. and ends at 4:00 p.m.

K-6 (Discovery Years) - Schedule will based on 6 sections in each grade level

•Foundational Curriculum: English Language Arts & Reading, Math, Science, Social Studies

◦Double Blocked Math - Math requires both foundational skills and also real world relevancy. By double blocking this course, both of these needs are met as well as further differentiation opportunities at the teacher's discretion.

◦Social Studies and Reading will alternate every other day. As students move towards 4-6 grades, reading changes to a mode of learning. For this reason, reading will take the form of an intervention or enrichment class based on individual student needs. Reading is a necessity for all learning to take place. Mastery of Social Studies TEKS ensures that students are prepared to be global citizens, culturally aware individuals, and capable of seeing patterns in human behaviors and history.

•Enrichment Curriculum:

◦Fine Arts - Students will rotate each trimester and have the opportunity in K-6 to experience Visual Arts, Theater Arts, and Music.

◦Physical Education & Health - Students will rotate each trimester and have the opportunity to experience Dance, traditional PE, and Healthy Living class.

◦LOTE - Students will experience language enrichment in Spanish to the extent possible in a primary school setting.

◦Technology - All Technology TEKS strands will be addressed and mastered. Students will have opportunities to integrate their technology learning into their foundational classes as well.

◦Technology and LOTE-Spanish will alternate every other day. All technology TEKS must be practiced and mastered for students to enter a full PBL and Inquiry and Design Learning. They must be able to use technology appropriately and efficiently to conduct research, enhance work, and create digital portfolios demonstrating learning throughout their educational journeys.

•Unique to North Bound Education Public School : Pathways and Design Classes prepare students to find their True Norths. Pathways allows students to explore career and college options. In the Discovery Years, they experience this through play, research, field experiences, and community guests. In Design Classes, students have the opportunity to develop creative thinking capacity, play and develop games, and create personal learning opportunities.

•Students will have a flexible lunch and recess time. Students take ownership of cleaning dining spaces for the next groups coming into lunch. They have time to eat, engage in physical activity, socialize, and play. Teachers have the opportunity to visit with students while they eat and socialize, touchbase, tutor, and follow up on classroom learning while still keeping a 30 minute duty free lunch. To create a community atmosphere, singing and chanting will be allowed during the dining experience to increase the "J-factor" of schooling and create a summer camp atmosphere - positive, joyful, and energy-full.

Sample Schedule - Actual Schedule TBD based on student needs

7-8 Grades (Transitional Years) - Students will be block scheduled, 8 sections of each core course in each grade level

- Foundational Curriculum: English Language Arts, Math, Science, Social Studies
- Math - Students in 7th grade will have the opportunity to take 8th grade math, and students in 8th grade will have the opportunity to take Algebra 1 in Transitional Years for High School credit if they show Skilled and Exemplary Mastery of 90% of TEKS in mathematics in 6th grade. Mastering Algebra 1 in middle school will provide students who are gifted and talented in mathematics to take higher level math classes in high school and potentially cultivate an independent study capstone project based in mathematical principles.
- Block scheduling allows for the integration of more lab time in science classes.

•Enrichment Curriculum:

- Fine Arts - Students will choose between Visual Arts, Theater Arts, Music, or Dance in the Transitional Years Program. .
- Physical Education, Health, Technology - Students will rotate each trimester and have the opportunity to experience Technology Applications, traditional PE, and Healthy Living class. All Technology TEKS strands will be addressed and mastered. Students will have opportunities to integrate their technology learning into their foundational classes as well.
- LOTE - Students will experience language enrichment in Spanish and have the option of taking Native Spanish or Language Learner Spanish.

•Block Scheduling allows more consecutive time in classes to develop project designs in depth. Block scheduling also closely mimics the schedule a student could experience in a workforce or college class. College students and workers rarely work for 45 minutes before switching to a new task or concept.

•Unique to North Bound Education Public School : Pathways and Design Classes prepare students to find their True Norths. Pathways allows students to explore career and college options. In Transitional Years, they experience this through research, field experiences, and community guests. In Design Classes, students have the opportunity to develop creative thinking capacity, develop games and innovative study techniques, and create personal projects, and engage in activities like Odyssey of the Mind and Future Problem Solving. Design Days also provide opportunities for TAG enrichment for TAG students.

•Like in the Discovery Years, students will have a flexible lunch and structured-free time. Students take ownership of cleaning dining spaces for the next groups coming into lunch. They have time to eat, engage in physical activity, socialize, and have a working lunch. To create a familial atmosphere, teachers have the opportunity to visit with students while they eat and socialize, touchbase, tutor, and follow up on classroom learning while still keeping a 30 minute duty free lunch.

•Transitional Years students begin to experience a Mock GPA for the first time. Students should understand how a GPA is calculated and the causes and effects of their learning actions. This ensures that by the time they reach their focal years they are mentally and academically prepared for a GPA that could potentially grant them admission into choice colleges and universities.

9-10 (Focal Years) - Students will be block scheduled, 8 sections of each core course in each grade level

•North Bound Education Public School offers endorsements in Arts & Humanities, Multidisciplinary Studies, and eventually Business & Industry. By the end of 9th grade, a graduation plan and endorsement will be documented. Students will have through 10th grade to make changes. Students will choose between the Distinguished Achievement Plan and Recommended High School Plan. In some situations, a student may be allowed to opt into the Foundational High School Plan or Minimum High School Plan after a meeting with school leaders, parents, and the

student.

- Students have a choice of 4 electives: Music, Visual Arts, Theater Arts, and Dance. Dance can be substituted for PE. Students must have one PE credit, one Fine Arts credit, and one half credit of Professional Communications to graduate. These credits will be completed in 9th and 10th grade. After the Fine Arts credit is complete, students have the choice to enter a career cluster course.

- PE is two trimesters in 9th and 10th grade, and Professional Communication is one trimester long in 9th and 10th grade.

- Students have a choice in taking Native Speaker or Language Learner Spanish 1 and 2.

- Compass Courses at this time are designed to determine a career or college readiness tracks in 11-12 grades (Design years). Students will also be given time to work on personal designs and career and college aspirations during Compass Class and Design Days

- Block Scheduling allows more consecutive time in classes to develop project designs in depth. Block scheduling also closely mimics the schedule a student could experience in a workforce or college class. College students and workers rarely work for 45 minutes before switching to a new task or concept.

Sample Schedule - Actual Schedule TBD based on student needs

11-12 (Design Years) - Students will be block scheduled, 6 sections of each core course in each grade level

- North Bound Education Public School offers endorsements in Arts & Humanities, Multidisciplinary Studies, and eventually Business & Industry. Students will complete their graduations plans: the Distinguished Achievement Plan or Recommended High School Plan. In some situations, a student may be allowed to opt into the Foundational High School Plan or Minimum High School Plan after a meeting with school leaders, parents, and the student.

- Students choose between a Career or College track that leads them towards career and college readiness. Their course choices reflect this pathway.

- Students can choose between Fine Arts and CTE Career Cluster options.

- Tentatively, North Bound Education Public School intends to offer the following Career Clusters: Hospitality & Tourism; Agriculture, Food & Natural Resources; and Arts, A/V Tech, & Communications. However, based on parent/student surveys and community needs, we may offer other options

- Students have a choice in taking Spanish 3, 4, or AP Spanish.

- Block Scheduling allows more consecutive time in classes to develop project designs in depth. Block scheduling also closely mimics the schedule a student could experience in a workforce or college class. College students and workers rarely work for 45 minutes before switching to a new task or concept.

- Compass Courses at this time are now personal study courses that result in a year end Capstone Project that demonstrates personal initiative, True North, and individual future plans and interests. This could potentially take the form of an internship or work-study partnership. The Design Years Compass Course demonstrates a Career or College Track up until graduation.



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 2

II. Number of Certified Bilingual/ESL Teachers anticipated in Year 1 18

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). 18

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

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

Team members include: Nora Elizondo Berry-, Founding Director/ Superintendent of Summit International Preparatory, Manuel Medrano-Retired Superintendent,, Kimberlea Jackson- Uplift Education, Samantha Riley- Uplift Education, Susan Loera Math/Science- Arlington ISD



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

SOURCE: POLARIS

The single most important factor affecting the quality of education is the commitment by the teachers and staff to the improvement of student achievement. To often schools assume that because teachers are certified or have a willingness to teach that they are ready to step in the classroom and perform. North Bound Education Public School is committed to “Transforming the Teaching Profession” by creating a learning environment that prepares students for Global success. The goals of the “Transforming the Teacher Profession” at North Bound Education Public School is to: Get the right teachers to become teachers, develop teachers into effective instructional facilitators, ensure that the educational system is able to design, develop and deliver the best instruction for ALL students by implementing a “Designers of Teaching” Academy. All teachers will be required to participate in a tiered system of professional development. Teachers will be identified as Intern Teachers (1-3 years), Resident teachers (4-6), and Master teachers (7 or more). Teachers will be expected to participate in a series of weekly professional development designed to meet their needs. Each strand of training will focus on the needs of individual learners to include ELL, Special Needs, and special populations such as at- risk, low social economic and those needing advanced instruction. Each strand of professional development will have specific requirements that will help the administration design future professional development. The graph below outlines the specific goals, competencies and portfolio requirements that each teacher must fulfill. Administrators will also participate in the “Transforming the Teacher Professional” Professional development

Source: POLARIS

NORTH BOUND EDUCATION DARE TO DREAM; DARE TO DESIGN

“DOT” (Designer of Teaching) Academy- Transforming the Teacher Profession

Intern Teacher's Requirements

Goal: Demonstration of Content Knowledge Proficiency/ Pedagogy

Portfolio Demonstrating:

Ability to teach

Ability to Plan

Ability to analyze effectiveness of lesson plan

Portfolio must include:

sample lesson plans

video tapes and critiques of at least 2 lesson plans

sample of student work

1 documented accomplishment that provides evidence of accomplishment outside of the classroom and how it effects student achievement

Resident Teacher's Requirements

Goal: Ability to design teaching through understanding, evaluating and synthesizing student data.

Portfolio Demonstrating:

Yearly updating of portfolio

Completion and analysis of six on-line exercises that are specific to content area and show understanding, application, evaluation and synthesis of subject matter specific to learning challenges

Master Teachers Requirements

Goal: Completion of "Certification of National Board of Professional Teaching Standards" (NBPTS)

Portfolio Demonstrating:

Yearly updating of portfolio

Service as mentor for intern teacher

Administrator's Requirements

Goal: Improving Teaching and Learning through creating "Culture", "Condition", and "Competencies"

Portfolio Demonstrating:

Written School Improvement Plan

Sample of agendas from faculty meetings and samples of communication and parents

An example of week of the principal's schedule

A videotape excerpt of faculty meeting along with staff evaluation and reflection

A videotape excerpt of supervision conference with a teacher, along with teacher evaluation and reflection

Principal's written self evaluation and analysis of portfolio elements

Collaborative monthly learning walks, completion of needs analysis, information evaluated and synthesized

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

Members of the North Bound Education Public School Academic Leadership Team in collaboration with identified school leadership members have provided service to the students in the Texas public school system for over 130 years. Educational experience among the team ranges from Bilingual/ESL teacher, College and Career Readiness, Federal Programs, Bilingual Programs, Teacher Preparation, Superintendent Leadership, Math and Science and ELA instructional leadership will plan, implement, analyze, report, and evaluate Professional Development activities.

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

Yes No

If yes, briefly explain.

The North Bound Education Public School Academic Leadership team will offer differentiated/tiered professional development. Teachers will be provided exchange hours for attending targeted identified professional development prior to the beginning of the school year. Exchange hours can be used throughout the school year. All teachers will be required to acquire 6 hours of professional development each semester.

III. How often will teachers be appraised?

North Bound Education Public School will appraise their teachers in alignment with the state adopted T-TESS evaluation.

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

This section of North Bound Education Public School has been revised and adapted from Polaris Public School Charter Application, Generation 17, 2010.

The North Bound Education Public School Academic Leadership team will implement the state adopted T-TESS evaluation system. School administrators will provide ongoing support and feedback for each employee with a midyear performance and an end of the year performance review. The purpose of these evaluations will be to provide evidence- what can be seen and heard in the classroom and will include documentation and artifacts intended to move from teacher centered to student centered. This new system consisting of: an evaluation rubric, a goal-setting plan, and an embedded student growth measure will be used throughout the school year to provide a structure of self-reflect, ongoing, meaningful, periodic walkthroughs, academic conversations, and a yearly formal evaluation. Employee evaluations are not based on race, sex, age, color, religion, national origin, or disability.

Data driven, differentiated and tiered staff development will be designed and developed to enhance the delivery of instructional strategies to meet the need of ALL students and close the achievement gap. Student achievement data will be used to not only analyze student learning but also teacher teaching. In addition to being standards based and aligned with the National Standards for Professional Development, , professional development will prepare the teacher to “Dare to Dream; Dare to Design”. Potential topics for training modules include but not limited to topics pertaining on Student Achievement, Quality Instruction and Climate and Culture: weekly team planning meetings (PLC), vertical team planning meetings, cross curricular planning meetings, data analysis meeting (school wide, grade level, individual teacher) to be held each six weeks, collaborative team observation methods, academic PLCs for lesson planning (design), development, and delivery of instructional strategies, RTI monitoring and instructional design methods, collaboration with local and national educational higher level institutes for current research based pedagogy information and curriculum trends, weekly staff meeting aligned and supporting the school mission and vision, Project Based Learning, alternative grading methods, understanding the culture of our targeted students , and creating a collaborative environment to foster a positive school, home and community relationship.

All teachers will be trained in the James Knights “Instructional Coaching” to “share high-impact teaching strategies, receive proven instructional coaching practices to support implementation of those practices, and create system change strategies to ensure teachers understand, agree with, and are committed to implementing strategies”.

Source: James Knight Instructional Coaching <http://www.instructionalcoaching.com/>

NORTH BOUND EDUCATION DARE TO DREAM; DARE TO DESIGN INSTRUCTIONAL LEADERSHIP DEVELOPMENT

Curriculum/Instruction/ Assessment

Goal: Increase Quality Student Performance

Quality Student Performance

What is taught- Curriculum

How it is taught- Instruction

To what extent it is taught- Assessment

Active learning, Increase hands-on

Diverse roles for teaching (mentors, coaches)

Emphasis on higher- leveled thinking, learning key concepts and principals
 Choices for students/ Learning Contracts aligned with Blooms
 Differentiated Instruction/ Skills Test/ Collegial Learning Assessment/
 Portfolio Assessments focusing on creative, analytical and practical intelligences

Supervision

Goal: Application and development of supervision concepts

Data Analysis/Collection

Data Collection-Walk through

Student data, lesson plans

Observations, Meetings, teacher reflections

Data Analysis-

Identify strong instructional models, attributes, and strategies

Identify areas of concern

Identification of Academic Merit Badges Building Block that include an analytical essay, research paper, science experiment, and demonstration of applied concepts

Professional Development

Goal: To provide sustained embedded professional development

"DOT" Academy

Intern Teacher's Requirements

Goal: Demonstration of Content Knowledge Proficiency/ Pedagogy

Resident Teacher's Requirements

Goal: Ability to design teaching though understanding, evaluating and synthesizing student data.

Master Teachers Requirements

Goal: Completion of "Certification of National Board of Professional Teaching Standards" (NBPTS)

Administrator's Requirements

Goal: Improving Teaching and Learning through creating "Culture", "Condition", and "Competencies"

Evaluation

Goal: Provide educators with information to determine the amount of progress toward predetermined goals to ensure student learning and program effectiveness

Supporting the Mission

Needs assessment: Data Collection/ Analysis

Setting Goals and Objectives

Alignment of Strategies and Activities

Sustained Professional support for teachers

Ongoing portfolio assessments

Evaluation of national, state, and local data

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

North Bound Education will focus on teaching and learning. Strategic Professional development days have been placed on the school calendar. These days will be used for Professional Learning Community meetings to discuss data and how to enhance the design, development and delivery of instruction.

Data driven, differentiated and tiered staff development will be designed and developed to enhance the delivery of instructional strategies to meet the need of ALL students and close the achievement gap. Student achievement data will be used to not only analyze student learning but also teacher teaching. In addition to being standards based and aligned with the National Standards for Professional Development, , professional development will prepare the teacher to “Dare to Dream; Dare to Design”. Potential topics for training modules include but not limited to topics pertaining on Student Achievement, Quality Instruction and Climate and Culture: weekly team planning meetings (PLC), vertical team planning meetings, cross curricular planning meetings, data analysis meeting (school wide, grade level, individual teacher) to be held each six weeks, collaborative team observation methods, academic PLCs for lesson planning (design), development, and delivery of instructional strategies, RTI monitoring and instructional design methods, collaboration with local and national educational higher level institutes for current research based pedagogy information and curriculum trends, weekly staff meeting aligned and supporting the school mission and vision, Project Based Learning, alternative grading methods, understanding the culture of our targeted students , and creating a collaborative environment to foster a positive school, home and community relationship.



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:

II. Number of Board Members Domiciled in Texas:

III. Number of Board Members with Prior Charter Experience:

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



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.

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

In accordance with the Texas Education Code, the governing body of North Bound Education Public School has the primary responsibility for implementing the public school program authorized by the open-enrollment charter and ensuring the performance of the students enrolled. North Bound Education Public School grants to the governing body of a charter holder the authority to operate a charter school and shall act as the body corporate in meetings posted in compliance with Government Code, Chapter 551, overseeing the management of the charter school.

The governing body's powers and duties to operate North Bound Education Public School shall not be delegated, transferred, assigned, encumbered, pledged, subcontracted, or in any way alienated by the governing body of the charter holder. Any attempt to do so shall be null and void and of no force or effect and shall constitute abandonment of the contract for charter.

The governing body for North Bound Education Public School shall notify the Texas Education Agency (TEA) in writing prior to initiating any type of bankruptcy proceeding respecting the charter holder.

North Bound Education Public School will specify the powers or duties of the governing body and will delegate to an officer, employee, contractor, Management Company, creditor, or any other person. The exclusive method for making such a delegation shall be to file a request for a delegation amendment with the TEA division responsible for charter schools under §100.1033 of this title (relating to Charter Amendment), specifying the power or duty delegated and the particular person or entity to which it is delegated.

The governing body of North Bound Education Public School remains responsible for the management, operation, and accountability of the charter school operated by the charter holder, regardless of whether the governing body delegates any of its powers or duties.

Source: The provisions of this §100.1101 adopted to be effective April 18, 2002, 27 TexReg 3140; amended to be effective April 6, 2005, 30 TexReg 1911.

The governance structure for North Bound Education Public School will include a President, Vice President, Treasurer, Administrative Assistant, and 1 other voting individual with no one individual able to hold more than one office at the same time. Trustees from the sponsoring entity reserve the right to determine additional member determine from time to time. The Chief Education Officer shall be a nonvoting member of the board.

The President, Vice President, Treasurer, Secretary and an Administrative Assistant shall be elected annually by the Trustees of the sponsoring entity at the annual meeting of the Board of Trustees. At any time, members of the Sponsoring Entity Board of Trustees may elect additional Board Members as deemed necessary.

School Board members may resign by submitting a written resignation and will be accepted and recognized the date that it is submitted. Board members may also be removed by a majority vote of the Sponsor Entity Board members and will be provided an opportunity to address the Sponsoring Entity Board of Trustees. The current school board members will fill open positions for School Board membership. Members will not serve for more than two consecutive one- year term.

Two school board members have been identified at the time of the submission of this application.

The governing body of North Bound Education Public School has delegated all the powers set forth in 19 TAC 100.1033(6)(C) to the governing board of the charter school and have authorized them to delegate further their duties, so delegated, to the chief officer of any school. The governing body of the charter holder is aware that there are non-delegable duties for which they remain primarily and solely responsible.



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.

I. What are the expected *personnel* costs for the start-up year zero? 215,000

II. What are the expected *contracted service* costs for the start-up year zero? 130,000

III. What are the expected *school operation* costs for the start-up year zero? 345,000

IV. What are the expected *facility operation and maintenance* costs for the start-up year zero? 0

V. State the fiscal year end-date for the Sponsoring Entity. *mm/dd* 6.3

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.

Contracted Service (Student Management System), Administrative Staff Personal

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.

Fund Raising, Grant Applications, United Properties Start Up Funds, Frost Bank is the financial back-up



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.

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.

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.

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

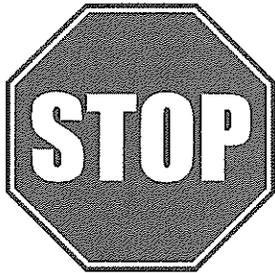
North Bound Education will not offer a PreKindergarten

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

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

North Bound Education will not offer a PreKindergarten

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Food Services	Beginning in Year	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Transportation	Beginning in Year	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Janitorial and Grounds	Beginning in Year	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Other	<div style="border: 1px solid black; padding: 5px; min-height: 40px;"> Non Applicable </div>					

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

None Applicable

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.

NARRATIVE: 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.

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

None Applicable

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.

None Applicable

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.

None Applicable

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

Yes No

If yes, list all states

None Applicable

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

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 (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.

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

None Applicable

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

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

None Applicable

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

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

None Applicable

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.*

None Applicable

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.

Identify the *out-of-state* organization’s leadership team and their specific roles and responsibilities. *Input answer here or on the previous page. Do not write in both.*

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

None Applicable

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

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

None Applicable

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.

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

None Applicable



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.

None Applicable



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.

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 shorted or conditional renewals], provide an explanation and how such deficiencies or violations were resolved.

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

None Applicable

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Two
Special Assurances Document

Sponsoring Entity: North Bound Education

Proposed Charter School Name: North Bound Education Public School

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

SM 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.

SM 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

SM 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

SM 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

SM 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

SM 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

SM 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: North Bound Education

Proposed Charter School Name: North Bound Education Public School

VII. Admission and Enrollment

EW 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.

EW 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.

EW 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.

EW 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.

EW 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)

EW 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

EW 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.

EW 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: North Bound Education

Proposed Charter School Name: North Bound Education Public School

SH 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).

SH 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

SH 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.

SH 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.

SH 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

SH 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.

Sheldon Hoyt

Printed Name of Sponsoring Entity Board Chair

SH

Signature of Sponsoring Entity Board Chair

December 5, 2016

Date